



Self-Study

Submitted to the
Higher Learning Commission of the
North Central Association of Colleges and Schools

November 2009



Table of Contents

CHAPTER 1	1
Introduction.....	1
An Overview of Fontbonne University	1
A History of Fontbonne University	2
Major Changes Since 2000	3
Concerns Addressed by the 2000 Site Visitors.....	4
The 2009-2010 Self-Study Process.....	9
Objectives of the 2009-2010 Self-study	12
CHAPTER 2	13
Criterion One: Mission and Integrity	13
Core Component 1a: The organization’s mission documents are clear and articulate publicly the organization’s commitments.	13
Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.....	16
Diversity in the Core Documents	16
Evidence of Diversity at Fontbonne	16

Core Component 1c: Understanding of and support for the mission pervade the organization.	18
Orientation	18
Strategic Planning	19
Student Programs and Activities	20
New Initiatives	20
Core Component 1d: The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.	22
Continuing Support for Mission Activities	22
Effective Leadership	22
Collaborative Processes	24
Core Component 1e: The organization upholds and protects its integrity.	24
Mission Alignment.....	25
Clear Policies with Timely Response.....	25
Relationships with Accreditation Agencies.....	25
Contracts and Legal Compliance	26
Summary of Criterion One	27
CHAPTER 3	29
Criterion Two: Preparing for the Future	29
Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.....	29
Technology	30
Fontbonne in a Global Community	30
Multicultural Urban Landscape & Demographic Shifts	31
Flexibility for Innovation and Change	32
Core Component 2b: The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.	34
Financial Resources.....	34

Institutional Advancement.....	35
Understanding of Current Capacity	37
Management of Human Resources	39
History of Achieving Goals	41
Core Component 2c: The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.	41
Planning Strategies	41
Assessment Across the University	42
Core Component 2d: All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.	43
Planning Bodies	43
Positive Results of Planning Strategies	44
Summary of Criterion Two	45
CHAPTER 4.....	47
Criterion Three: Student Learning and Effective Teaching	47
Core Component 3A. Fontbonne University's goals for student learning are clearly stated for each educational program and make effective assessment possible.....	48
History of Assessment of Student Learning	48
Assessment of General Education Outcomes	48
Assessment of Departments and Programs	49
Assessment of Institutional Processes that Support Student Learning	50
Committees Involved in the Work of Assessment.....	50
Assessment of Student Learning	52
Core Component 3B: The organization values and supports effective teaching.	58
Development of Curriculum.....	59
Support for Faculty Development.....	61
Evaluation and Recognition of Excellent Teaching.....	63

Innovative Practices	67
Core Component 3c: The organization creates effective learning environments	69
Curricular Strategies that Enhance Learning Environments	69
Co-Curricular Strategies that Enhance Learning Environments	74
Enhancing Diverse Learning Environments	78
Core Component 3d: The organization's learning resources support student learning and effective teaching	83
Human Resources	83
Physical Resources	87
Instructional Support Space.....	89
Technological Resources	91
Community Resources that Support Learning	93
Summary of Criterion Three:.....	94
CHAPTER 5	97
Criterion Four: Acquisition, Discovery, and Application of Knowledge.....	97
Core Component 4A: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.	97
Participatory Decision Making.....	97
Financial Allocations to Support Learning.....	98
Scholarship and Creativity is Widely Recognized	102
Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.....	103
Education In and Out of the Classroom.....	103
After Graduation.....	106
Core Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.	107
Relevancy of Programming	107
Application of Knowledge in a Complex World	109

Opportunities for Scholarly Work	110
Core Component 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.	111
Social Responsibility in a Changing World.....	112
Ethical Considerations	115
Summary of Criterion Four	116
CHAPTER 6	119
Criterion Five: Engagement and Service	119
Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.....	119
Identifying Fontbonne’s Constituencies	119
Inclusion of Constituencies in Planning	120
The Role of Faculty and Staff in Identifying Needs	121
Core Component 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.	122
Core Component 5c: The Organization demonstrates its responsiveness to those constituencies that depend on it for service.	124
Students: Past, Present, and Future	124
Community Partnerships	126
Core Component 5d: Internal and external constituencies value the services the organization provides.	127
Summary of Criterion Five	129
CHAPTER 7	131
Change Request	131
CHAPTER 8	157
Federal Compliance.....	157
APPENDIX A: Organizational Charts	163
APPENDIX B: The Bylaws.....	173



CHAPTER 1

Introduction

Fontbonne University is a Catholic coeducational institution of higher education offering liberal arts, professional, and adult programs. Nearly 3,000 students annually benefit from the university's high-quality academic programs offered in a values-based, student-centered environment. Founded in 1923 and sponsored by the Sisters of St. Joseph of Carondelet, Fontbonne University is located in a beautiful suburb in the heart of the St. Louis metropolitan area.

Learn More. Be More.® Throughout the self-study process, the Fontbonne community has endeavored to reveal how this short but meaningful marketing expression accurately reflects its mission, vision, commitment, values, and Catholic Identity. Readers of this self-study will discover the many ways that Fontbonne University strives to enhance the lives of students, faculty, staff, and members of the community through high quality educational programs delivered in an environment characterized by diversity and inclusion, open communication, and personal concern.

An Overview of Fontbonne University

Fontbonne's programs, faculty, and campus attract students from across the U.S. and many other countries. Thirty-eight majors, 25 minors and 17 master's degree programs span a wide range of offerings, from the nationally known deaf education and speech pathology majors to expanding programs such as business and sports management to new majors such as social work, supply chain management, and global studies. The University also boasts the OPTIONS program featuring undergraduate and graduate degrees offered in the evening and on weekends for working adults. Programs are also available in an online format, providing greater flexibility and convenience for students.

In addition to the current accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools, Fontbonne University holds these accreditations and approvals:

The Teacher Education Unit is accredited by the Missouri Department of Elementary and Secondary Education (DESE) and the National Council for Accreditation of Teacher Education (NCATE).

The Graduate Program in Speech-Language Pathology is accredited by The Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

The Deaf Education program is approved by the Council on the Education of the Deaf (CED), Department of Education, Gallaudet University.

The didactic program in Dietetics holds initial accreditation by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetics Association.

A History of Fontbonne University

Fontbonne University takes its name from Mother St. John Fontbonne, who, in 1808 after the French Revolution, refounded the Congregation of the Sisters of St. Joseph (CSJ). More than a century and a half before, in 1650, the Sisters of St. Joseph had been founded in LePuy, France. During the French Revolution, the sisters were forced to return to their homes, and the community was dispersed. Some 28 years after the refounding, six Sisters of St. Joseph came to the United States in 1836 and established American roots in Carondelet, a small community in south St. Louis, Missouri, where they began their work with deaf children. Five years later, in 1841, they opened St. Joseph's Academy for girls. In 1917 the State of Missouri granted a charter for the Sisters of St. Joseph of Carondelet, St. Louis Province, to establish a liberal arts college for women in St. Louis, Missouri. In 1923 Fontbonne College held its first classes in the motherhouse in Carondelet, located in south St. Louis, while building began on the current site at the corner of Wydown and Big Bend Boulevards. Classes moved to the new location in Clayton and the first class of eight graduates received their degrees in 1927.

Since that time, Fontbonne University has continued to respond to changes in the world and to prepare students for the challenges they will encounter. In 1947, Fontbonne admitted its first African-American students; male students were first admitted in 1971 and the first graduate program was added in 1975. The first lay president, Dr. Meneve Dunham, was installed in 1985, and the first male president, Dr. Dennis C. Golden, was inaugurated in September 1995. March 14, 2002 marked the change in status from college to university.

Accreditation through the Higher Learning Commission has been continuous since first granted through the Corporate Colleges of St. Louis University in 1926. Autonomous full accreditation for undergraduate programs was granted in 1948 and master's programs in 1975. Off-site locations received initial accreditation in 1987 and Fontbonne's first graduate online program received accreditation in 2006. The Statement of Affiliation

Status issued after the 2000 comprehensive visit renewed accreditation for ten years and requested a focused report in 2003 to report on progress with fundraising, assessment of student learning, and faculty workload.

Major Changes Since 2000

Through careful stewardship of its resources and attention paid to its constituencies, Fontbonne University has made significant progress in improvements to the physical, financial, academic, and human resource structures that are vital to the institution.

The core documents were revised, and a Statement of Catholic Identity was added.

The donor base has expanded, 100% of full-time faculty and staff contributed to the current campaign, and the endowment has increased.

The first endowed chair, the Sisters of St. Joseph of Carondelet Endowed Chair in Catholic Thought, was established and funded.

The Dedicated Semester concept has successfully been implemented three times. The first Dedicated Semester entitled “Judaism and Its Cultures” was completed in 2007. The success of the first endeavor resulted in a second Dedicated Semester in fall 2008 of “Goals for World Change” which focused on the United Nations Millennium Development Goals. “Immigrant Experiences” in 2009 will be followed by “Happiness: Traditions and Tensions” in fall 2010.

Faculty members and students collaborated on a memory project on the genocide from 1992-1995 in Prijedor, Bosnia. An exhibit that resulted from this project has been displayed at the Saint Louis Holocaust Museum and on Capitol Hill in Washington, DC.

Assessment of general education, programs of study, and institutional support of learning goals has been implemented campus wide.

Three online programs received full accreditation from the Higher Learning Commission and are responding to students’ needs.

Growth in enrollment in traditional programs, international programs, and programs for adult learners have resulted in the hiring of more full-time faculty, expanded informational technology services, and athletic programs.

Honor students are better served through improvements in the Honors Program and through two new honor societies on campus: Lambda Delta and Phi Kappa Phi.

The Fine Arts Department established a new repertory theatre company, Mustard Seed Theatre, which has already won several prestigious awards for its productions.

Campus renovations have been completed without incurring ongoing debt and include renovation of the Dunham Student Center, The Charles Jeffers Glik

Testing Center, the Eardley Family Clinic for Speech-Language-Hearing, and the Fine Arts Building.

Concerns Addressed by the 2000 Site Visitors

The site visitors noted many positive aspects of Fontbonne University, but also articulated six challenges for us to address. In the paragraphs that follow are those challenges and the steps Fontbonne has taken to address those challenges.

Challenge 1: The market value of the endowment is only slightly more than half of the annual budget, despite recent growth. Therefore, continued attention to building the endowment is essential.

Recognizing the importance of sound fiscal stability, Fontbonne University continues to focus on growing the endowment. Progress has been steady and systematic. The Office of Institutional Advancement has been reshaped and staffed with individuals committed to the complexities of fund raising and fundraising. From 2000 to 2008, the endowment more than doubled from approximately \$8 million to \$18 million before market volatility in 2008 and 2009 reduced it to \$13.5 million. Additionally, since the last comprehensive site visit over \$19 million in excess operational funds has been reinvested in improvements to the campus infrastructure. Had these monies been added to the endowment, the total endowment would be nearly equal to the annual budget. Conscious decisions to maintain a low debt load has resulted in a lower total endowment, but the institution remains financially stable and committed to continued growth in endowments.

The most recent \$20 million campaign, “Now More than Ever,” exceeded \$16,000,000 in April 2009 and began its public phase with a gala at the Muny in Forest Park in May 2009. A recent highlight of this campaign occurred in 2007 and 2008 when 100% of full-time faculty and staff pledged a total of \$435,561.15 to the campaign. Members of the Board of Trustees and the Council of Regents have been instrumental in identifying prospects and facilitating solicitations. They have been generous with their time and resources and have pledged to a successful completion of the campaign.

Annual growth in enrollment and the budget that must support this growth continue to present challenges to Fontbonne’s dependence on tuition dollars. Fontbonne University continues to rely on tuition, fees, and room and board for 95% of its yearly operating budget. The University will continue to examine ways to grow the endowment, especially during the current difficult economic times.

Challenge 2: The development of a professional fund-raising effort is still in its early stages. The implementation of the campus master plan beyond Phase I may have to be delayed beyond original expectations.

As noted above, Fontbonne University has been blessed with strong leadership in the Office of Institutional Advancement. The knowledge and expertise of the two most recent Vice Presidents of Institutional Advancement have been instrumental in shaping the policies and procedures for fundraising over the past several years, and implementation of the master plan has progressed. Some of the many projects that have been completed are listed below and have been accomplished without incurring institutional debt. This reinvestment of funds alleviated the potential of deferred maintenance problems, but has the collateral effect of not having those monies (\$19 million) added to the board-restricted endowment.

Renovations to Southwest Hall, now known as the Fine Arts Center, were completed in August 2000. The renovation provided improved space for the Department of Fine Arts, including studio spaces, a theatre, graduate student studios, classrooms, and office spaces. Thirty-six apartment style residence rooms were also added in this renovation. Cost: \$6.3 million.

Electrical upgrades to Ryan, Medaille, and St. Joseph's Halls were completed in 2002 at a cost of \$1.6 million.

In August 2004 renovations to the second floor of East Building were completed. The project included office spaces, four classrooms, and the Center for Teacher and Therapist Education (CTTE). One million of the \$3.2 million cost was contributed from a federal grant.

Renovations to the all-purpose meeting/dining area of the Dunham Student Activity Center (DSAC) were completed in September 2006 at a cost of \$1.45 million. This renovated space provides an attractive and relaxing multi-purpose space for students, faculty, and staff.

Infrastructure repairs and upgrades were completed during 2007. These improvements included installation of a water loop to better serve campus buildings for life and safety purposes, installation of a new storm water drainage system, and a disabled access ramp to facilitate access between buildings of different elevations. An addition to the Fine Arts Center added space for a sculpture studio.

Additional space for OPTIONS and other University functions has been leased and renovated on Strassner Avenue in Brentwood. This new facility provides additional classroom space, expanded faculty and staff office space, and ample parking for students.

Planning for future renovations and changes to the master plan are underway. In 2004-2005, the University commissioned an engineering analysis of all campus buildings and

mechanical systems. It also conducted an evaluation of future space needs and incorporated results of both studies into an updated master plan. The plan includes the completion of all interior renovations to classroom and office spaces, some new construction, and upgrades to current systems. This new plan is ambitious, but allows Fontbonne to better use its scarce acreage to maximize educational and aesthetic opportunities. The plan was approved by the Board of Trustees on June 4, 2008.

Renovation of the Anheuser-Busch Hall on the northwest corner of the campus is part of the new master plan. At an estimated total cost of \$12.5 million dollars, a combination of fundraising and borrowed monies will be necessary to complete this project. This renovation will update the entire three-floor structure, affecting three academic departments. The project also includes construction of a new stair/elevator tower with improved disability access to all classroom and office spaces, as well as a new greenhouse. As cautious and conservative stewards of precious financial resources, Fontbonne is timing this project in accordance with ongoing borrowing trends; construction will be underway at the time of the site visit.

Challenge 3: The number of full-time faculty members should be increased to reduce faculty workload and alleviate the still growing reliance on part-time faculty.

Fontbonne University is committed to delivery of courses by well-qualified, effective, and dedicated teaching faculty while maintaining small classroom numbers. In both the current and past strategic plans, increasing the number of full-time faculty has been a priority. Throughout this self-study there are lengthy explanations of the steps Fontbonne University has taken to not only increase the number of full-time faculty, but to improve salaries and professional development opportunities, and to reduce workload for all faculty members.

Student constituencies play a role in the way that full- and part-time faculty members contribute to the academic life of the institution. The OPTIONS program (an accelerated degree program for working adults) and Career Builders (a program which assists paraprofessionals obtain teaching certification or alternative certification) depend on working professionals to deliver the most timely and relevant instruction. This has been a competitive advantage in the marketing of these programs, and the enrollment in these programs has demanded increasing numbers of part-time faculty for delivery of instruction.

Faculty members in traditional programs are enjoying the fruits of Fontbonne's commitment to increasing faculty numbers. Programs that had only part-time faculty or that were comprised of a single faculty member now benefit from a cadre of highly qualified peers with whom they can collaborate, share curriculum and advising responsibilities, and depend upon for professional support. Since the last site visit, when there were 48 full-time faculty members, Fontbonne has increased its full-year faculty nearly 72% to a total of 82.5. The current strategic plan calls for the addition of at least

four new faculty lines each year, and in 2009-2010 Fontbonne was happy to welcome 4.5 new faculty members.

Financial and enrollment trends that could threaten the addition of faculty lines or compromise the workload of faculty members are important factors to consider when adding faculty members. Because Fontbonne continues to be tuition-dependent, economic and enrollment trends must be closely monitored to protect gains made in faculty numbers. Faculty members are also highly involved in the many curricular and co-curricular activities at Fontbonne, and while the net increase in faculty numbers has meant a reduction in the individual workload of faculty on matters related to governance, faculty are increasingly adding other responsibilities to their workloads. For example, service on committees or task forces, increasing work with admissions, advising, development initiatives, and other activities increasingly drain faculty energy.

Challenge 4: The present organizational structure of the academic affairs division is inadequate to meet the divergent needs of the undergraduate, graduate, and accelerated programs.

Since the 2000 site visit, the academic affairs division has been restructured substantially to meet the needs of faculty, staff, and students. The restructuring has included shifts in reporting, addition of new positions, and the implementation of a three-college system. These changes are explained throughout the self-study, but are reviewed briefly here.

Reorganization of academic departments into three colleges is underway. Since the last site visit, the number of academic departments grew from 8 to 11, resulting in an unwieldy reporting and administrative structure. The three new colleges and their reporting structures will be phased in, beginning with the College of Global Business and Professional Studies in 2008, and the College of Arts and Sciences and the College of Applied Human Sciences and Educational Studies in the coming years.

To better address the academic needs of undergraduate and graduate students, new positions have been added. A Dean of Undergraduate Studies was added in 2007, and the Director of Graduate Studies was increased to a .5 position in 2006. The current strategic plan calls to change that position to the Dean of Graduate Studies to better meet the needs of graduate students by 2011.

Positions have been added or changed to address specific needs. Among these is a change in reporting for the Director of Study Abroad Programs, which shifted from Student Affairs to Academic Affairs to facilitate communication with academic departments and increase student awareness of overseas educational opportunities. A Director of Academic Advising and a Director of Online Programs have been added to increase expertise in these critical areas. A half-time Director of the Center for Excellence in Teaching and Learning was added to address the professional development needs of faculty members.

Though not reporting through the Office of Academic Affairs, a new Associate Vice President for Graduate and Adult Enrollment was created in 2007 to focus on the special recruiting and enrollment demands presented by non-traditional programs. The need for this position resulted from the 2001 separation from the Institute of Professional Development (IPD, a subsidiary of the for-profit Apollo Group) when the University took ownership of its accelerated adult program (OPTIONS). In mid-2009, this position was changed to the Associate Vice President of Enrollment Management to substantially improve admissions work with graduate populations.

Challenge 5: Meaningful assessment takes place at the department level, but the College lacks an institution-wide assessment program which integrates the academic, planning, and budgetary processes.

Assessment has become an integral part of Fontbonne's academic and decision-making processes. An Office of Institutional Research and Assessment was funded in 2002 and has benefitted from the expertise provided by its directors. The current director brings with him fresh ideas and the energy to support Fontbonne's commitment to promoting a culture of assessment. As noted in the 2000 report, Fontbonne's academic departments were heavily involved in assessment of student learning goals and outcomes. What has changed since that time is implementation of campus-wide assessment of general education goals and competencies and campus-wide assessment of administrative functions that support student learning. Academic programs and departments have instituted more formalized approaches to assessment and program improvement. Assessment of all University activities remains a high priority and is supported in the strategic planning process. As assessment continues to affect planning processes, new mechanisms are being considered to facilitate the collection, analysis, and reporting of data. The Director of Institutional Research and Assessment is playing a critical role in the adoption of these technologies.

The expansion and integration of assessment activities are discussed in greater depth in Criteria 3 and 4 later in this self-study.

Challenge 6: While general education requirements are in place and are being reviewed, a more coherent core curriculum reflecting the College's mission, purposes, and values needs to be formulated.

In 2001 the Faculty General Assembly approved adoption of the new general education goals and competencies. These eight goals and related competencies align with the guidelines established by the Missouri Coordinating Board of Higher Education Committee on Transfer and Articulation. Because Fontbonne is a signatory institution (one which has adopted common general education goals and competencies that are shared by other signatory institutions), students who earn general education credits at other signatory institutions are able to transfer to Fontbonne University without undue difficulties or loss of credit.

Fontbonne University has interpreted the guidelines established by the Coordinating Board through the lens of its own mission, vision, and values by carefully examining course offerings and selecting courses which best address the education goals set forth by those core documents. In addition to the 42 general education credits required as a signatory institution, Fontbonne requires all undergraduate students to complete a religion requirement and a capstone experience. Course offerings that satisfy the religion requirement have expanded in recent years and are often offered in conjunction with the Dedicated Semester topics or ongoing University initiatives. The Endowed Chair in Catholic Thought has contributed in many positive ways to the variety and rigor of these courses. Capstone experiences are required for each undergraduate major and ask students to demonstrate excellent communication and higher order thinking skills as well as a high level of competence in their chosen field of study.

General education must reflect changes in the world around us with appropriate respect to the educational traditions that preceded us. To keep general education requirements timely and relevant, Fontbonne formed a task force to examine the current requirements and evaluate their benefits and drawbacks. The findings of this task force will be presented to the faculty and administration in late 2010 and recommendations will be evaluated for implementation.

More information about our current general education goals and competencies is provided in the University Catalog.

The 2009-2010 Self-Study Process

Preparation for this self-study began shortly after the visiting team left campus in 2000. Examination of the six challenges began in earnest, with a report submitted in 2003 articulating Fontbonne's progress. In 2005, a task force formed to begin preparing for this self-study. Members of that task force spent considerable time learning about the new criteria and identifying individuals who could contribute to the self-study process. In 2006, the co-chairs of the self-study were named, and in 2007 over 60 faculty and staff members were asked to serve as co-chairs or members of five committees aligned with the criteria put forth by the Commission.

Many of the individuals involved in this self-study were able to attend one or more of the annual meetings of the Higher Learning Commission held in April of each year in Chicago. These opportunities allowed many members of Fontbonne's community to learn about the purpose of accreditation and the importance of campus-wide reflection during the self-study process.

Throughout 2007, 2008, and 2009, the committees worked to determine what evidence best responded to the issues presented in the criteria. This evidence, presented throughout this self-study, frequently refers to benchmark groups. It should be noted that the benchmark groups vary depending upon the need for comparative data by different units on campus. The committees were assisted in their work through an integrated course management system that facilitated document viewing, communication within and between committees, online discussions, and linking to

important websites. The committees presented preliminary findings to faculty and staff members in three-hour meetings in October 2008 and gathered further input from these constituencies during those meetings. Final suggestions were submitted to the self-study co-chairs in December 2008. Writing and revisions occurred throughout 2009, with drafts available to faculty, staff, students, members of the executive staff, the Board of Trustees, the Provincial leadership, and the public. These drafts were made available through a designated web page accessed from the main Fontbonne page. Following a review by an external reader, final editing occurred throughout October 2009, and the final copy was mailed to site visitors in November 2009.

The many constituencies served by Fontbonne were further informed about the self-study process through an informational campaign in the months leading up to the site visit. E-mail communications, post cards, and newspaper advertisements encouraged individuals to learn more about the mission of Fontbonne University and participate in the feedback process.

The Steering Committee wishes to thank the members of the Fontbonne Community for assisting in this process. It has been time consuming, but enlightening. Their contributions were substantial and it is appropriate that their work be recognized.

Members of the Steering Committee:

Mary Carol Anth, CSJ, Associate Academic Dean
Nancy Blattner, Vice President and Dean for Academic Affairs (through June 2009)
Genevieve Robinson, Dean of Undergraduate Studies
Sharon McCaslin, University Librarian, Self-Study Co-Chair
Joyce Starr Johnson, Associate Professor of Human Environmental Sciences and Interim Vice President and Dean for Academic Affairs (effective June 2009), Self-Study Co-Chair
All Committee Co-Chairs and Staff Assistants

Criterion One:

Sharon Jackson, Instructor, Department of Behavioral Sciences, Co-Chair
Tony Mravle, Director of Campus Ministry, Co-Chair
Lucy Allen, Staff Assistant, Department of Mathematics and Computer Science
Dorothy Davis, Coordinator of Transfer Admissions
Theresa Jeevanjee, Associate Professor of Math and Computer Science
Richard Lewis, Associate Professor of Communication Disorders and Deaf Education
Anita Manion, Assistant Director of Faculty for Business Programs
Rita Marie Schmitz, CSJ, Professor of Education/Special Education
Cathy Schodrowski, Transcript Coordinator, Office of the Registrar
Sarah Schumacher Boul, Director of Campus Ministry

Criterion Two:

Elizabeth Rayhel, Chair of the Department of Biological and Physical Sciences,
Co-Chair
Linda Maurer, Dean of the College of Global Business and Professional Studies,
Co-Chair
Jane Bidleman, Staff Assistant, Department of Behavioral Sciences
Patricia Brooke, Associate Professor of English and Communication
Mary Guinn, Office Manager, Business Office
Dennis Johnson, Controller
Amanda Mead, Director of Online Programs
Glenda Nalls, Human Resources Coordinator
Michelle Palumbo, Assistant Director of Admissions
Carrie Wenberg, Director of Alumni Relations

Criterion Three:

Heather Norton, Associate Professor of English and Communication, Co-Chair
Jaimette McCulley, Assistant Professor of Human Environmental Sciences, Co-
Chair
Elizabeth Willey, Staff Assistant, Secretary, Academic Affairs
Mary Abkemeier, Professor of Mathematics and Computer Science
Valorie Christensen, Associate Professor of Education/Special Education
Mark Douglas, Associate Professor of Fine Arts
Kay Graves, Instructor of Mathematics and Computer Sciences
Steve Rankin, Director of Curriculum for Business Programs
Barbara Schaumburg, Information Technology
Jane Snyder, Director of the Kinkel Center for Academic Resources
Suzanne Stoelting, Assistant Professor of Behavioral Sciences
Jane Theissen, Reference Librarian & Assistant Professor
Stephenie Paine-Saunders, Assistant Professor of Biological and Physical
Sciences
Mark Douglas, Associate Professor of Fine Arts

Criterion Four:

Lynne Shields, Professor of Communication Disorders, Co-Chair
Michael Sullivan, Associate Professor of Fine Arts, Co-Chair
Linda Venegoni, Staff Assistant, Secretary, Institutional Research and
Assessment
Kerry Borawski, Assistant Professor, College of Global Business and Professional
Studies
Yvonne Farmer, Administrative Assistant, Academic Affairs
Sue Fluchel, Senior IT Specialist
Carol Dillon, Director of Counseling and Career Development
Nancy English, Assistant Professor of Mathematics and Computer Science
Sarah Huisman, Assistant Professor of Human Environmental Sciences
Amy Layhew, Director of Academic Student Services-OPTIONS

Peggy Ridlen, Reference Librarian and Assistant Professor

Criterion Five:

Judy Failoni, Professor of Education, Co-Chair

Jerry Bladdick, Associate Vice President for Graduate and Adult Enrollment, Co-Chair

Jan Johnson, Staff Assistant, Secretary, Department of Communication Disorders and Deaf Education

Kit Breshears, Public Relations Coordinator and Web Administrator

Chris Gill, Director of Student Development

Justin Megahan, Library Circulation Manager

Monica Potter, Assistant Athletic Director

Carmen Russell, Associate Professor of Speech Pathology

Cheryl Houston, Professor of Human Environmental Sciences

Graduate Online Change Request

Amanda Mead, Director of Online Programs

Mary Abkemeier, Professor, Department of Mathematics and Computer Science

Technical, Marketing, and Informational Support

Mark Johnson, Director of Communications and Marketing

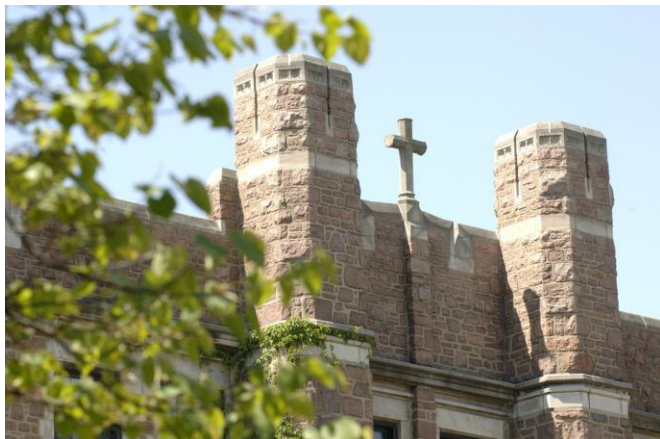
Matthew Feldmann, Director of Institutional Research and Assessment

Amanda Mead, Director of Online Programs

Objectives of the 2009-2010 Self-study

Through its self-study process, Fontbonne University endeavored to demonstrate a thorough understanding of its mission, vision, values, commitment, and Catholic Identity, and how these core documents drive the governance, administration, academic and educational programming, management of resources, and planning for the future to benefit its students, faculty, staff, and external constituencies.

Specifically, this self-study will respond to concerns and recommendations expressed in previous reports from the Higher Learning Commission and will identify the University's strengths and goals for improvement.



CHAPTER 2

Criterion One: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

This section of the self-study describes the extent to which Fontbonne University has articulated and published its core documents, with particular attention to diversity, and how well this mission and value system pervades the organization. The section also examines how the administrative structures are effective, collaborative, and consistent with the University's mission. Because the mission is the central foundation for the integrity of Fontbonne's operations and makes manifest the importance of Catholic intellectual tradition, the University's honesty, reputation, interaction with its various constituencies, and legal compliance are considered. Since the mission is an integral part of all that the University does, this section is inter-related with many of the other criteria.

Core Component 1a: The organization's mission documents are clear and articulate publicly the organization's commitments.

The core documents which define Fontbonne University's identity and mission were recently reviewed and revised by the Mission and Heritage Committee. Suggestions for revision were solicited from the campus community in a year-long process. The Board reviewed and discussed the core documents at their October 2006 meeting and examined and approved the revised documents on April 21, 2007.

Information about mission-oriented committees is located in the Resource Room (items 1.2.6-8)

The core documents include the Mission Statement, the Vision Statement, the Values Statement, and the Commitment Statement, as well as the Catholic Identity Statement, originally adopted by the Board on March 27, 2004.

Mission

Fontbonne University, a Catholic coeducational institution of higher learning sponsored by the Sisters of St. Joseph of Carondelet, is rooted in the Judeo-Christian tradition. The university is dedicated to the discovery, understanding, preservation and dissemination of truth.

Undergraduate and graduate programs are offered in an atmosphere characterized by a commitment to open communication, personal concern and diversity. Fontbonne University seeks to educate students to think critically, to act ethically and to assume responsibility as citizens and leaders.

Vision

Fontbonne University aspires to be acknowledged as one of the nation's premier Catholic universities, educating leaders to serve a world in need.

We will:

- *Be known for a synthesis of liberal and professional education that promotes life-long learning and that enables students to see themselves as part of a diverse and changing world.*
- *Work together to develop academic programs and educational opportunities that reflect high standards, interdisciplinary thought and integrated understanding.*
- *Continue to promote thoughtful experiential and service learning, bridging the gap between theory and practice by taking the student beyond the university walls.*
- *Build or strengthen alliances with individuals and organizations that are bringing about positive changes in the global community.*
- *Graduate students who will be distinguished by their appreciation of learning and the arts, their social conscience, and their ability to reflect, communicate and act.*

Commitment

Fontbonne University is committed to:

- *Achieving academic and educational excellence*
- *Advancing historical remembrance, critical reflection and moral resolve*
- *Promoting dialogue among diverse communities*
- *Demonstrating care and respect for each member of the community*
- *Serving the larger community*
- *Preparing individuals to be an ethical and responsible presence to the world.*

Values

Fontbonne University honors the values and heritage of the Sisters of St. Joseph of Carondelet by fostering excellence, integrity, respect, diversity, community, justice, service, faith and Catholic identity.

The Statement of Catholic Identity

Fontbonne affirms its identity as a Catholic university. Sponsored by the Sisters of St. Joseph of Carondelet, it is founded on the beliefs that all creation reveals God, that the ministry of Jesus began a process of redemption that extends to this day, and that the Holy Spirit continues to impart grace through the daily experiences of women and men. Among the many signs of God's grace are teaching and learning, which at Fontbonne are pursued by people sharing a variety of religious beliefs and an understanding of the importance of education.

"Catholic" means "universal" and "throughout the whole," like leaven permeating bread. The permeating quality of Fontbonne is our commitment to know, to love, and to serve the truth that unites faith and reason, nature and grace, the human and the divine. The desire for a greater understanding of creation and its Creator is one of the most profound expressions of human dignity. In this sense, to learn is to augment one's capacity for love so that the thoughtful and loving acts of an educated person are a witness to the transformation of the world that began with the Resurrection and continues with the enlivening of humanity. What makes us truly human helps to unite us with the divine as we seek to understand, love, and serve God and neighbor without distinction.

The permeating and universal nature of Catholicism gives rise to the mission and vision of this university. Because Fontbonne is Catholic, we embrace openness and inclusiveness. Because Fontbonne is Catholic, we pursue educational excellence. And because Fontbonne is Catholic, we seek to recognize the presence of God in all creation and to participate in the continuing transformation of ourselves and a world in need.

While the revision process did result in minor changes, Fontbonne's mission statement continues to revolve around four main concepts:

1. The broad, visionary goals of the organization articulated in the dedication to the "discovery, understanding, preservation, and dissemination of truth." This vision is expanded and developed in the Vision Statement, which is also a part of the core documents.
2. The more pragmatic, practical, and specific goals epitomized in the expectation for student learners to "think critically, act ethically, and assume responsibility as citizens and leaders." These goals are further developed in the Commitment Statement, also one of the core documents.
3. A strong affinity with and commitment to the historical relationship with the Sisters of St. Joseph of Carondelet. This relationship is further reiterated in the Values Statement.
4. A firm identity as a Catholic institution of higher education. The Catholic Identity Statement, the final core document, articulates this central aspect of Fontbonne University.

These core documents are basic to all functions of the University and are clearly displayed to the public and to all internal constituencies. They appear in the academic catalogs, the strategic plans, the student handbooks, and on the university webpage.

They appear either in full or slightly revised form in the strategic plans and public brochures of the various departments and agencies of the university (for example, see the library brochure and strategic plans). The five core documents are also framed and hung in the hallway of each floor of every building on campus and in every classroom.

Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Diversity in the Core Documents

Each of the core documents addresses the subject of diversity in its own way. The mission statement, as part of its revision process, changed the wording from “characterized by inclusion” to “characterized by...diversity.” Regardless of the means of expression, the concept has long been integral to the Fontbonne experience.

The Vision Statement affirms that Fontbonne “enables students to see themselves as part of a diverse and changing world.” The Commitment Statement expresses a goal of “promoting dialogue among diverse communities.” One of the seven values derived from the heritage of the Sisters of St. Joseph of Carondelet is “diversity.” The Catholic Identity Statement describes Fontbonne as “people sharing a variety of religious beliefs” and extends the goal of serving “God and neighbor without distinction.”

The core documents reveal a respect for the diverse members of Fontbonne’s community. The Values Statement refers to “community, justice” and “respect” as three of the nine basic values. The Mission Statement mentions “open communication” and “personal concern.” Other phrases indicate this attitude of caring: “social conscience,” “care and respect for each member of the community,” “human dignity,” and “openness and inclusiveness.”

All of the core documents clearly allude to Fontbonne’s position in a global context. Both the Vision Statement and the Catholic Identity Statement refer to serving “a world in need,” while the Mission Statement talks of assuming “responsibility as citizens and leaders.” Phrases such as “beyond the university walls,” “in the global community,” “serving the larger community,” and “an ethical and responsible presence in the world” all indicate a focus on preparation for entering a diverse world.

Evidence of Diversity at Fontbonne

Advice from the North Central Visitation Team Report of 2000 (p. 53) noted that “Fontbonne should increase efforts to bring greater diversity to the full-time teaching faculty.” An Affirmative Action policy is in place, workshops on hiring diverse faculty and staff have been well-attended, and diversity is considered as each position is filled. The percentage of the full-time faculty from underrepresented populations has dropped from 10% in 1999 to 7% in 2008. The difference for staff is even larger, dropping from

25% to 16%. The 2007-08 Faculty Survey conducted by the Higher Education Research Institute (HERI) reported that the full-time faculty support continuing efforts at expanding campus initiatives related to diversity and multicultural education. As directed by the current strategic plan (2008-2011), the Office of Academic Affairs is reviewing published literature in order to develop strategies to ensure greater success in attracting qualified applicants for all faculty searches.

HERI Questions Related to Issues of Diversity

	Fontbonne University	Catholic 4 year	All Private 4 year
Issues of high or highest priority include: To increase the representation of minorities in the faculty and administration.	42.6%	38.2%	41.3%
Issues of high or highest priority include: To develop an appreciation for multi-culturalism.	70.2%	58.1%	58.9%
Agree strongly or somewhat: A racially/ethnically diverse student body enhances the educational experience of all students	97.9%	93.4%	94.1%

Fortunately, Fontbonne continues to provide an inclusive and welcoming community of learning which continues to attract a student body of growing diversity. The metropolitan St. Louis region, comprised of the City of St. Louis and 15 surrounding counties in Missouri and Illinois, has a 32.4% minority population (as reported by the Regional Chamber and Growth Association (RCGA) of St. Louis, Missouri). In 2008, 40% of the student body self-identified as members of minority populations or international students, as compared to 23% reported in the 1999 self-study. The 2007-2008 HERI report indicates that the full-time faculty members at Fontbonne support and desire a diverse campus environment.

	Fontbonne University	Catholic 4 year	All Private 4 year
There is respect for the expression of diverse values and beliefs.	54.2%	38.6%	37.7%

While efforts to diversify the race/ethnicity of the faculty have not been as productive as intended, Fontbonne University is clearly welcoming to people of diverse backgrounds, especially students.

In 2008, Fontbonne began a thorough reexamination of its commitment to diverse learning and working environments. A dedicated task force looked at the campus-wide implications of diversity, and created a webpage that reflects the complexity and importance of this issue. The task force also revised the Diversity Statement:

Fontbonne University maintains a strong commitment to diversity and strives to increase the number of faculty, staff, and students from under-represented groups. Every person, regardless of

For more information about diversity initiatives at Fontbonne, please visit <http://www.fontbonne.edu/about/diversityatfontbonne/>

race, color, creed, national origin, gender, sexual orientation, age or disability shall be treated with respect and dignity.

Therefore, Fontbonne University will strive to:

- *Create a learning environment that promotes, nurtures and supports the understanding, recognition and appreciation of contributions to society made by diverse individuals and groups.*
- *Increase recruitment and retention of diverse students, faculty and staff.*
- *Promote and foster effective communication and interaction among diverse populations.*

Fontbonne has also been successful in enrolling international students. There are agreements in place and being developed for students from numerous countries to attend Fontbonne, and opportunities for Fontbonne students to study abroad have also been developed, including a semester in Berlin planned for 2010. These activities are described in more depth in Criterion 3.

Diversity in the student body at Fontbonne is more than a matter of race or nationality. Fontbonne also has a reputation for supporting students of varying abilities. The Kinkel Center for Academic Resources provides a variety of accommodations for students, as needed, and Fontbonne has historically provided assistance for students with a range of abilities. (See information about the Kinkel Center for Academic Resources in Criterion 3.)

Core Component 1c: Understanding of and support for the mission pervade the organization.

The activities of Fontbonne University are driven by its mission, and the University makes a conscious effort to maintain that focus. An awareness of the mission is fostered from the first orientation sessions through the strategic planning process and budget allocation, to student programs and activities, to the formation of new initiatives.

Orientation

In addition to the many printed presentations of the mission, all members of the Fontbonne community are introduced to the heritage and mission in structured processes. As part of freshman orientation each fall, the students participate in a twilight “Catch the Fire” ceremony which introduces them to the history of the Sisters of St. Joseph of Carondelet and how this heritage and value system are expressed at Fontbonne University. Each fall, Convocation activities include students, faculty, staff, and guests. Students are awarded stoles or pins at the ceremony which features a guest speaker who shares his or her insights into the mission of Fontbonne University. All members of the campus are invited to a free lunch sponsored by the Alumni Association. Convocation activities are reproduced in the evening as well so non-traditional students can become actively involved in the University experience. All new full-time faculty and staff attend

a mandatory orientation session where they are introduced to the heritage of the Sisters of St. Joseph and aspects of the Fontbonne mission. Members of the Board of Trustees and Council of Regents also receive orientation to the University heritage and mission.

Strategic Planning

Fontbonne's Strategic Plans (1997-2002, 2002-2005, 2005-2008, and 2008-2011) all are mission driven with mission-specific language and statements throughout. Broad representation of the university community with multiple opportunities for involvement and review by the entire university community was an inherent part of the development of each strategic plan. Financial support for University activities is closely aligned with the strategic plan's goals and tactics for implementation.

In the 1997-2002 plan, each "strategic direction" is directly linked to the Values Statement. An example of a mission directed goal is Strategic Direction #2, Academic Delivery Goal #4: "Recruit, hire, and retain additional qualified minority faculty and academic staff consistent with the College's Affirmative Action Plan." Each strategic plan for the past decade has taken steps to attain this goal, including workshops on hiring diversity, advertising in focused newspapers, and careful implementation of Affirmative Action.

In the 2002-2005 plan, the first specific goal was to "enhance Catholic identity and presence." One way this was to be accomplished was to "establish a seminar of faculty," starting in the spring of 2003. This seminar on Catholic thought was established, broadening into inclusion of staff and others related to the University, with topics including *The Four Gospels*, *God*, *The Nicene Creed*, and *The Catholic Imagination*. This annual seminar continues to be one way that members of the University community can participate in a mission-specific activity to enhance their appreciation and expression of the University mission.

In the 2005-2008 plan, the Environmental Analysis section (p. 1-2) articulates many accomplishments regarding mission: "The University made a concerted, and successful, effort to integrate a vision statement with its mission. The University developed and the Board approved (see Board Minutes, March 27, 2004) a statement of Catholic Identity. A Diversity Task Force was created to examine the University climate and make recommendations on furthering our commitment to diversity."

The 2005-2008 plan also lists as a goal (p. 8) to "establish the first endowed chair at Fontbonne University." With the financial support of the Sisters of St. Joseph of Carondelet, the University established this endowed chair: The Sisters of St. Joseph of Carondelet Endowed Chair in Catholic Thought. This position is not directly tied to any University department, but is intended to further support the University's commitment to its Catholic identity and to the Sisters of St. Joseph by teaching courses, including the annual seminar mentioned above. Dr. Donald Burgo held the chair for 2006-2008 until his retirement, and the second and current occupant of that chair is Dr. Jill Raitt. Plans are currently underway to secure funding for a second endowed chair at the University.

The 2005-2008 plan also set goals for expanding the staffing for the Office of Campus Ministry and the Office of Multicultural Affairs, both of which were accomplished in this time frame.

The 2008-2011 strategic plan continues the tradition of integrating the University mission into its goals by stating: “Hire an Assistant to the President for Mission Integration” (p. 7) and “Sponsor visits to the Motherhouse” (p. 8). A new Assistant to the President for Mission Integration was hired in the spring of 2009, and the spring 2009 employee recognition dinner was held at the Motherhouse of the Sisters of St. Joseph of Carondelet. Special activities that evening included a Mass and a 45 minute tour of the spacious and historic facility.

Student Programs and Activities

The Office of Campus Ministry has maintained an active presence on campus, especially in service to the students. While the Doerr Chapel provides a physical symbol of Fontbonne’s Catholic identity in the center of the campus, the University supports an interfaith chapel and recognizes and celebrates a variety of religious and ethnic holidays and events. Active implementation of the mission extends beyond the walls of these worship facilities in a number of ways.

FISH (Fontbonne in Service and Humility) is a community service student organization that organizes and performs a wide variety of volunteer service projects. FISH offers volunteer opportunities during the week and one Saturday each month. FISH works with groups like Habitat for Humanity, Food Outreach, EnergyCare and Neighbors Helping Neighbors doing a variety of work, including after-school tutoring, clean-up projects, clothing drives, helping at homeless shelters and daycare shelters. FISH also sponsors at least one service trip outside the St. Louis area each year. In addition to the above programs, student organizations engage in community-betterment activities such as fundraisers, hat and mitten drives, school supply collections, and similar initiatives throughout the year.

New Initiatives

The Collegium summer colloquy was developed in response to a concern for the continuing religious identity of Catholic colleges and universities. In 2002 it became a part of the Association of Catholic Colleges and Universities. Since that time Fontbonne has annually sponsored members of the faculty and administrative staff to attend the Collegium colloquy on the integration of faith and intellectual life. This has provided over ten faculty and staff members with an opportunity for personal reflection and focus on spiritual development in keeping with Fontbonne’s mission and Catholic identity. In 2009 those Fontbonne faculty who had experienced the colloquy sponsored a weekend spiritual retreat for other members of the Fontbonne community, held at the Motherhouse of the Sisters of St. Joseph of Carondelet.

The Vocare Certificate in Mission-Centered Leadership provides an opportunity for professionals to explore the foundations and implications of the Catholic identity of their sponsoring institutions. In a mix of informal and formal settings over a two-year period, learning, reflection, and planning are encouraged to deepen commitment to a common mission and insight into Catholic leadership. Four Fontbonne faculty and administrators have participated in this program to gain a stronger appreciation of the charism and legacy of the Sisters of St. Joseph of Carondelet.

In the fall semester of 2007, Fontbonne began an academic initiative to focus campus energies on a specific topic for a single semester. Described more fully in Criterion 3, the Dedicated Semester included the creation of new courses, the redesign of existing courses, inclusion of guest speakers, and sponsorship of campus activities in support of the concept. The first Dedicated Semester was on Judaism and its Cultures, a topic specifically chosen to enhance the Fontbonne community's understanding of its roots in the Judeo-Christian tradition. The 2008 Dedicated Semester, Goals for World Change, focused on the United Nations Millennium Development Goals, a clear effort at "educating leaders to serve a world in need." The 2009 Dedicated Semester will explore the Immigrant Experience, enabling "students to see themselves as a part of a diverse and changing world."

In the spring of 2008 Fontbonne Day (May 1) became an annual event providing opportunities for faculty and staff at the University to volunteer in the St. Louis area, putting their mission of "serving the larger community" into practice. Commencing with a guest speaker, faculty and staff are reminded of the Sisters of St. Joseph of Carondelet who dedicate themselves to serving the dear neighbor. After hauling dirt at community gardens, rebuilding homes, tutoring young children, or shelving food at local pantries, faculty and staff gather together at the end of the day to reflect on the role of service within the community. In 2009, students were invited to participate and the one-day event expanded into a second day to allow part-time faculty members and working adult students to participate on Saturday.

Additional programs which have recently demonstrated Fontbonne's commitment to its mission in the world include

- the monthly contribution of casseroles to St. Patrick's Center, feeding the hungry,

- the Belize Project of the Communications Disorders and Deaf Education Department, providing early hearing evaluation services for the poor,

- Books for Belize, a project to fill the library shelves of 13 libraries serving 5,250 primary school children in desperately poor areas of Belize with donated children's books,

- Dedicated Semester projects, including collecting donations to dig a well in the Sudan and to purchase a camel to carry water where needed.

Core Component 1d: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

With the support and approval of the Board of Trustees, the Sisters of St. Joseph of Carondelet, the Coordinating Board of Higher Education of the State of Missouri, the Higher Learning Commission, and the faculty, staff, students, and alumni, on March 14, 2002 Fontbonne College changed its status to Fontbonne University. This change accurately reflected years of development, especially in regard to the expansion of graduate programs. The structure of Fontbonne University provides continuing support for the mission, collaborative processes for input from faculty, staff, and students, and effective leadership from the Board of Trustees and the administration. These structures are clearly articulated, widely published, and periodically reviewed and updated.

Continuing Support for Mission Activities

Much of the leadership for mission-related activities has come from the Office of Campus Ministry. This office coordinates and supports many activities and promotes the mission of the University. It is newly housed within the Office of Service, Diversity, and Social Justice to more fully meet the needs of the campus community. A committee, variously named the Mission Effectiveness Committee, the Mission and Heritage Committee, and the Mission Integration Committee, has been in constant support of curricular and co-curricular activities for the entire campus community. The Mission Integration Task Force (2007-08) recommended that a new leadership position of Assistant to the President for Mission Integration be established. As a result, Mary Beth Gallagher, Assistant to the President for Mission Integration, was hired in 2008. She is assisted by an advisory committee comprised of faculty and staff members.

Fontbonne University's continuing relationship with the Sisters of St. Joseph of Carondelet, St. Louis Province, is another source of support for its mission. As suggested in the 2000 North Central visitation report, a formal written statement of sponsorship was finalized in 2001 and provides opportunity for the University and CSJ leadership to maintain and enhance communication. According to this agreement, one-third of the members of the Board of Trustees of Fontbonne University are Sisters of St. Joseph of Carondelet or their designees. Further evidence of this strong support is the Endowed Chair on Catholic Thought, created and partially endowed by the Province in 2007. More recently, the University has been exploring social justice initiatives in conjunction with The College of St. Catherine's, a sister CSJ institution in St. Paul, MN.

Effective Leadership

The ultimate legal and fiduciary responsibility of the University rests with the self-perpetuating Board of Trustees, one third of whom who are Sisters of St. Joseph of

Carondelet, St. Louis Province or their designees. The Board is representative of the community served by the University and has opportunity to learn more about mission integration through Board retreats, invitations to activities on campus, and service on Board committees. Through recruitment of new members and regular evaluation, the Board is mindful of its role in promoting the mission of Fontbonne University.

The chief operating officer of the University is the President, Dr. Dennis C. Golden, who has successfully led the institution since 1995. He is ably assisted by seven vice presidents, most of whom have been in their positions for over five years. The stability and competence of the administrative officers are a clear institutional strength. All of these administrators are committed to Fontbonne's mission and are eminently qualified to hold these positions of high trust. Annual evaluations of the senior leadership are conducted, including measurable goals and performance which contribute to the mission. The delegated lines of authority in each of the many areas of the campus are clearly delineated in letters of delegation, position descriptions, and the policy manuals.

The 2007-2008 HERI report provides evidence from the full-time faculty that Fontbonne's administration works well with the faculty in providing strong leadership for the University.

HERI Questions Related to Leadership

	Fontbonne University	Catholic 4 year	All Private 4 year
The faculty are typically at odds with campus administration.	4.2%	20.8%	17.7%
The administration is open about its policies.	37.5%	16.6%	20.6%
Faculty are sufficiently involved in campus decision making.	91.7%	55.8%	60.1%

The organizational structure of the academic affairs unit has been undergoing recent changes. The 2000 accreditation report noted that "the present organizational structure of the academic affairs division is inadequate to meet the divergent needs of the undergraduate, graduate, and accelerated programs." Since that time, OPTIONS (nontraditional, accelerated programs for working adults) has become more closely aligned with the traditional academic structure of the University. The different needs of graduate and undergraduate students and the growing graduate population led to the creation of the position of Director of Graduate Studies in 2004, and in 2007 a Dean of Undergraduate Studies was added. The separation of the traditional campus into eleven departments has become inefficient as the University grows. In 2008 the Vice President and Dean for Academic Affairs presented a three-step plan for reorganizing the academic units into three colleges. On the recommendation of the Faculty General Assembly (FGA) and the Office of the President, in October 2008 the Board of Trustees implemented the first step of that plan, forming the College of Global Business and Professional Studies. The remaining two colleges will be formed in the near future as funding is allocated.

Communication throughout the campus community is a high priority of the leadership. The Fontbonne Community Message Board is a frequently used medium for exchanging information electronically. An automatic telephone service distributes information to the faculty and staff. Four times a year All Campus Meetings are held. The purpose of these meetings is to widely disseminate information on Board actions, current initiatives, and information vital to the campus community. All faculty, staff, and students are welcome to attend these meetings and are invited to ask questions and participate in the discussion.

Collaborative Processes

Fontbonne committees include representation from students, staff, and faculty. The Fontbonne Staff Association is a representative body which supports interaction among staff members and facilitates communication between administration and staff. The Student Government Association performs a similar function for the student body.

The Vice President and Dean for Academic Affairs has the responsibility and authority to manage the operations of the academic units. The academic governance of the University is conducted primarily through the Faculty General Assembly (FGA) and through its committee system. The FGA includes administrative officers and staff, as well as all full-time faculty members. Part-time faculty members are welcome to attend and participate though they do not have voting privileges.

The North Central visitation report of 2000 advised that “given the large number of committees, the faculty governance system should be reviewed.” A Committee on Committees was formed in 2007 to consider the burden on faculty, particularly from briefly formed and transitory committees. A Task Force on Faculty Governance was created in 2008 to investigate the effectiveness of these processes. After surveying the faculty and researching institutions of similar size and mission, the Task Force reported in 2009 that while this process can be time-consuming, it functions well for Fontbonne at this time. While the committee load for some is indeed heavy, the number of committees and their tasks is not unlike that of similar institutions. Faculty members are committed to shared governance and faculty participation in the academic process. The majority of the faculty support maintaining the current form of governance.

Core Component 1e: The organization upholds and protects its integrity.

Fontbonne University aligns its actions with its mission, presenting an accurate picture of itself to its internal and external constituents. Internal and external constituents are treated fairly and with respect, which enhances the reputation of the University. Federal, state, and community laws and regulations that pertain to educational institutions are followed.

Mission Alignment

The activities of Fontbonne University are aligned with its mission. Publications for students and their parents, such as the *Griffin Scratch*, newsletters, and calendars, reinforce how the mission is integrated into the curricular and co-curricular activities. Student evaluations of courses include several questions on mission integration into coursework. Annual evaluations of administrative personnel also address the University's mission. During this self-study it became apparent that faculty and staff performance evaluations did not contain this component, but it has been recently added for immediate implementation.

Clear Policies with Timely Response

The University policies are clearly laid out in the policy manuals, where the core documents also appear as the chief starting point. These policy manuals are readily available to all faculty and staff on the University webpage. The *Griffin Scratch*, the student handbook, is distributed to all students and contains these core documents, as well as the policies pertinent to academic integrity and student behavior.

Grievance procedures for faculty, staff, and students are delineated and followed as needed. Incident reports are collected in the offices of Student Affairs, Academic Affairs, Financial Aid, and Public Safety. Responses to inquiries are addressed in a timely manner. In cases where committees must investigate or make a decision, resolution may take somewhat longer, but all responses are appropriately handled according to the detailed policies in the policy manuals.

The policy manuals are available online at <http://www.fontbonne.edu/about/policymanuals.htm>

The institution strives for financial integrity with an annual audit through an independent agency, RubinBrown LLC Certified Public Accountants. Annual personnel evaluations are systematically and appropriately administered, and provide feedback to improve performance and contribute to promotion and compensation decisions.

Relationships with Accreditation Agencies

Formal accreditation agreements with appropriate agencies are maintained and duly reported to the public and the campus community through the campus webpage and the university catalog.

Fontbonne University is accredited with the Higher Learning Commission of the North Central Association of Colleges and Schools. It is a member of the North Central Association and sends a contingent of faculty and administration to each annual conference to maintain awareness of Commission policies and recommendations.

The Teacher Certification Unit is accredited by the Missouri Department of Elementary and Secondary Education (DESE) and by the National Council for Accreditation of Teacher Education (NCATE). This accreditation was recently renewed in 2008 and is valid through 2016.

The Graduate Program in Speech-Language Pathology is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA). This accreditation was last received in 2004 and will be renewed in 2012.

The Deaf Education Program is approved by the Council on the Education of the Deaf, Department of Education, Gallaudet University. This approval was last completed in 2007 and will be subject to renewal in 2012.

The Didactic Program in Dietetics holds initial accreditation by the Commission on Accreditation for Dietetics Education of the American Dietetic Association. This accreditation was awarded in 2007.

The College of Global Business and Professional Studies is currently seeking accreditation from the Association of Collegiate Business Schools and Programs (ACBSP). A site visit was conducted in 2008 and Fontbonne will respond to specific recommendations in order to obtain full accreditation in the near future.

Contracts and Legal Compliance

Contracts and formalized relationships are maintained with other institutions to provide educational services and other services. Transfer agreements, the provision of classroom instruction for Chamberlain College of Nursing (also accredited by the Higher Learning Commission), and the provision of educational opportunities for local businesses are examples of some of these formal agreements. These documents include

- Anheuser-Busch Tuition Agreement
- Contract for Berlitz Services
- Corporate Agreement with Boeing for OPTIONS programs
- Inter-institutional Agreement with Chamberlain College of Nursing
- Contract Agreement with the Missouri Department of Elementary and Secondary Education for Special Education Tuition Reimbursement
- Tuition Waiver Exchange Program with Greenville College
- Agreements with Washington University for collaborative degree programs, parking, and foreign language
- Agreements with Concordia Seminary for residence and athletic facilities
- OPTIONS Off-site Facility License Agreements with Missouri Athletic Club, St. Joseph's Institute for the Deaf, Pioneer Two, LLC, 1265-1300 Strassner Drive, LLC, and Kennerly Properties, LLC.
- Tuition-exchange program with the Council of Independent Colleges
- Exchange program with Sisters of St. Joseph of Carondelet higher education institutions

The existence of these contractual relationships attests to Fontbonne's reputation in dealing with external constituents.

Policies and procedures readily available in the policy manuals show compliance with FERPA, ADA, Financial Aid, and other government programs. In 2004 the Board of

Trustees created the Audit Committee of the Board to review the University's financial practices, internal controls, financial management and standards of conduct. Other committees have recently considered issues such as retirement planning, compliance with OSHA requirements for the campus electrical system, and identity theft protections.

See the minutes of the Board of Trustees for actions of this and other committees. Minutes are available in the Resource Room (items 1.3.5-1.3.8).

Fontbonne scrupulously maintains all legal obligations, as appropriate. The physical plant works within local building codes. The security services work cooperatively with local law enforcement. Everything from liquor license regulations to the ethical handling of psychological experiments is carefully scrutinized and follows detailed procedures. The Board of Trustees provides oversight of these administrative policies and procedures as they are developed and the administration furthers implementation within guidelines.

Summary of Criterion One

Fontbonne operates from a solid foundation of core documents, including statements of Mission, Commitment, Vision, Values, and Catholic Identity. The principles and values expressed in these documents permeate the University and are reflected in appropriate administrative structures and contractual obligations.

Strengths noted in this chapter:

1. The core documents accurately express the aims and objectives of the University. They are readily accessible and evident in strategic planning.
2. The relationship with the Sisters of St. Joseph of Carondelet remains a strong and vital aspect of campus life, demonstrated through a sponsorship agreement, participation on the Board of Trustees, sharing of resources, and attendance at campus events.
3. Active leadership in the Office on Mission Integration and the Office of Campus Ministry, as well as faculty and staff participation, allow the mission to permeate curricular and co-curricular activities.

Areas of weakness that present challenges for the future:

1. The re-organization of the institution as a university with separate colleges is only partially completed. The remaining administrative structures need to be implemented.

This challenge is addressed in the current Strategic Plan under Goal II.6: We will evaluate re-organization of the academic affairs unit into three academic colleges.

2. The university's commitment to diversity in the educational experience is clearly evident in an increasingly diverse student body. However, efforts need to be

continued to provide diversity in faculty and staff in support of that commitment.

This challenge is addressed in the current Strategic Plan Goal I.2: Promote a just community that respects and protects the dignity and diversity of the community members, and Goal II.1: Add full-time faculty in selective areas where enrollment trends and need dictate and increase the number of minority full-time faculty.

3. While most academic and administrative units on campus have mission statements, greater consistency and closer correlation with the campus mission statement would allow enhanced understanding of how the mission permeates the curricular and co-curricular activities of the campus.

This challenge is addressed in the current Strategic Plan under Goal I.3: “Develop and implement a plan for integrating mission into the curricular and co-curricular student experiences,” and Goal II.4: “Nurture spiritually, specifically with an awareness of the CSJ charism and of the Catholic intellectual tradition.”



CHAPTER 3

Criterion Two: Preparing for the Future

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

This section of the self-study describes the extent to which Fontbonne University has realistically envisioned its future and its place within the external environment. Continuous evaluation and assessment of its processes permit Fontbonne to effectively address its academic and educational mission. The resources available to support its goals allow for the maintenance of a quality environment and strong programs. Finally, this section also relates these operations and plans to the core documents and mission of the University.

Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

Fontbonne strategic planning processes reveal a careful consideration of the changing environment in which the University is situated. At the beginning of each strategic planning process, the community completes an environmental analysis, including consideration of strengths, threats, opportunities, and challenges. Several of these factors are recurring themes in higher education, including increasing technological demands, a movement toward globalization, an increasing reliance on distance education, and efforts to provide a greener, more conservation-conscious campus. On a more local level Fontbonne is dealing with a multicultural urban society with changing demographics. Throughout the implementation of the various strategic plans it is evident that the University has been able to address these changes proactively and anticipate the needs of Fontbonne's constituencies.

Technology

In today's educational climate, attention to Information Technology (IT) is critical. Since the last HLC visit, Fontbonne's IT department has expanded and been allocated increasing resources. In the spring of 2009 leadership of information technology was elevated to the vice presidential level, indicating the importance Fontbonne attaches to this unit.

Annual budgets are available in the Resource Room (item 5.1.1-5).

Since 1999, Fontbonne University has increased its expenditures for IT personnel by 160%. The entire IT budget has more than tripled in that time. Educause (a nonprofit association whose mission is to advance higher education by promoting the intelligent use of information technology) suggests that an institution of higher learning should spend from 3 to 5% of its budget on technology. Fontbonne University spent 4.2% of its budget on Information Technology in fiscal year 2008. This is a marked increase over the 3.5% spent on that aspect of educational support in 1999. All of the data indicate that Fontbonne has not only identified increasing technological needs as important, but has also acted decisively in support of that effort.

The improvements in the technological infrastructure are many, including campus-wide wireless access to the Internet, ceiling-mounted digital projectors and laptop connections in all classrooms, SMARTboards in many classrooms, an upgrade of the records management system, an improved web presence, implementation of a text alert system, and improved telephone connections. Further information about IT and its impact on teaching and learning is described later in this self-study.

Fontbonne in a Global Community

Fontbonne's students will enter a world that will challenge them to think globally. They will need to be increasingly aware of the forces that will affect their workplaces, their communities, and their families. Fontbonne University must plan accordingly in budgeting processes, curriculum planning, and in partnerships. Concern with global initiatives also includes actions to reduce our environmental footprint. Lighting fixtures in the library and Ryan Hall have been replaced with new energy-efficient models and a new procedure to provide printing for students is being planned for 2010 to curb unnecessary use of paper. Recycling bins are strategically placed and serviced around campus.

The Department of Business Administration was the first department to reorganize into the three-college system approved in spring 2008 by the Board of Trustees. The College of Global Business and Professional Studies chose its name to reflect the urgency and priority for global solutions that is demanded by the business community. New programs in the college such as Supply Chain Management prepare students specifically for the international nature of trade. Syllabi within the college illustrated that across courses globalization is integrated as a vital topic, whether in accounting, marketing, or management. Curriculum must prepare students for a future in an increasingly interconnected and interdependent world.

Fontbonne has increased its allocations for both the Study Abroad programs and the Office of International Affairs. Both offices have expanded in recent years and have been relocated to the first floor of Ryan Hall to gain more visibility. Study abroad opportunities exist in several formats, from week-long excursions to full semesters abroad. Planning is underway for a Fontbonne faculty member to teach in Berlin during the spring 2010 semester, accompanied by Fontbonne students. Students may also travel independently to study in a variety of locations.

Recruitment programs with international universities have been developed to provide all Fontbonne students with some experience of the world. These programs bring foreign students to Fontbonne's campus to enhance their own education, but also the education of American students, 69% of whom are from the St. Louis metropolitan region and 79% of whom are from Missouri. In 2009, students from 29 countries are attending Fontbonne University, enhancing the educational opportunities for all of Fontbonne's students. Fontbonne has long-standing relationships in Taiwan, has developed new partnerships in China, and is developing a new relationship in Japan. Institutional budget and staffing allocations for the Office of International Affairs have been increased to enhance and expand international connections.

The Office of Campus Ministries has contributed to international learning experiences through pilgrimages to France and to Ireland, and a trip to the Holy Land is scheduled for 2010. It regularly offers service learning trips to Mexico and Belize so that students can learn about human needs and shared values. Students, faculty, and staff who participate in these experiences gain understanding about other people and places that cannot be learned in any other way. Institutionally, Fontbonne has increased its support for these endeavors through doubling the staff in this office.

Multicultural Urban Landscape & Demographic Shifts

Fontbonne has responded to its mission by supporting diversity in the curriculum and in the experiences of its student body. The St. Louis metropolitan area includes an increasingly diverse population which the University serves. For example, St. Louis is home to the largest community of Bosnian refugees in the United States. Drs. Jack Luzkow (History) and Ben Moore (English) have fostered strong relationship within this community through an innovative oral history initiative, working with students and the Bosnian community to record the history of the recent Bosnian genocide. An exhibit portraying these events has been displayed in the Holocaust Museum and Learning Center in St. Louis, in the nation's Capitol, and across the country. Ties with this refugee community continue to strengthen and inform the 2009 dedicated semester on the immigrant experience.

Fontbonne continues to seek ways to connect to a variety of multicultural populations. In a metropolitan area that is 32.4% African American, Fontbonne provides a welcoming environment for students of color. Forty percent of Fontbonne's students are African American and planning is underway for an upcoming Dedicated Semester on African American Experiences, perhaps as early as 2011. International students, as discussed

previously, bring a diverse flavor to the campus through enrollment in courses alongside American students as well as participation in extracurricular events. The Office of Multicultural Affairs sponsors events throughout the year to educate and inform the campus community of the richness that a multicultural campus affords. In January 2010, this office will change its name to the Office of Service, Diversity, and Social Justice to better reflect future planning.

Fontbonne continues to explore new avenues to communicate its unique attributes and core messages to targeted populations. Through a combination of traditional print and electronic marketing strategies, e-marketing, social media and Web advertising, the University strives to increase inquiries, applications, and ultimately enrollment in an ever-challenging academic marketplace. Attracting male students to a historically female institution continues to be a challenge for Fontbonne. The development of new curriculum and athletic opportunities, including a lacrosse team, has been one approach to this problem and has been largely successful. Even so, in the fall of 2009, the freshman population was 61% female and 39% male.

Fontbonne makes efforts to ensure that it understands and engages St. Louis high school students. Since 2003, Fontbonne has approached the traditional undergraduate demographic in a variety of ways. Three different television campaigns have been developed to support the underlying theme of “Learn More. Be More.”® Using real students and filmed on campus, the ads were aired during prime recruiting periods. The TV spots have also been used on Fontbonne’s website at www.fbyou.net. In July 2008 Fontbonne contracted with the Prell Organization to survey St. Louis area high school juniors and seniors about their awareness of Fontbonne (92%) and their perceptions of difficulty of admittance (66% percent said “average”) and cost (55% said “affordable”). Only 1% of the sample was seriously considering Fontbonne and most were poorly informed about available programs, so more work clearly needs to be done in reaching these potential students.

The Prell study is available for review in the Resource Room (item 1.3.21).

In response to the shifting habits of the 16-24 year old demographic, Fontbonne has, in the past two years, evolved its marketing approach to include social media, such as MySpace, FaceBook, YouTube, and blogging. These new media, all part of the Web 2.0 explosion, are a necessary part of reaching and forging a relationship with this demographic. Teens today are looking for “reality-based” information so blogs and videos from current students are a natural tie-in to the marketing and recruitment tool box. Likewise, the adult population is increasingly technological, and new ways of reaching those potential students must reflect this.

Flexibility for Innovation and Change

While Fontbonne’s planning documents reveal its commitment to scanning the environment and predicting demand for its academic programs, the true test for campus strength and viability is its reaction to unforeseen events. The recent financial downturn is an example of this. Even the most cautious financial planners were surprised at the far-reaching ramifications of the problem. While Fontbonne’s planning has been cautiously

optimistic for several years, and while its internal numbers showed conservative stability, the University administration acted judiciously and with considerable foresight throughout 2008 and early 2009, curbing any excess spending, carefully re-allocating and reducing budget lines, and postponing salary increases. At a time when many other institutions are reducing personnel, slashing budgets, and reducing salaries, Fontbonne has thus far avoided such serious measures.

Careful planning has allowed Fontbonne to allocate its resources in response to critical needs. Without incurring debt, the highest priority expansion and construction project was completed. The new Brentwood site was established, housing primarily the non-traditional accelerated OPTIONS programs. This not only provided more room for a rapidly-expanding component of the University, but also freed up space on the main campus. This site adds over 30,000 square feet of space, including ten classrooms, a computer lab, bookstore, copy room, staff and student lounges, a tutoring room, and assorted study rooms, offices, and conference rooms. In contrast, the decision was made to postpone renovation of the Science building until economic and fundraising conditions ensure that Fontbonne will not incur undue financial stress.

Fontbonne University has been successful at completing projects under budget and conserving allocated money throughout the year. When resources remain, the University redirects those funds to new and innovative projects. The Planning and Budget Committee meets to consider such requests mid-year. An example of this type of re-directed funds includes the development of the Information Commons in the library. For details on these types of flexibly implemented improvements, see the minutes of the Planning and Budget Committee (Resource Room item 5.2.1).

Significant changes in academic programming prepare the Fontbonne community for a future shaped by multiple trends. Ongoing market share analysis keeps Fontbonne focused in the right direction. The Career Builders program and the Summer, Fall, and Spring Institutes in the Department of Education/Special Education were designed to fit the needs of area teachers for continuing education as well as innovative and holistic programming. The growth in Interdisciplinary Studies and the formalization of that program into an academic department in 2008 highlight the trend to highly individualized and innovative programs of study. The creation of the Center for Excellence in Teaching and Learning promotes ongoing faculty development and improved teaching pedagogies that benefit classroom learning experiences for today's students.

In response to increasing demand for the convenience of online programming, space limitations on the main campus, and a need for enrollment growth, in 2007 Fontbonne University applied for and received Higher Learning Commission approval to offer online graduate degree programs in computer education, the teaching of reading, and a master's of management. A request for an online graduate program in Supply Chain Management is under review at the time of this writing. All educational support services on campus have been involved in a continuing effort to provide essential services to distant students over the Internet. Chapter 7 in this document is a request to allow

Fontbonne to expand its graduate online programming without seeking individual program approval. The allocation of resources required to support effective online programming, such as hiring a Director of Online Programs, instituting a quality control process for online courses, and committing to large-scale technological upgrades makes this request possible.

Fontbonne has demonstrated a history of combining conservative fiscal analysis with innovative preparation for the future. While careful consideration is given to anticipated changes in the environment, Fontbonne remains flexible enough to react to unexpected events while maintaining its commitment to excellence.

Core Component 2b: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Fontbonne University has a strong foundation to support its goal of excellence in higher education. Planning documents reveal a realistic assessment of physical capacities and sources of income. A growing endowment supplements the primarily tuition-driven financial resources of the institution. Management of physical and human resources is careful and appropriate. A history of setting realistic goals and implementing focused change has prepared the University for a strong future.

Financial Resources

Fontbonne has sufficient financial resources and manages them responsibly. For the past five years, Fontbonne has operated in the black, with revenue exceeding expenditures. While recent fluctuations in the endowment may have reduced net assets, operations have continued to be fiscally sound, even in hard economic times. For many years income projection has been conservative and on target. The University has undertaken an extensive risk assessment project and budgets appropriately for reserve funds.

In the advice tendered during the 2000 North Central accreditation review, it was recommended that "Fontbonne should develop multi-year budget projections, using prudent assumptions, as a strategic planning device." This has been done, and each strategic plan includes a careful linkage of the costs of each goal and how those costs are to be reflected in future budgets. The Vice President for Finance and Administration maintains ten-year budget projections which correlate with the more flexible three year strategic plans.

Financial Ratios

Using the guidelines established by KPMG in 1999 and provided by the Council of Independent Colleges (CIC), the Office of Finance and Administration calculates the relative fiscal strength of the institution. A score of "3" is considered healthy; Fontbonne's numerical index has surpassed that goal for the past six years due primarily to low debt, strong cash balances from growing enrollments, and controlled expenses.

Composite Financial Index

2008-2009	4.1
2007-2008	5.8
2006-2007	6.9
2005-2006	4.6
2004-2005	3.8
2003-2004	4.4

*The complete CIC
Financial Indicators Tool
calculations are available
in the Resource Room*

Additional data analyzed and distributed to members of the Board of Trustees each year provides further information critical to sound decision-making. The ratio analysis provides a quick snapshot of Fontbonne's financial obligations in relation to benchmark institutions. The benchmarks are determined by KPMG and Moody's indices as published in the Small College Guide to Financial Health.

Ratio Name	Bench- marks	2009	2008	2007	2006	2005	2004
Operations							
Revenue Flexibility Ratio		105.41%	111.39%	109.53%	106.00%	108.70%	107.98%
Core Ratio	40.40%	47.74%	47.94%	45.82%	46.42%	44.98%	44.50%
Educational Support Ratio	23.86%	22.32%	22.13%	21.99%	21.21%	21.01%	21.35%
General Support Ratio	20.89%	18.53%	17.03%	17.38%	18.96%	18.48%	17.70%
Annual Operating Margin (Net Income Ratio)	1.69%	5.13%	7.39%	8.00%	5.73%	8.70%	10.23%
Operating Margin Excluding Gifts	-3.73%	4.60%	6.22%	7.29%	3.37%	7.15%	8.62%
Working Capital							
Cash Expense Ratio	25.00%	27.30%	28.76%	36.57%	26.42%	20.66%	15.24%
Current Ratio	2.5	3.32	2.73	2.70	1.99	1.98	1.66
Available Funds Ratio		2.59	2.03	2.28	1.64	1.40	1.03
Debt							
Debt Leverage Ratio	>2.10	5.59	5.44	4.85	3.75	3.17	2.78
Long Term Assets							
Composition Ratio	>1.00	1.44	1.68	1.51	1.16	0.95	0.87
Total Financial Resources- per-student	\$20,427	11,586	12,981	11,944	9,343	7,176	6,875

Institutional Advancement

Developing the Office of Institutional Advancement and increasing the endowment were areas of the 2000 self-study targeted as areas for improvement. One of the challenges noted in the 2000 self-study included the statement that "continued attention to building the endowment is essential." In the intervening years the then-current comprehensive giving campaign with a goal of \$12 million was completed. Over the past ten years, the endowment has grown steadily, affected only by the current economic situation. The goal of the current campaign is \$20 million, and in spring 2009 it surpassed the 80% mark. This milestone was celebrated with the opening of the public phase in a gala event to thank those who have so generously supported the University. While the weak economy has affected donors as well as investors, the campaign is close to the \$17 million mark as this document goes to print. The target date for completion is June 30, 2010.

The total endowment has continued to grow since the last comprehensive visit, and includes both donor-restricted and Board-restricted monies. From a total of \$8,098,976 in fiscal year 1999, the total had more than doubled to \$18,182,350 in fiscal year 2008 before the weakened economy reduced this to approximately \$13.5 million. In addition, the reinvestment in recent years of more than \$19 million into the physical plant through maintenance and enhancement has resulted in smaller institutional contributions to the endowment. Nevertheless, growing this endowment continues to be a priority for the institution in order to sustain the academic and educational mission. While the endowment has been growing and the current comprehensive campaign is on track, the income from the endowment remains a relatively small proportion of the University's funding. Recent financial reverses for all investment income have also emphasized the difficulty in any greater reliance on this type of support.

In order to increase the number and total income from major and ultimate gifts, Fontbonne heeded the advice from the 2000 visiting team who suggested an increased emphasis in this function of the Institution. Growing from a staff of five in 2000 to a staff of eleven in 2011, the Office of Institutional Advancement has reorganized and grown to reflect the importance of fundraising. A few of the new positions include a Planned Giving Officer (2002), a Campaign Director (2005), an Event Coordinator (2005), a Major Gifts Officer (2006), a Development Assistant (2006), and an Assistant Vice President (2008). One portion of the reorganization resulted in the move of the Director of Public Relations out of this unit to a direct report to the Executive Vice President to reflect the cross-institutional nature of marketing and communications. The Office of Institutional Advancement continues to carefully cultivate all types of donor relationships to respect the wishes of those who wish to contribute to Fontbonne's future through gifts of cash, stocks, real estate, or estates.

To consolidate and focus the pool of special donors, the Fontbonne Community Connection was established in 2008. Initially formed by a group of female alumni who graduated before Fontbonne began accepting male students, membership in this group has expanded to include any female who wants to make a difference through a minimum annual contribution of \$1000. This group meets regularly and provides grants of up to \$5,000 to support immediate and innovative needs on the Fontbonne campus. In its first year of operation, this group numbered 54 members and distributed \$34,000 in grants. In 2009, 72 members distributed \$60,000 in grants.

Successful broadening of the donor base, as well as campus-wide dedication to the University's mission, is evidenced by the fact that the current comprehensive campaign has received donations from 100% of the full-time faculty and staff at Fontbonne University. Clearly the faculty and staff dedicate not only their time and effort to this institution, but their personal finances as well.

Understanding of Current Capacity

Effective and efficient allocation and use of space has been and continues to be a priority on a small 16-acre campus. Thoughtful and inclusive master planning has resulted in a Master Plan that addresses the many needs of an active campus. Adequate parking is noted as a constant concern in surveys of students, faculty, and staff. Updating and renovating spaces in classroom buildings, dormitories and offices are also important for safety, utility, and aesthetics. Over the years, Fontbonne has addressed these issues by renovating the East Building, implementing off-campus parking on nearby Clayton Road with shuttle service, renovating dormitories, adding a surface parking lot along Big Bend, leasing a space in Brentwood to house non-traditional programs, and developing a series of innovative master plans to maximize the use of the physical space.

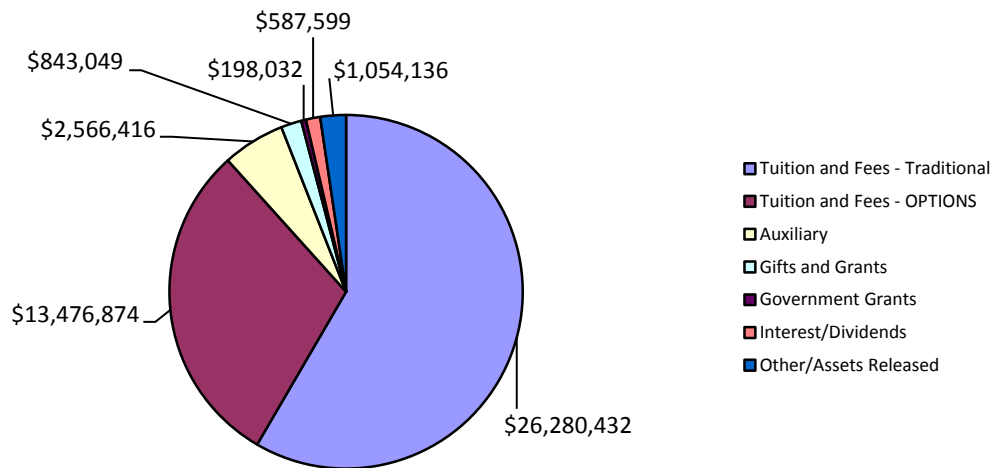
Copies of the most recent Master Plan are available in the Resource Room (item 1.3.20).

Tuition dependence has been a continuous challenge for Fontbonne. Judicious increases in tuition and fees have permitted gradual increases in quality of both physical and human resources. However, a careful and continuous monitoring of the tuition charged by other area institutions suggests that tuition increases cannot be the only factor in financial budgeting. Increases in enrollment and a major retention initiative may improve this situation, but the demographics of the area do not suggest that any one of these efforts alone can provide a more financially secure future. Fontbonne has responded to these challenges by increasing the number of transfer students, increasing the number of non-traditional students, and by recruitment of international students.

2008-2009 Tuition Comparisons for the St. Louis Area

	Full-Time Undergraduate Tuition	Undergraduate Part-Time Per Credit Tuition	Graduate Per-Credit Tuition
Fontbonne University	\$19,000	\$508	\$540
Webster University	\$20,440	\$525	\$550
Maryville University	\$19,650	\$590	\$605
St. Louis University	\$30,330	\$570	\$885
Lindenwood University	\$12,700	\$360	\$360
Washington University	\$36,200	\$495	\$495

Unrestricted Revenue by Source FY 2008



Management of Physical Resources

Fontbonne treasures and manages its physical resources responsibly. The Sisters of St. Joseph of Carondelet carefully selected pink Missouri granite for the exterior surfaces of the original buildings and included unique architectural features across the campus. The current Master Plan honors the vision and decisions made nearly 90 years ago. Decisions regarding the use of space and improvements to the physical plant include consideration of cost, utility, safety, and aesthetics.

Major changes in the physical plant have greatly enhanced the appearance of campus spaces. The Southwest Hall entrance and the fine arts area were renovated, the first two floors of the East Building underwent major renovation providing more usable office and classroom space, a new tower with modern restrooms, elevator and stairs was added to the East Building, the cafeteria space in the Dunham Student Activity Center (DSAC) was completely remodeled, new offices were built in Ryan Hall and the Library, and, in 2009, the offsite leased facility in Brentwood was completed.

Maintenance of physical facilities is undertaken when needed, and though costly, it is not very glamorous and generally not visible to campus visitors. Some of these projects include a new boiler in Ryan Hall, new roofs on Ryan Hall and the DSAC, renovation of the gymnasium floor, adding a foundry building addition at Southwest Hall, adding storm drainage to the Big Bend parking lot, upgrading the electrical system in Ryan Hall and replacing high voltage feeders to Medaille Hall.

Many projects to improve the physical spaces were undertaken to enhance individual accessibility and safety. In St. Joseph Hall, the vinyl tile containing asbestos was replaced with new sheet vinyl. A new ADA accessible ramp was constructed between Ryan Hall, East Building, and the DSAC. Elevators were upgraded in Ryan and the Library. A continuous water main and fire loop was installed around campus to increase water flow and pressure. A new handicapped-accessible circulation desk and ADA restrooms were added in the Library.

To ensure that the funds spent on physical resources are used wisely and prioritized, campus master plans have been developed over the years. The most recent master plan, prepared by Christner, Inc. and Kwame Building Group, Inc. in 2008, worked with a steering committee and several focus groups to ensure that campus priorities would be reflected in the plan. The adopted master plan represents the maximum building coverage zoning regulations permit on the 16-acre campus, while introducing more green space, more useful outdoor spaces, and more parking. While this plan requires significant dedication of fundraising and flexibility, it represents a substantial improvement in the use of space and appearance of the Clayton campus. Designed to be implemented in phases, upon completion it will reflect Fontbonne's long-term dedication and commitment to delivery of high-quality educational and residential programs.

Finding the funding to implement the campus master plan presents a tangible challenge for Fontbonne. One of the challenges listed on the 2000 self-study is that "implementation of the campus master plan beyond Phase One may have to be delayed beyond original expectation." It is notable that Fontbonne has been able to address the challenges that have been presented thus far without incurring undue debt, and this tradition will continue into the future. Careful and conservative allocations to improvements in the physical plant will continue, and consideration of the economic climate that affects endowments, enrollment, and costs will be necessary. Without a vision, however, no goal can ever be met. Fontbonne remains appropriately optimistic about its ability to provide learning, working, and living spaces well into the coming decades.

Management of Human Resources

The values of the Sisters of St. Joseph of Carondelet are particularly important as Fontbonne considers its role as employer to over 300 individuals. Issues such as integrity, respect, and community characterize working relationships. While good, old-fashioned care and concern for one another remains a staple of the institution, new fangled technological tools assist in making sure that workload issues, timely pay schedules, and attention to labor standards receive the attention they deserve. Payroll systems are largely automated and respond to continually updated databases. Non-exempt employees (those paid hourly) have participated since 2007 in a computer-based tracking program that maintains accurate records of their working hours, guaranteeing that overtime pay is awarded appropriately. This software also permits analysis of workloads and reassignment as necessary.

Fontbonne strives to pay competitive wages according to prevailing norms. Using College and University Personnel Association (CUPA) figures, Fontbonne regularly analyzes and compares salary information to ensure that pay scales are equitable and fair in the current job market. In a 2007 HERI survey on faculty perceptions, 46% of the faculty reported that they were satisfied with their salary, the same as the percentage at other four-year colleges. A faculty workload study was undertaken by a faculty task force in 2008 and reported to the faculty as a whole in 2009. The study revealed that faculty members feel overwhelmed by the many tasks that fall outside of teaching and advising. Committee work, assistance in recruiting new students and service to external

constituencies are time-consuming activities yet crucial to the well-being of individual programs and the University as a whole. While the perception of excessive workload is clear among faculty members, they acknowledge that their contributions to the governance and effectiveness of the institution are invaluable. Workload comparison for other employees is a part of the human resources benchmarking process.

Benefits comprise a substantial portion of Fontbonne's annual commitment to employees. Fontbonne's employer assisted and paid benefits include:

Health Insurance	Food Service Declining Balance
Dental Insurance	Card discount
Life Insurance	Bookstore Discount
Flexible Benefit Plan	Employee Assistance Program (EAP)
403(b) retirement Plan	Faculty Early Retirement
Tax Deferred Annuity Plan	Incentive Program
Tuition Grant Plan	Complementary tickets to
Tuition Exchange Plan	Cardinals' baseball and the
Vacation	Municipal Opera ("The
Paid Holidays	Muny")
Sick Leave	
Transportation Benefit Program	

Since FY00, changes to the benefits package include expanded choices for health insurance, increased life insurance from a fixed value (\$15,000) for all employees to one times annual salary, and the addition of the flexible benefit plan, the EAP, the transportation benefit plan and the faculty early retirement incentive program.

From FY00 to FY08, annual spending on employee benefits has increased from \$1,522,368 to \$4,110,462. As a percentage of total spending on salaries, the increase in the cost of benefits over this period has been from 19.9% to 24.4%. The increase in proportional spending on benefits is due to several factors, but is primarily the result of an increased number of full-time faculty positions, higher health insurance costs, and an increase in the utilization of the employee tuition remission benefit.

The employee benefits program is managed by the Human Resources Department in concert with the Vice President for Finance and Administration. Changes and additions to the program are typically based on cost factors and input from employees. Employees are occasionally surveyed about the plan or aspects of it and task forces have been formed to review particular issues. For example, task forces including members of the faculty and staff were invited to evaluate and provide input on several major proposed changes to the health insurance plan in 2004 and 2006. The Vice President also consulted with the Faculty Affairs Committee on changes to the Faculty Early Retirement Incentive Program and on the possible addition of a retirement health benefit for employees. Finally, the Human Resources Department regularly collects survey results on benefits plans from other colleges and universities in the region for comparison. Other professional development benefits are discussed later in this self-study, including faculty development funding and opportunities.

History of Achieving Goals

Fontbonne has a history of handling resources appropriately and of achieving its goals in a fiscally responsible manner. Each strategic plan rests on the accomplishments of previous planning decisions. The three-year strategic planning cycle optimizes both structure for future planning and flexibility to deal with a quickly changing educational environment. Ten-year budget projections provide opportunities to envision long-term goals, and master planning encourages planning for future generations. With continuing collaboration between enrollment, advancement, and financial functions, Fontbonne will continue to manage its resources in accordance with its mission of educating students to think critically, to act ethically and to assume responsibility as citizens and leaders.

Core Component 2c: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Evaluation and assessment processes have become an integral part of Fontbonne. As noted by the site visitors at the last comprehensive visit “meaningful assessment takes place at the departmental level, but the College lacks an institution-wide assessment program which integrates the academic, planning, and budgeting processes.” In the intervening years, several strategic planning initiatives have been undertaken, each clearly linked to budgeting processes. Units across campus, both academic and administrative, identify missions and outcomes consistent with those of the institution. Annual assessment reporting has been implemented to evaluate the ability of each unit to meet their desired outcomes and identify strategies for improvement. The Office of Institutional Research and Assessment of the University has been strengthened and provides leadership in planning and assessment goals.

Planning Strategies

Planning processes benefit from inclusion of multiple perspectives and constituencies, and this has been the practice at Fontbonne, especially in regard to institution-wide initiatives such as Strategic Planning. The Executive Vice President for Strategy and Operations has led the three most recent strategic planning cycles. Other participants in the processes have been designated in accordance with job-related responsibilities or volunteers from the faculty, staff, and student populations. Identifiable key issues, necessary resources, and strategies for implementation are brought forth from participants and vetted through committee, task force, and town hall style meetings.

Following the first Board-approved strategic plan in 1997, strategic plans were completed in 2002, 2005, and 2008. The current plan is in effect until 2011. For each plan a committee was formed with representatives from administration, the faculty, the Mission committee, and student leadership. In the most recent strategic planning process the

contributions of 33 members of the “Conscience Committee” resulted in seven large goals and 41 sub-goals. Tactics to accomplish these goals were also included in the plan. To further expand opportunities for participation, each vice president involved his or her area of the campus in discussion of needs and opportunities. For example, the Vice President and Dean for Academic Affairs conducted a series of nine town hall meetings for interested faculty and academic staff. The Faculty Affairs Committee held a forum for all faculty members to review and respond to these goals. For campus-wide input, the Executive Vice President conducted three town hall meetings in the fall of 2007. The final plan was evaluated for feasibility related to financial, physical, and human resources before moving forward for approval by the Board of Trustees.

During the development of this strategic plan, concern was noted about regular reporting on the progress made relative to the goals and sub-goals. In response, during the first year of implementation each vice president has reported on accomplishments, and the Conscience Committee met in April 2009 for further updates. Significant progress has been made in meeting the goals in a timely manner as planned. Current economic conditions demand flexibility in how goals are accomplished, but no goals have been abandoned.

Fontbonne University has repeatedly invested in outside expertise to develop realistic and coordinated plans for its physical space. A Master Plan was developed and Board-approved in 1997. The majority of this plan was completed; however, in 2005 a campus space utilization study was conducted, followed by a new comprehensive master plan in 2008, making the 1997 plan obsolete. Stakeholders were included in planning meetings and interview sessions to prioritize needs. Approved in whole at the outset, each individual stage is presented to the Board for approval to ensure financial obligations will be met. The current Master Plan includes renovation of the Science Building, renovation of Ryan Hall, partial renovation of the East building, renovation and expansion of the Library, reorganization of the Dunham Student Activity Center, and various improvements and alterations of physical spaces. While the current Master Plan is ambitious, innovative, and expensive, it envisions quality instructional, work, and residential spaces that will benefit future generations.

Assessment Across the University

Formalized assessment activities occur at many levels of the institution. Detailed further in Chapter 4 of this self-study, assessment of student learning and institutional effectiveness is tightly linked to the mission and strategic plan. Under the leadership of the last two Vice Presidents and Deans for Academic Affairs, the Assessment Committee, and the Office of Institutional Research and Assessment, written assessment plans were developed by each academic and administrative unit. Annual reports supported by data collection and analysis (such as library usage surveys) provide opportunity to identify areas for improvement.

In addition to annual assessment activities, each academic department conducts a review of its programs every five years on a rotating schedule, with reports given to the Vice

*Samples of peer
accreditation
are available
Resource Room*

President and Dean for Academic Affairs and the Academic Council. Those disciplines which have specialized accreditation conduct intensive self-analysis on a periodic basis as required by their respective accrediting agencies.

Supporting all assessment activities, as well as other issues related to compliance and accountability for a number of governmental and accrediting agencies, is the Office of Institutional Research and Assessment. Demands on the amount and type of data produced and analyzed by this office have steadily increased over time. Allocation of human resources, software and computer equipment, ongoing training, and other means of support to this function of the University will continue to be a priority in future budget cycles.

Core Component 2d: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

Planning at Fontbonne University, as described earlier, is an inclusive process that is based upon the mission, vision, values, commitment, and Catholic identity. Individual faculty members, program directors, department chairs, deans, and vice presidents participate in the decisions that most influence positive outcomes. The president and vice presidents contribute leadership, structure, and allocation of resources with oversight from the Board of Trustees. The Board of Trustees, at least one-third of whom are Sisters of St. Joseph of Carondelet or their designees, ensures that decisions are made in accordance with the mission of the institution. Orientation sessions for new faculty, staff, students, and members of the Board of Trustees and Board of Regents include an emphasis on the history and mission of Fontbonne University. The Assistant to the President for Mission Integration and the Committee for Mission Integration provide leadership in coordinating these efforts so that all constituencies plan for the future with a strong sense of Fontbonne's history and mission.

Planning Bodies

Depending on its purpose, each unit in the institution meets on a schedule best suited to its needs. The Board of Trustees holds formal three-day meetings three times per year in October, January, and April. Working committees of the Board may meet more frequently, and shorter meetings of the entire Board may be called for review of special issues.

The Office of the President, consisting of the President, the Executive Vice President for Strategy and Operations, the Vice President and Dean for Academic Affairs, the Vice President of Finance and Administration, the Vice President for Enrollment Management, the Vice President for Institutional Advancement, the Vice President for Student Affairs, and the Vice President for Information Technology, meets bi-weekly in extended meetings to review and discuss current and future initiatives. This group is uniquely positioned to consider both external and internal opportunities for

collaboration and growth in accordance with the mission. Each vice president is responsible for meeting with the members of his or her unit for planning and procedural purposes.

The Academic Council, a group that consists of deans, department chairs, and others who report directly to the Vice President and Dean for Academic Affairs, meets five times per semester. This group meets to discuss resource allocation within the academic affairs unit, to prioritize new faculty positions, to plan university course schedules, and to prevent and resolve problems related to academic programs. Succession planning for departmental and college leadership positions is housed in this body. Department chairs serve renewable four-year terms; individuals who are assuming departmental leadership positions begin attending the meetings of the Academic Council one year before assuming their position.

Academic department chairs and deans meet with the faculty members in their departments on a regular basis to discuss staffing issues, curriculum, assessment of student learning, professional development activities, and student issues. The frequency of these meetings is dependent upon individual department needs. Some departments on campus have utilized technological tools to assist in planning processes. Completion of planning and reporting documents has been assisted through the use of Wiki tools that allow faculty to conduct business online and at unconventional times. The familiarity with these tools further enhances the ability of the faculty to use technology in the classroom, thus preparing students for a technological world.

Ad hoc groups also contribute to planning for the future, as described earlier in this chapter in relation to strategic planning. Search committees for key faculty or administrative positions function as ad hoc committees. In both of these cases, decisions impact the future of Fontbonne University in very important ways. Careful consideration is paid when forming these groups to include the Assistant to the President for Mission Integration, a member of the Sisters of St. Joseph of Carondelet, or a representative from the Office of Campus Ministry. The unique roles of these individuals at Fontbonne University allow them to remind the Fontbonne community of its shared mission. Their contributions to planning for the future cannot be overstated.

Positive Results of Planning Strategies

Planning processes are often difficult, time consuming, and prone to division rather than unity. Competition for scarce resources and prioritization can be a source of conflict, but at Fontbonne it is an increasingly unifying process. Because the mission of the institution is an active component of all decision-making, individuals have been successful at putting aside biases and working for the common good. Examples of this include:

Shared decision making among departmental leaders about program areas in the greatest need of new faculty lines. Prioritized lists are created on a regular basis so that searches can begin in a timely manner.

Strategic planning processes that resulted in a succinct and useful tool for prioritizing expenditures and investments.

Master planning that reflects the input of those who teach, work, and live in the renovated spaces while maintaining the unique and historic nature of the campus.

Operational decisions such as foregoing pay raises for all employees in order to prevent layoffs, furloughs, or unequal compensation.

Successful searches that have resulted in highly qualified and competent individuals in many of the key administrative and academic posts.

Good planning processes provide structure that is strong enough to thrive when the unexpected occurs. Sudden increases or decreases in enrollment, unplanned repairs to roofs or drainage systems, or international economic crises should not nullify planning processes. Likewise, beneficial opportunities should not be bypassed because they were not planned for ahead of time. During the periods covered by each of the previous strategic plans, many good ideas and innovative programs came to fruition that had not been included in the planning process. Examples of this include the institution's first endowed chair, awarding the first University Scholar/Artist Award, supporting the Bosnian Memory Project, or instituting the Dedicated Semester concept. The importance and innovation of these achievements demonstrate the flexibility permitted within the planning process. They also give some indication of how the core values and mission affect those initiatives which occur outside of the strategic planning process.

Summary of Criterion Two

Fontbonne University identifies dynamically changing elements in its environment and incorporates them into its planning processes, while remaining flexible enough to respond appropriately to unforeseen events. Judicious allocation of financial and human resources provides a stable and secure foundation for quality programs. Planning processes are inclusive and transparent, revealing a strong connection to the University's mission, as well as giving direction for constant improvement.

Strengths noted in this chapter:

1. Fontbonne University has instituted planning processes that allow it to prepare for a multicultural and global world while maintaining flexibility for unforeseen opportunities.
2. Planning processes are inclusive in nature and are grounded in the mission of the University.
3. Fontbonne University has a long history of strong fiscal management that provides a solid foundation for future development.
4. Assessment and reporting procedures for administrative and academic units have been instituted to provide information for planning and budget decisions.

Areas of weakness that present challenges for the future:

1. Because institution-wide assessment and reporting procedures are relatively new, systematically collected and analyzed data needs to be fully integrated into the planning processes of all offices on campus.

This challenge will be addressed through the continuing efforts of each academic and administrative unit with the support of the Assessment Committee and the Office of Institutional Research and Assessment.

2. Institution-wide sharing of data would facilitate decision-making across and within academic and administrative units.

This challenge is addressed in the current Strategic Plan under Goal VII: We will continue to improve the financial strength of the University, sub-goal 1: Identify and use tools and strategies to practice stewardship, using our resources to further our Catholic mission.

3. Economic uncertainties present unforeseen challenges in the management and growth of the endowment and in enrollment trends. Flexibility in planning will be important to weather this unstable climate.

This challenge is addressed in several portions of the current Strategic Plan. Goals IV and V challenge us to attract, enroll, and retain those students who can most benefit from a Fontbonne education. Goal VII, sub-goals 6-8 challenge us to complete the current comprehensive campaign, enhance friend-raising, and cultivate relationships with corporations and foundations.



CHAPTER 4

Criterion Three: Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

As provided by its Mission and Vision Statements, Fontbonne University commits itself to educating students to serve a world in need through a broad liberal education that offers graduate and undergraduate programs in an “atmosphere characterized by a commitment to open communication, personal concern and diversity. Fontbonne University seeks to educate students to think critically, to act ethically and to assume responsibility as citizens and leaders.” At Fontbonne University, learning does not occur only within the confines of a classroom, but in service learning opportunities, practicum and internship experiences, and through co-curricular activities such as clubs, organizations, and athletics.

This chapter articulates the teaching and learning that take place at Fontbonne University, with a special emphasis on the assessment of student learning and the environment that supports the goal of student learning. Assessment structures and practices are explained, and examples are provided to illustrate how results from assessment activities are being used to make decisions about the future.

Learning outcomes are clearly stated and distributed. General Education Goals and Competencies are provided in the University Catalog and are distributed via a checklist to incoming students that delineates the courses that meet these requirements. Program outcomes are articulated in department assessment plans, and course outcomes are listed on course syllabi.

Core Component 3A. Fontbonne University's goals for student learning are clearly stated for each educational program and make effective assessment possible.

Through inclusive communication and dedicated personnel, assessment of student learning at Fontbonne involves the entire campus community and has allowed each member of the university community to understand his or her contribution to shared educational goals. Each academic and administrative unit has created and maintains an assessment plan, and assessment of general education goals and competencies is a shared responsibility. The following pages outline the history of assessment of student learning at Fontbonne, the groups on campus that are charged with oversight of student learning, and the various activities involved in the assessment of student learning.

History of Assessment of Student Learning

As noted in the February 2000 Report of the Comprehensive Visit, “because faculty care deeply about their disciplines and their students, they are focused on strengthening their programs, improving their instructional methods, and enhancing student learning outcomes” (page 29). In essence, this dedication to student learning has not changed in the past decade. What has been implemented since that time is a systematic and purposeful effort to articulate student learning goals, to assess student achievement of those goals, and to address areas of identified weakness through curricular, programmatic, and institutional change.

At the time of the last comprehensive site visit, faculty members were involved in a number of committees and task forces that were charged with the examination of student learning goals, development and proposal of general education guidelines, and assessment of student learning. Efforts were poorly coordinated, suffered from a lack of purpose and direction, and recommendations failed to gain traction with administration and other faculty. In the past decade, Fontbonne’s efforts to assess student learning have grown into a three-pronged approach. Fontbonne currently measures 1) general education goals and competencies, 2) departmental and program learning outcomes, and 3) institutional activities that support student learning. Comprehensive assessment of student learning is a moving target, but solid leadership and hard work have made success in this effort within reach.

Assessment of General Education Outcomes

Because a more formalized approach to assessment of student learning was identified as a weakness at the time of the last site visit in January 2000, work began almost immediately. Selected faculty members who had been previously trained in embedded assessment of general education served on the Committee for Assessment and also mentored other faculty members. A number of attempts to systematically collect and

analyze data were conducted but were unsatisfactory. In addition, during the spring of 2001, the Faculty General Assembly approved the adoption of new general education goals and competencies as discussed later in this chapter.

In 2004, corresponding with the hiring of a new Vice President and Dean for Academic Affairs, the Committee on Assessment vigorously renewed its efforts to support the creation, administration, and analysis of an assessment plan for general education goals and competencies. Rubrics for standardizing the evaluation of student work were developed by content specialists and course designers in collaboration with the sponsoring departments, and systematic collection of artifacts from all sections of general education courses began in January 2005. Reading teams were formed to review and evaluate student work; each team meets during the summer when schedules are more flexible, and this practice has evolved into the use of the term “Summer Assessment.” Members are proficient in the subject matter they are reviewing, and members from the entire campus are welcome to participate. There has been some turnover from year to year, but each summer the teams have benefitted from both “old” and “new” readers. The nine leaders and 32 participants receive a small stipend for their efforts, but as noted above, most commit to this task because they “care deeply” and are committed to student learning.

From 2005 to the present, this review of student work from all general education courses has been refined to more accurately assess student work, to inform faculty of shortcomings in the analysis of student work, and to revise assignments to better meet the goals and competencies. Technical and logistical problems have been addressed to facilitate the process. Annual summaries are presented to the Faculty General Assembly each autumn; with a recent change in leadership in the Office of Institutional Research and Assessment and with several years of data, Fontbonne can continue to refine the process and implement positive changes in the delivery of content and improve levels of student learning.

Annual summaries of assessment of General Education Requirements are published each autumn in the meetings of the FGA.

Assessment of Departments and Programs

In the spring of 2005, the Committee on Assessment brought a consultant to campus to facilitate the creation of formal department and program assessment plans. In a one-day workshop, department chairs and program directors for all undergraduate and graduate programs learned how to develop outcome-based assessment plans. During the 2005-06 academic year, each academic and administrative unit identified goals and outcomes with the intent of reporting data the following year. With only minor exceptions, each unit has complied in a timely manner with this plan. The Committee on Assessment reviews these reports annually and provides support and feedback. Ongoing technical and procedural problems have been addressed, and support from the Office of Institutional Research and Assessment has been invaluable. For example, because basic word processing skills vary from individual to individual, consistency in formatting has been problematic. The Office of Institutional Research and Assessment has investigated software options to implement an institutional web-based assessment management system to help manage the assessment processes and that could support accreditation,

planning, and quality improvement processes for the University. A new tool would simplify data collection and provide the Committee on Assessment the ability to promote interdepartmental collaboration.

Assessment of Institutional Processes that Support Student Learning

Beginning in the fall of 2006, each administrative unit on campus was asked to reflect on how their activities support student learning. Each unit was asked to develop goals and outcomes that addressed the activities of their unit. A series of training sessions was held to explain the process, and members of the Committee on Assessment met individually with many units to assist them. The first of the annual reports was submitted in October 2007 for the fiscal year ending June 30, 2007, and this process has been repeated each year since then. Throughout the process, forms and procedures were changed to better address the needs of the various units on campus. Changes in this procedure continue to evolve to reflect the needs of administrative units and to make the process more meaningful in planning processes.

Committees Involved in the Work of Assessment

The University faculty maintains oversight of the curriculum and assessment primarily through three standing committees. These are the Committee on Assessment, the Undergraduate Committee on Curriculum, and the Graduate and Academic Curriculum Committee. The Faculty General Assembly approves actions of these committees.

The Committee on Assessment

The Committee on Assessment was created as Fontbonne recognized the increasing importance of objective measurement of its processes. During the 1993-1994 academic year, the Fontbonne University Assessment Task Force developed into the Committee on Assessment. The Committee on Assessment is composed of the Vice President and Dean for Academic Affairs (or designee), the Vice President for Student Affairs (or representative), an OPTIONS representative, the Director of Institutional Research and Assessment, and at least four faculty members appointed by the Vice President and Dean for Academic Affairs. It may include other professionals as appropriate. The purpose of this committee is to organize the collection, evaluation, and dissemination of information related to the implementation of curricular and institutional goals primarily as they pertain to student learning. The Committee serves as an advisory to the President, the Executive Vice President for Strategy and Operations, the Vice President and Dean for Academic Affairs, the Director of Institutional Research and Assessment, and faculty.

The specific duties of the Committee are listed in the Fontbonne University Policy Manual Volume 1, Section 1.6.1.3.3.

Reports from the past several years of this committee are located in the Resource Room (item 1.4.1).

The Committee on Assessment has been traditionally chosen through invitation by the Vice President and Dean for Academic Affairs. Members serve for three years with the option of petitioning for the opportunity to serve additional years. A chair is appointed annually by the Vice President and Dean for Academic Affairs. The Committee on Assessment has primarily concerned itself with three objectives: to administer the

assessment of general education goals and competencies, to monitor program assessment by academic departments, and to support administrative units in their goals to better enhance student learning environments.

The Undergraduate Committee on Curriculum

The Undergraduate Committee on Curriculum, as stated in the Fontbonne University Policy Manual, Volume I, Section 1.5.1.5.3 "monitors the quality of the curriculum by initiating periodic review and by recommending change. Through the review process the committee seeks to ensure that the general education goals and competencies reflect the University's commitment to liberal education and that the various departments make efficient use of the University's resources in developing their own programs." The Committee is composed of the Vice President and Dean for Academic Affairs or designee, five faculty members elected by the Faculty General Assembly, the Director of Curriculum for Business Programs (ex-officio), and two students from the student body. Among its duties, the Committee receives and approves curriculum changes, such as the addition or elimination of courses, concentrations, minors, certificates, and majors, modifications of programs and courses, and, when appropriate, recommends them to the Faculty General Assembly. The specific duties of this Committee are listed in the aforementioned Fontbonne University Policy Manual, Volume I, Section 1.5.1.5.3.

Agendas and Minutes from the past several years of this committee are located in the Resource Room (item 2.1.2).

This is a very busy committee. In the 2007-2008 academic year, this Committee approved the removal of four courses from the curriculum, the addition of 29 courses, the addition of one new major, two new minors, and one new certificate. It also studied and made recommendations on such pressing issues as the online course evaluation forms, the viability of a foreign language program, and continued participation by Fontbonne as a signatory to the Credit Transfer Guidelines for Student Transfer and Articulation Among Missouri Colleges and Universities. Through the 2007-2008 academic year, the committee reviewed and approved one general education proposal, three program modifications, and one course modification. In the 2006-2007 academic year, this committee reviewed 31 changes in course modifications (changes in name, number, prefix, and/or description), 51 new courses, and four new programs.

Graduate Academic and Curriculum Committee

The Graduate Academic and Curriculum Committee is the body charged with forming policy and making decisions for the graduate programs, with accountability to the Faculty General Assembly. Its members consist of the Vice President and Dean for Academic Affairs (or designee), and six voting members (appointed by the Vice President and Dean for Academic Affairs from among department chairs and program directors or a designee from the six departments offering graduate degrees). The appointments are made in consultation with the department chairs. Among other duties, the Committee reviews proposals for graduate course revisions, additions, and eliminations, and graduate course and program modifications. The specific duties of the Committee are outlined in the Fontbonne University Policy Manual, Volume I, Section 1.5.1.5.5.

Agendas and Minutes from the past several years of all committees are located in the Resource Room (item 2.1.2).

The Faculty General Assembly

Some curricular changes require approval of the Faculty General Assembly where faculty members actively question and comment on the value of the proposal. These changes include (as listed in the Fontbonne University Policy Manual, Volume I, Section 1.5.1.5.3) the addition or elimination of a University department or academic division, proposals for instituting or eliminating general education requirements and courses, additions and eliminations of department concentrations, majors, minors, and certificates, changes in curriculum that affect more than one department, and proposals for cooperation with non-collegiate organizations and inter-institutional courses and programs. Program-level proposals may require approval from the Board of Trustees, in which case the Faculty General Assembly vote serves as a recommendation to the Board.

Assessment of Student Learning

Over the past ten years, considerable effort has been put into discovering how effective Fontbonne's programs are in affecting positive change in the lives of its students. It was quickly learned that this process would involve each member of the campus community because of a shared mission. In the paragraphs that follow, the strategies that have been used to measure student learning are described, what was learned from these strategies, and changes that have been made as a result.

Assessment of General Education Goals and Competencies

In 2001, the Faculty General Assembly approved adoption of new general education goals and competencies that are in compliance with the Missouri Board of Education Coordinating Board on Higher Education Committee on Transfer and Articulation. In so doing, Fontbonne University became a signatory institution, permitting a more seamless transition for students who wish to transfer between institutions. As stated by the Coordinating Board, "The term *goals* refers to the curricular intent of state policy regarding the academic skills and knowledge content of general education. The term *competencies* denotes illustrative state-level expectations for student performance in general education. Faculty at each institution design a general education program that fits the ethos and mission of each institution and meets state-level curricular goals" (MBHE, 2005). The goals and competencies adopted by the Fontbonne University Faculty General Assembly are available to students through the University Catalog, the website, and through "The Goldenrod Sheets," a common term used on campus to denote the color of the paper used to distribute the general education requirements across campus. All courses that fulfill these goals and competencies are listed for the convenience of both current students and students wishing to transfer to Fontbonne University.

The eight major categories include oral and written communication, mathematics, valuing, social and behavioral sciences, humanities and fine arts, life and physical sciences, managing information and higher-order thinking. Measurable outcomes are delineated for each. For example, the outcomes for "valuing" indicate that students should be able to

Information about the Missouri Board of Higher Education is found at <http://www.dhe.mo.gov/cr/edittransfer.shtml>

1. Compare and contrast historical and cultural ethical perspectives and belief systems.
2. Utilize cultural, behavioral, and historical knowledge to clarify and articulate a personal value system.
3. Recognize the ramifications of one's value-based decisions on self and others.
4. Recognize conflicts within and between value systems and recognize and analyze ethical issues as they arise in a variety of contexts.
5. Consider multiple perspectives, recognize biases, deal with ambiguity, and take a reasonable position (reflective thinking).

Departments that wish to provide a course that meets one of the general education goals must be approved by the Undergraduate Committee on Curriculum and the Faculty General Assembly. The proposal must define how the course will meet the competencies associated with each goal and what measures will be used to assess student learning. A majority vote of a quorum is required by the Faculty General Assembly for implementation. Faculty members who teach these courses must collect and submit artifacts of student work that best illustrate mastery of the competencies. These artifacts are collected by the Office of Institutional Research and Assessment and then are evaluated by teams that work over the summer who use standardized rubrics to assess student work. The Office of Institutional Research and Assessment compiles the results of the reviews and reports findings to the Faculty General Assembly each fall.

Copies of general education assessment results are available in the Resource Room (item 2.3.1).

The goal of this labor-intensive review of student work is to determine how well students are meeting the competencies stated in the general education requirements and to identify weaknesses. Several weaknesses have been identified and are being addressed aggressively.

Weaknesses in Student Writing. Members of the first assessment teams in 2005 immediately identified weaknesses in student writing in artifacts collected from courses outside of traditional composition courses. Three actions have been taken to better monitor and address this problem. The first action was to insert an additional item in all the rubrics to measure student writing. This item requires that students use written communication effectively for the intended audience, choosing words for appropriate effect, and that they demonstrate college level writing skills. This serves to remind all faculty members that student writing skills are being examined in all general education courses and that faculty should ask and expect students to use their best writing skills in all courses, not just rhetoric courses.

Results from Annual Assessment of Student Writing Samples in Non-Composition Courses

	Percent of Artifacts Equal to or Above the Midpoint
2008-2009	69%
2007-2008	50%
2006-2007	57%
2005-2006	40%

The second action to address weaknesses in student writing was to initiate changes to the sequencing of the research essay in ENG102, one of the required writing courses. Students are now allowed significantly more time to complete the research essay in ENG 102, and instructors now include even more short assignments (such as summary and response essays, article summaries, annotated bibliographies, and proposals) leading up to the writing of the essay itself. Anecdotally, instructors report that students are writing better research essays as a result; however, assessment data indicates that Fontbonne needs to continue to find ways to further improve students' writing skills. The table below illustrates that student performance in writing has been troubling in recent years but that the most recent assessment data are encouraging.

Assessment Results from ENG102: Composition II

Learning Objective	2005-2006	2006-2007	2007-2008	2008-2009
Conceive of writing as a process that involves drafting, revising, and editing	68.9%*	64.8%	57.0%	75%
Make formal written presentations employing standard English, in such areas as grammar, punctuation, usage, syntax, and sentence structure	50.7%	45.2%	45.0%	87%
Form a clear statement of argument	54.2%	54.1%	53.0%	74%
Sustain and/or develop the argument throughout the written work	39.9%	42.1%	38.0%	64%
Choose words for appropriateness and effect	86.5%	76.1%	66.0%	73%

*Percent of artifacts equal to or above the midpoint.

The third action was to institute a Writing Across the Curriculum task force in January 2006. The members of the task force include the director of the rhetoric program, a representative from the Kinkel Center for Academic Resources, and three faculty members. In 2007 the Faculty General Assembly voted to make the task force a heavy-load faculty committee. This committee is responsible for coordinating activities on campus that support and enhance improved writing skills and writing assessment among the University's student, faculty, and staff populations. Through these activities, the committee seeks to ensure that written communication, whether within the context of coursework or administrative capacities, is effective both within the University community and between the University and those it serves. This committee responds to issues that arise across the University and identifies resources or solutions in response to identified needs. The committee has so far engaged in the following activities:

Created and distributed the booklet, "Writing at Fontbonne," available to all students through the Kinkel Center website. This booklet lists standards and expectations of student writing.

Distributed *They Say/I Say* by Gerald Graff and Cathy Birkenstein to the faculty to encourage across-the-curriculum use of the strategies presented in this book

Presented a Faculty Forum on writing assignments in the spring semester of 2007

Presented several workshops on assignment literacy since the 2007 Faculty Forum

Asked all departments for statements on writing for their majors; will include these in the next edition of "Writing at Fontbonne"

Hosted *They Say/I Say* authors, Graff and Birkenstein, for a presentation to faculty

In the fall of 2009, the chair of this committee Dr. Rose Shapiro, assumed the Faculty Associate position at the Center for Excellence in Teaching and Learning in order to further assist faculty members develop strong writing assignments. Sadly, Dr. Shapiro died on September 29, 2009 before she was able to complete these goals. Other faculty members have stepped forward to make sure her goals of improving student writing were not forgotten. Workshops and learning opportunities for faculty are planned to work toward this goal.

Plagiarism. Assessment teams report greater awareness of the presence of plagiarism in the work of students in all eight general education goals. Specific actions that have been taken include developing a workshop sponsored by the Center for Excellence in Teaching and Learning on how to develop assignments that negate the temptation to "cut and paste," and individualized tutorials with faculty through the Kinkel Center to develop assignments that better elicit students' best work. In addition, the Writing Across the Curriculum Committee has been working to develop and implement a campus-wide procedure to address the larger issue of academic integrity. The Writing Across the Curriculum committee presented information at the faculty development workshop in October 2008 to alert all faculty members of current policy, to explain the scope of the problem in student work, and to solicit input on developing a more extensive and useful procedure. Recommendations from the committee were forwarded to the Vice President and Dean for Academic Affairs in Spring 2009 for implementation in Fall 2009.

Higher Order Thinking. The team charged with assessing the Higher Order Thinking general education goal has reported disappointment with both the types of assignments being used to collect this data and the weakness of student skills exhibited in the artifacts that have been collected. The team leader from this assessment team met with members of the Academic Council during the 2007-08 academic year to discuss this weakness, and it was decided that faculty members who are charged with collecting artifacts for this goal receive additional reminders of their responsibility and additional copies of the competencies desired for this goal. In addition, workshops through the Center for Excellence in Teaching and Learning in 2008-2009 focused on course re-design to address higher order thinking skills, and the faculty associate initially selected for the 2009-2010

academic year, Dr. Rose Shapiro, had planned to focus on the further development of this issue across all areas of the campus. This will continue to be important in future plans for the Center.

Assessment of Department and Program Student Learning Outcomes

Copies of Departmental Reviews and Assessment Reports are located in the Resource Room (items 2.3.2-2.4.14).

Student learning outcomes are contained in Departmental Reviews and are detailed in the yearly Departmental Assessment Reports. The yearly assessment reports are due in October of each year for the previous academic year. A common format for reporting has been developed for use across all program areas for ease of review by the Committee on Assessment.

The first section of these reports states the learning outcomes for each undergraduate and graduate program. Student learning outcomes within departments and program areas reflect the unique nature of each area of study. Several programs report to external accrediting agencies, such as DESE (The Department of Elementary and Secondary Education) and NCATE (National Council for Accreditation of Teacher Education) for education programs, CADE (Commission on Accreditation for Dietetics Education) for the dietetics program, and ASHA (American Speech and Hearing Association) for the programs in speech pathology and deaf education. Other program areas follow guidelines set by professional organizations; for example, the Psychology major follows the learning objectives suggested by the American Psychological Association and the Fashion Merchandising program adheres to the meta-goals published by the International Textile and Apparel Association. Programs that do not have external agencies that require or suggest learning outcomes have developed measureable outcomes that are reflective of their disciplines.

The second section of the annual assessment reports outlines the methods employed to gather data. Departments are currently using a mixture of direct and indirect methods to assess student learning, including, but not limited to, embedded coursework, portfolios, evaluations by internship or student teaching supervisors, exit interviews, graduate placement exams, and alumni surveys. Assessment of student learning within program areas occurs across the curriculum to identify and correct weaknesses at early stages of a student's educational journey.

The third section of the annual assessment report requests that programs analyze the data collected over the past year. In this section, comparative data from previous years is also included to identify trends. Program areas are asked to reflect on this data carefully, and respond to the data in the fourth section: Discussion. Recommendations for further action are also included in this section.

Members of the Committee on Assessment review these reports annually and often meet individually with department chairs and program directors to refine and revise the reports. Two cycles of reports have been completed as of October 2008, and through this process chairs and program directors are increasing their familiarity with the process, using the data more effectively to evaluate and change curricula, and identify the importance of systematic assessment of student learning.

Some Examples of Changes to Programs as a Result of Systematic Assessment

As a result of assessment in the Master of Arts in Education/Special Education, writing skills among graduate students were deemed deficient. As a result, writing samples were required of applicants beginning in spring 2008. This effort addresses identifying needs of incoming students and improving student retention. Other gatekeeping and benchmarking programs were instituted to ensure and monitor satisfactory progress of graduate students throughout the program.

The Student Teachers' Survey administered by the Department of Education/Special Education identified that undergraduate students who transferred an introductory education course from other institutions lacked understanding of the purpose of many of Fontbonne's benchmark assessment tools and thus performed poorly. In response, a new non-credit course (EDU 301 Teacher Education at Fontbonne University) was developed and implemented in 2007 to assist transfer students gain an appreciation for the student learning outcomes of the Fontbonne teacher education programs. Results of this course will be reported when the students who enrolled in this course complete their student teaching experiences in 2009 and 2010.

The dietetics program noted in its 2007 Assessment Report that "The didactic program in dietetics meets and/or exceeds all CADE accreditation standards as evidenced by our successful site visit in fall 2005. Students report that they are given the opportunity to meet foundation knowledge and skills, in all areas except the area of public policy. This has been addressed in the curriculum; students are now exposed to public policies in dietetics in four major courses (HES 216 Principles of Nutrition, HES 221 Food Science and Application, HES 318 Community/Public Health Nutrition: Preconception through the Preschool-Age Child, and HES 319 Community/Public Health Nutrition: The School-Age Child through Adulthood) and now in the HES core course, HES 397 Advocacy for Professional Practice. As of fall 2007, all incoming students will be required to take this course."

The performing arts major has been modified based on student and alumni feedback. Changes included eliminating COM 100 Voice & Articulation from performing arts major requirements and embedding voice training in all acting classes instead. Students also expressed the desire for further study in performance studies, so PER 515 Contemporary Theories in Theatre was developed to expand the concepts introduced in PER 314 Multicultural Experiences in Performance. In order to encourage greater synthesis of material learned across the theatre major, all performing arts majors and minors enroll in a one-credit course each year designed for that purpose.

Faculty members in the computer science program rely heavily on alumni feedback to keep the curriculum current with new technologies, hardware, software, and programming languages. One such addition was the inclusion of the UNIX operating system into existing coursework. The computer science alumni surveys have since reported positive feedback that these changes were very useful.

Feedback from a biology alumnus employed by a major bio-agricultural corporation resulted in modification of BIO 481 Biotechnology I to allow more experimentation with polymerase chain reactions in the biotechnology curriculum.

Assessment of Administrative Contributions to Student Learning

The third and final phase of assessment of student learning involves the units on campus who are not charged with direct instruction of students, but whose daily activities influence the lives of students in very real and meaningful ways. The administrative units, including such entities as Student Affairs, the Business Office, the Office of the Registrar, and Athletics, exist to further enhance the growth and development of our student population and have been asked to articulate how their activities address institutional initiatives or accreditation criteria for student learning.

Assessment reports for all administrative activities are located in the Resource room (item 1.4.2).

While many of the units on campus struggled with identifying their role in student learning and incorporating the language of assessment, after three years of annual reporting and individualized conferences with members of the Committee on Assessment, units are progressing toward well-developed goals and outcomes that address their contributions to a positive learning environment for students and have identified ways to improve their services. Examples of positive change include systematic reporting of library collections, response time in financial aid, efficiency of the copy center, and participation in extracurricular multicultural events. After several years of trend data are available, Fontbonne hopes to see even more positive changes in the activities and environment that enhance student learning. For example, the Kinkel Center for Academic Resources found it helpful to add a new goal of expanding services to non-traditional students, and testing services and online writing assistance for students has been changed in response to assessment data from previous years.

Investigation is underway to adopt an electronic assessment data reporting and analysis system that will facilitate the collection and use of assessment information. This system will also provide opportunity for campus-wide review of strategic planning goals, mission integration, and service to constituencies. Though costly to acquire and implement, this type of system will be necessary to fully understand assessment data and to make positive changes in response.

Core Component 3B: The organization values and supports effective teaching.

Because teaching and learning are so closely linked, it is imperative that teaching activities are supported, enhanced, and recognized. In this section, Fontbonne's efforts to promote effective teaching are described. Effective teaching involves faculty members who are well prepared to develop and deliver curriculum, ongoing faculty development programs, recognition of superior efforts, and freedom to investigate and engage in innovative programming.

Development of Curriculum

The development of curriculum is a shared responsibility of individual faculty members who are content-area specialists and their respective department chairs or deans. Some curricular content is heavily influenced by external accrediting agencies, and all curricula are subject to committee oversight, department review, and Faculty General Assembly approval. The Undergraduate Committee on Curriculum (comprised of and elected by faculty) and the Graduate Academic and Curriculum Committee (comprised of appointed faculty) oversee the curriculum at the University level.

Department Reviews are conducted on a rotating basis, typically every five years. At this time, faculty members within each department are given opportunity to evaluate their faculty and curricula for strengths and weaknesses, propose changes, and seek additional resources to affect positive change. For example, in the biotechnology program, the departmental review indicates that “The professors in the department have all had experience with companies in the biotechnology field and are highly qualified to prepare students for this highly competitive area.” In regard to its curriculum, “the department is frequently examining its curriculum and making adjustments to keep it in line with current curricula offered to biology majors.” As a result of these opportunities for self-review and reporting, the faculty members within programs and departments are able to determine the curriculum and content that best meets the learning outcomes set for their programs.

Faculty members who participate in the development of curriculum have educational and experiential expertise to envision the progression of skills and competencies needed by students to succeed in the field. As stated in the Fontbonne University Policy Manual, “departments should seek applicants whose expertise will complement that of other department members.” Disciplinary and pedagogical competency is critical (see Policy Manual IV: 4.5.1 for more information). In addition, faculty members report participation in activities associated with their discipline-specific professional organizations in their annual evaluations and in their dossiers for advancement. Fontbonne carefully delineates the qualifications necessary for each faculty rank. These qualifications can be found in the Policy Manual IV: 4.3.

One example of professional engagement positively affecting curriculum development is exemplified in the Department of Communication Disorders and Deaf Education. The curriculum for early intervention in deaf education was designed based on a needs assessment with colleagues in deaf education. The needs assessment was conducted both via conference calls to nationwide professionals and focus groups with local professionals. After the fourth year of the curriculum, through the process of reviewing feedback from exit interviews and surveys with graduates, there was minor curriculum adjustment. Two of the previous elective courses were changed to mandatory (HES 551 Administration of Early Childhood programs and CDS 583 Curriculum Development in Early Childhood Deaf Education), and one of the previously required courses was changed to an elective (HES 556 Child and Family Theory). This change in curriculum began with students entering the program in summer 2007.

Please see Policy Manual I: 1.5.1.5.3 Undergraduate Committee on Curriculum and Policy Manual I: 1.5.1.5.5 Graduate Academic and Curriculum Committee.

All policy manuals are available online at <http://www.fontbonne.edu/about/policymanuals.htm>

Copies of Department Reviews are located in the Resource Room (items 2.4.2-14).

Curriculum vitae are available for review in the Office of Academic Affairs, 201 Ryan.

To improve instructional pedagogy, faculty members engage in regular self-evaluation, peer review, and evaluation by their department chairs. The Fontbonne Policy Manual states that faculty members must meet “with the departmental chairperson at the end of the academic year to discuss progress toward meeting previously stated goal(s) for self-development for the current academic year and to formulate such goal(s) for the next academic year. At least one goal should be directly related to teaching” (Policy Manual IV: 4.6.1.2.1).

Copies of the guidelines for construction syllabi for traditional and online courses are located in the Resource Room (item 2.1.10).

All faculty members are expected to construct syllabi according to the guidelines provided by the Office of Academic Affairs. These guidelines specify what information must be provided to students, the learning outcomes for the course, resources required for the course, learning activities of the course, a policy on academic integrity, and a subject to change clause. Faculty may add other information at their discretion. Though all syllabi comply with institutional requirements, some reflect requirements from external accrediting agencies, department goals, and content-specific needs.

Faculty members indicate a high level of satisfaction with their freedom to determine course content. According to the 2007-2008 HERI survey, 97.9% of faculty members indicate that they are “satisfied” or “very satisfied” with their “freedom to determine course content.” This rating is higher than faculty at Catholic 4-year colleges (89.9%) and at all private 4-year colleges (93.1%).

Guidelines for the employment of OPTIONS faculty members are located in the resource room.

The OPTIONS program is comprised entirely of part-time faculty members, a tradition established at the onset of this adult learning program to ensure that courses are taught by qualified practitioners in their respective fields of employment. These instructors bring with them the most current practices in their fields and provide real-life examples for students. The Director of Adjunct Faculty for Business Programs is responsible for hiring highly qualified and effective classroom instructors. Because success at the workplace may not always translate to effective teaching skills, strict guidelines are in place for the hiring of all OPTIONS faculty to ensure that the instructors are fully qualified to teach, employ solid educational pedagogy, and support the mission of the institution. In its most recent department review, the College of Global Business and Professional Studies stated “in an effort to focus on the quality of our adjunct instructors, we have increased the number of workshops developed to enhance their overall skills and improve the use of classroom technological tools.” In addition, The College of Global Business and Professional Studies has recently implemented a course management site developed specifically to promote community within their faculty population and as a vehicle for disseminating information to all faculty members in their college.

The guidelines for developing an OPTIONS course are located in the Resource Room (item 2.4.2).

Faculty with specific qualifications are identified and charged with developing course guides according to standard Guidelines for OPTIONS Course Development. Generally, a full-time faculty member is asked to write each course guide, but in cases when there is not a full-time faculty available, the following criteria are used to identify an alternate author: a terminal degree, a minimum of two years’ work experience in the field of study, teaching experience in an adult learning format, and substantial writing experience. The guides advise OPTIONS faculty members how to deliver material appropriately to adult

students, what learning outcomes are vital to the course, and suggestions for structuring the in-class and out-of-class activities. All Business Program course guides are reviewed by the Director of Curriculum and the Curriculum Coordinator and a full-time faculty member who oversees that particular area (economics, marketing, management, accounting, etc.) for consistency of topics, objectives and outcomes, and choice of textbook. These areas of responsibility are determined annually, dependent on staffing.

Support for Faculty Development

Fontbonne University has a long-standing tradition of supporting faculty development. The recent establishment of the Center for Excellence in Teaching and Learning (CETL) in 2008 gives testimony to the dedication of Fontbonne administration to supporting professional development designed to facilitate teaching suited to varied learning styles and environments. CETL seeks to foster an academic community where teaching is valued and where the scholarship of teaching and learning is shared among faculty who are committed to educational excellence. Through this collaborative environment, the center provides programs and resources devoted to helping instructors succeed in the 21st century university classroom. During the first year of operation, the Center sponsored pedagogical workshops, webinars, book groups, teaching partnerships, guest speakers, and technology-related events.

*Please find out more about
the Center for Excellence in
Teaching and Learning at
<http://www.fontbonne.edu/cetl>*

The University makes professional development funds available to all full-time faculty members. This money can be used to fund travel to conferences, professional memberships, subscriptions to journals, or other developmental uses. The amount allocated to each faculty member has steadily risen in recent years indicating a commitment by the administration to the professional development of faculty members. Funds not spent or encumbered by faculty members by April 1 are remitted to the Office of Academic Affairs and re-distributed to individuals who apply for additional funds.

Faculty Development Funding Since 2005

2009-2010	\$750 per full-time faculty member
2008-2009	\$750 per full-time faculty member
2007-2008	\$750 per full-time faculty member
2006-2007	\$650 per full-time faculty member
2005-2006	\$515 per full-time faculty member

The Office of Academic Affairs also maintains a budget line in excess of \$22,000 per year to support additional faculty development activities. Individuals who incur additional expenses for professional work such as presenting at conferences or serving on professional committees or boards may apply for these funds.

Research grants in the form of a one-course release are awarded on a competitive basis and open to all full-time faculty members. Normally, two such grants are awarded per year to recipients who are engaged in interdisciplinary research or in research projects that involve students. The Vice President and Dean for Academic Affairs initiated this program in the 2005-2006 academic year.

Applications for and approval of sabbaticals can be found in the January minutes of the Board Committee on Academic and Student Affairs (Resource Room item 1.3.9).

Sabbaticals are an additional means through which the University supports professional development. Sabbaticals are competitively selected by the Committee on Rank and Tenure. Faculty members are eligible to apply for a sabbatical after six years under continual contract with the University. "Ordinarily, sabbaticals are granted to those with the rank of Associate Professor or Professor. However, exceptions may be made for those in lower ranks who might make significant contributions to Fontbonne through their scholarship or creative activities" (Policy Manual IV: 4.11.2). The University has made a commitment to fund up to four sabbaticals each academic year, though the number granted is dependent upon the number and quality of applications.

2006-2007: Mary Abkemeier, Victor Wang, Cheryl Houston, Rose Shapiro

2007-2008: Cheryl Baugh, Theresa Jeevanjee

2008-2009: Jason Sommer, Deborah Phelps

2009-2010: Hans Helbling, Kelley Barger, Joyce Starr Johnson (postponed until 2010-2011), and Susan Lenihan

Fontbonne University also provides on-campus training workshops for faculty and staff that are topic specific and timely. Workshops of varying lengths and formats have been offered to both full-time and adjunct faculty. In recent years, on-campus workshops have been offered to full-time faculty on the student reading day early in October. Recent topics have been accreditation self-study processes for accrediting agencies such as the Higher Learning Commission and NCATE, plagiarism and academic integrity, presentations from faculty who have transformed courses to address issues of diversity, guest speakers who are specialists in curricular diversity, Writing Across the Curriculum, retention issues, foreign language programs, and the Honors Program. OPTIONS also provides training and development for its faculty. In addition to new faculty orientations, workshops include topics such as course management systems, training by textbook and software producers, and adult learning styles.

Information Technology also supports professional development through workshops that are usually one hour in length and devoted to a specific technology topic. Additionally, workshop handouts, technology tips, and web training information are available to faculty and staff through the IT web page. Fontbonne University continues to be a participant in the Missouri Teaching and Learning Mentor Program. This organization sponsors a Best Practices conference biannually, and Fontbonne faculty members have taken advantage of this opportunity.

More specific professional development is available for faculty members who use technology extensively in their teaching. Faculty members who wish to teach online must enroll for a course designed by Dr. Mary Abkemeier during her sabbatical in fall 2006. The course addresses a variety of learning styles and allows the faculty member to explore a variety of online tools to maximize teaching effectiveness. Since fall 2006 the course has undergone one major revision. For many years, faculty members who used the Blackboard course management system, either for online instruction or to supplement a traditional course, could participate in BUGS (Blackboard Users Group) sessions. These one-hour workshops were offered by the Online Faculty Trainer (Mary

The Quality Matters (QM) rubrics are located in the Resource Room (item 2.5.9).

Abkemeier) with an emphasis on how to improve teaching and learning using the Blackboard course management system. These activities have been absorbed into the activities of the Center for Excellence in Teaching and Learning since 2008. Some examples of topics were using blogs to encourage students to pre-read class materials and using Wikis for class projects. In the 2008 HERI survey, 81.3% of faculty members agreed or strongly agreed that “there is adequate support for integrating technology in my teaching.” This is comparable to other 4-year Catholic institutions (82.2%) and other private 4-year institutions (81.3%).

Peer review of online courses is required and provides the opportunity to improve pedagogy. Faculty members who develop online courses receive feedback from peer reviewers who use a standardized rubric to evaluate the design of courses. These reviews include consideration of delivery methods, evaluation of how diverse learning styles are addressed, assessment measures, and use of resources.

The 2007-2008 HERI survey results indicate that Fontbonne’s faculty members are willing to participate in a variety of learning opportunities to enhance their teaching skills.

HERI Responses to Faculty Development Questions

	Fontbonne’s Faculty Members	Comparison to Other Catholic 4-Year Institutions	Comparison to All Private 4-Year Institutions
Participation in teaching enhancement workshops	70.2%	68.5%	62.7%
Participation in focused classroom teaching workshops	76.7%	76.0%	74.0%
Paid to participate in teaching workshops off campus	44.7%	35.0%	32.4%

Evaluation and Recognition of Excellent Teaching

Because Fontbonne University exists first and foremost to promote the intellectual development of its students, it is imperative that the evaluation and recognition of effective teaching is embedded in the fabric of the institution. Evaluation occurs at multiple opportunities, is conducted by students, peers, and supervisors, and is used for both formative and evaluative development of faculty members.

Course evaluations

Near the completion of each course, both face-to-face and online, students are asked to complete an evaluation of the course and the instructor. This evaluation has been refined over time, and asks students to assess areas such as course outcomes, the classroom learning environment, teacher preparedness and effectiveness, and level of difficulty. Completed evaluations are submitted to the Office of Academic Affairs, and processed by the Office of Institutional Research and Advancement. All student course evaluations are reviewed by department chairs before being returned to faculty members. In programs where program directors are involved in the hiring and review of part-time

Copies of course evaluation forms for both face to face and online courses are located in the Resource Room (2.1.9).

faculty, they are also charged with reviewing evaluations and discussing the results. Summary statistics are included with each packet of evaluations. Summary statistics are provided to each instructor as soon as they are available.

Examples of changes within courses or within curriculum as a result of end-of-semester student course evaluations include

The development of a new minor in American Cultural Studies.

Feedback from students in SOC 100 Survey of Sociology has resulted in moving up the timing of the first exam to allow for better distribution of course material. A research paper was added to increase the rigor and improve students' writing abilities.

Student evaluation feedback from ENG 241 Survey of British Literature II indicated a need for a different balance of lecture and discussion time in class. The instructor changed the ratio of lecture to discussion, and each class was started with an overview analysis resulting in improved discussion and greater success.

Students in EDU 392/592 Assessment of Ability and Achievement provided feedback that the textbook was unnecessary as all the information was covered in class. The textbook for this class is now optional instead of mandatory.

The workload in CDS 500 Introduction to Research Methods in the Speech-Language Pathology program has been modified to provide alternative opportunities for students to demonstrate the ability in evaluating and integrating research into professional practice.

Case study applications have been added to CDS 525 Advanced Voice Pathology and CDS 515 Motor speech disorders. This approach has proven successful in measuring student learning.

Teaching Evaluations

Teaching observations are a key component to faculty development and the enhancement of best teaching practice. Evaluative observations, conducted by the Vice President and Dean for Academic Affairs, department chairs, program directors, and faculty peers are required for advancement in rank and tenure considerations (see discussion below). The number and frequency of these observations is detailed in the Policy Manual and occurs in both face-to-face courses and online courses. All student course evaluations are reported via e-mail to department chairs/deans for review before being sent electronically to faculty members. The reports include summary statistics and aggregate ratings by evaluation area. With the adoption of a new automated survey tool, Institutional Research and Assessment has decreased the processing and reporting time from two months or longer to one day after grades are submitted by the faculty member.

Copies of the forms used to observe both face-to-face courses or online courses can be found in the Resource Room (item 2.1.9).

Copies of the forms used for self evaluation are located in the Resource Room (item 2.1.8).

Faculty members may also elect to participate in formative evaluations. Examples of this occur through the mentoring of new faculty members by more experienced faculty, and through a Teaching Squares program initiated by the Center for Excellence in Teaching and Learning in 2008. In 2008-2009, nine faculty members (both full-time and part-time) volunteered to participate in this program. All participants reported that the experience was beneficial. Each commented that they learned new classroom management techniques and appreciated the opportunity to observe their colleagues in a formative manner.

The policy manuals are available online at <http://www.fontbonne.edu/about/policymanuals.htm>.

Faculty members are asked to reflect on their teaching practices and identify strengths and weaknesses on an annual basis. Standardized forms are used for this purpose and require reflection on achievement of goals, supervisory evaluations, and student course evaluations. These self-evaluations are included in dossiers for advancement in rank, and copies are maintained by departmental chairs and the Office of Academic Affairs.

The University recognizes effective teaching as the most important criterion for tenure and advancement. The criteria for advancement and tenure are found in Volume IV of the Fontbonne University Manual. Each candidate must present appropriate academic credentials and meet the requirements for professional experience, as well as the contractual obligation to adhere to the Mission Statement. Although excellence in teaching is the most important criterion for tenure and advancement in rank, there must be evidence of contribution to the University and of professional growth and development.

Candidates wishing to apply for tenure consideration and/or advancement in rank must assemble a dossier and submit it to the Committee on Rank and Tenure. After review by this committee, a recommendation is made to the Board of Trustees. Results of this review and approval process are announced to the community in January of each year. Specific information regarding this process can be found in the Minutes of the Board Committee on Academic and Student Affairs. Recent actions are summarized below.

Faculty Rank and Tenure Actions Approved by the Board of Trustees

Year	Promotion to Associate Professor	Promotion to Full Professor	Granted Tenure	% of Total Faculty with Tenure
2002	4	1	1	36%
2003	3	0	2	35%
2004	0	1	1	33%
2005	4	0	5	38%
2006	2	1	3	40%
2007	4	6	3	41%
2008	2	0	4	43%
2009	1	2	1	42%

Quality Teaching

Fontbonne University appreciates and recognizes the importance of excellent teaching. Each year since 1990 faculty members have been publicly recognized for their work in the classroom. This tradition began with full-time faculty members through the Joan Goostree Stevens Award for Excellence in Teaching and has expanded to include part-time faculty members in recognition of their excellent contributions to student learning. These individuals are acknowledged through a plaque and a \$1000 award, and their photographs are displayed outside the Office of the President in Ryan Hall, Fontbonne's administrative building. The OPTIONS program also has a longstanding tradition of honoring outstanding classroom instruction and has recognized one or more faculty members each year since 1996.

To further recognize the talents and gifts of faculty members, the Scholar/Artist Award was first awarded in the 2007-2008 academic year. This recognition is awarded through peer nomination and review by the Committee on Rank and Tenure and carries a monetary award of \$5000 and a course release for two semesters. Those receiving this award are expected to further their research, scholarship, or creative endeavors and disseminate the results of their work to the community through presentations, exhibitions, or public readings. The first recipient of this award was Victor Wang, a professor of fine arts. His work has been shown nationally and internationally, and he presented an illustrated lecture of his work in a forum in February 2008. The second recipient of this award was Jason Sommer, a professor of English and Poet-in-Residence. He invited the community to a reading of his poetry in February 2009. The most recent recipient is Dr. Benjamin Moore, associate professor of English and co-director of the Bosnian Memory Project and the fall 2009 Dedicated Semester on Immigrant Experiences.

The table below, which includes results from the 2007-2008 HERI survey, indicates that in comparison to other institutions, Fontbonne faculty feel rewarded for their teaching efforts, but they remain concerned about support for working with underprepared students.

	Very Descriptive of Fontbonne	Comparison to Other Catholic 4-Year Institutions	Comparison to All Private 4-year Institutions
Faculty are rewarded for being good teachers	31.2%	15.5%	20.9%
Faculty are rewarded for their efforts to use Information Technology	16.7%	14.4%	16.1%
Faculty are rewarded for their efforts to work with underprepared students	4.2%	5.8%	7.4%

Current initiatives by the Center for Excellence in Teaching and Learning have identified these concerns. For example, faculty members who excel in skills such as student

collaboration and stimulating productive classroom discussions have been identified and asked to share their skills with others. This provides some recognition for their teaching gifts and allows other faculty members to learn new skills. In addition, the Center initiated a program in spring 2009 to encourage faculty, staff, and administration to recognize one another through a pay-it-forward acknowledgement system. This program uses simple greeting cards to thank one another for special contributions they are making to the community, whether in the classroom, on committees, or in other venues. Initial response to this program has been positive.

Post-Tenure Review

In 2008, the Vice President and Dean for Academic Affairs initiated a program by which full professors could participate in post-tenure review of their contributions as senior faculty members. Additional compensation is awarded for a successful review. The standards for this include excellence in teaching, professional growth, scholarship, and contributions to the University. Candidates who do not have excellent teaching reviews are not eligible for this distinction. Eight faculty members were eligible to submit dossiers for consideration of this distinction in the 2007-2008 academic year; four chose to participate and all were successful. In 2008-2009, four faculty members (three from the previous year and one new individual) were eligible to participate; two chose to participate and both were successful. In 2009-2010, two individuals will be eligible to apply for this distinction.

Innovative Practices

There are many exciting initiatives occurring at Fontbonne University that enhance the learning climate for students. Most of these initiatives were proposed and planned by faculty members, and the current administration has responded positively by providing necessary support.

The Dedicated Semester

In fall 2007, Fontbonne University offered its students, faculty and staff, as well as the surrounding St. Louis community, an exciting new concept called the Dedicated Semester. This unique academic venture allowed the entire university to explore a single theme through a variety of course offerings and co-curricular activities. In its first year, Dr. Jason Sommer headed up "Judaism and Its Cultures." During this semester, a number of courses included special components addressing this topic, special events were held, guest speakers were invited to campus, and members of both the campus community and greater community increased their understanding of Judaism. The second iteration, "Goals for World Change," focused on the eight millennial development goals of the United Nations. Again, courses and activities on campus allowed students, faculty members, staff, and the community to develop an appreciation for many of the inequities, injustices, and opportunities present in today's world. Students who attended many of the optional events on campus were able to compete for a trip to Ireland; two students were awarded this honor and accompanied a

An article about the Bosnian Memory Project can be found in the 2007 (issue 2) Tableaux, available in the resource room.

More information about the Honors Program can be found at <http://www.fontbonne.edu/studentlife/organizations/honorsstudentorganizations/>

The Fall Course Schedules provide information on the courses related to the Dedicated Semester. Copies are located in the Resource Room (item 2.7.2).

study group in March 2009. In 2009, Immigrant Experiences was the focus of the Dedicated Semester. Campus and community support for this learning experience has been overwhelming, and the opportunity for new topics is immense. Because of the success of the first three semesters, discussion is underway to formalize selection and implementation of new topics as they emerge.

The Bosnian Memory Project

The Bosnian Memory Project is another example of a large and innovative learning experience that grew out of a course offered through the Fontbonne Honors Program. Professors Jack Luzkow (History) and Ben Moore (English) co-taught the honors class titled “The Bosnian Immigration: Narrative, Memory and Identity.” Working alongside them, students conducted and filmed 18 hours of interviews which were cut down to a final 30 minute documentary. It is now part of a larger multimedia exhibit on the Bosnian genocide that was featured at the Holocaust Museum and Learning Center in St. Louis. This exhibit has traveled to the University of Colorado’s Anschutz Medical Campus in Denver and was featured in the Rayburn House Office Building on Capitol Hill in Washington, D.C. on February 27, 2009. Congressmen Russ Carnahan (D-MO) and Christopher Smith (R-NJ) were keynote speakers at the opening.

Second Life

The University encourages faculty to explore the use of new technologies like Second Life. The Center for Excellence in Teaching and Learning sponsored a pilot program for selected faculty in 2008. Second life is a virtual community that can be used to simulate real working and living environments. Its use in classrooms across the country has been growing, and Fontbonne’s pilot program investigated its application to our curricula and courses. This program was led by Bryan Carter, an assistant professor of literature at Central Missouri State University. He specializes in African American literature of the 20th Century with a primary focus on the Harlem Renaissance and has a secondary emphasis on visual culture. Many of these faculty members involved in the pilot project have continued to investigate uses of this technology to enhance student learning and have shared their knowledge with others through seminars in 2009.

Multicultural Education

A focus on diversity and multiculturalism within curricula has led to innovative examination and revisions of existing courses. The Office of Multicultural Affairs has provided workshops and classes on campus to increase understanding about diversity issues and has partnered with faculty members to include units in Freshman Seminar and a variety of other courses. A faculty workshop in October 2007 focused on revision of courses in respect to diversity and encouraged faculty to redevelop discipline-specific courses to include greater consideration of multiculturalism and diversity. Two faculty members completed the project and reported results of their curriculum revisions at a forum in 2008. The success of these initial projects was encouraging, and as a result the task force recommended the creation of an Advisory Board for Diversity in the Curriculum. Consisting of community business leaders and faculty members, activities

To learn more about diversity at Fontbonne, please go to <http://www.fontbonne.edu/about/diversityatfontbonne/>

of this advisory board are coordinated through the Center for Excellence in Teaching and Learning. The members meet on an annual basis and offer guidance and suggestions to help instructional faculty members better prepare students to work in a diverse world.

Core Component 3c: The organization creates effective learning environments.

From the earliest days of university education, not all students matriculate with equal levels of educational or emotional preparedness. The task of the University is to ascertain the variety of needs that are presented and address them in ways that help students successfully navigate the network of general education requirements, program requirements, experiential learning, and student life that characterizes a university education. Fontbonne University employs curricular and co-curricular strategies to ensure that the learning environment is optimized for all students, regardless of age, gender, race, religion, or location.

Curricular Strategies that Enhance Learning Environments

The Dedicated Semester

As part of the Dedicated Semester (described earlier), a number of courses are developed or adapted each fall to further the reach of the topic into classrooms around campus. A common book is selected for the freshman class for summer reading, numerous courses on the topic are offered, and special events are held. The 2008 Dedicated Semester's topic was Goals for World Change, dedicated to increased awareness of the United Nations Millennium Goals. A common book was chosen and 13 courses were offered on the topic. Other events included a weekly DVD series dedicated to the issues and documenting progress in select countries, a hunger banquet which resulted in the purchase of a camel for a third world nation, and a visit by the co-author of the common reading book, *They Poured Fire on Us From the Sky*. Other activities related to the 2008 dedicated semester included the collection of 30,000 books for schoolchildren in Belize and fundraising for the drilling of a well in Sudan.

The 2009 dedicated semester, The Immigrant Experience will build upon the previous work of Dr. Jack Luzkow and Dr. Benjamin Moore with Bosnian immigrants in St. Louis and will be the theme throughout a variety of courses and special events across campus.

Information Literacy

To more fully prepare students for success in their academic studies and their lives following graduation, Fontbonne University is committed to providing students with the information literacy skills they will need to accomplish these goals. Two specific courses have been developed and implemented to address this need. The first of these, INT 108 Libraries and Information Research, is a one-credit hour course that fulfills general

education requirements. This course has been offered in traditional face-to-face formats, strictly online, and in blended formats. Students are offered an opportunity to test out of this course if they have sufficient information literacy skills. Approximately 387 students (89% of those who have attempted) have successfully tested out of this course since 2002. This course was developed specifically to address the needs identified in 2001 during the revision of general education requirements, and has been refined to better meet the needs of the students. The evolution and success of this course has been published in “An Ever-Evolving Experience: Teaching Information Literacy as a General Education Requirement,” a chapter in the book *Information Literacy Programs in the Digital Age: Educating College and University Students Online* (2007). University librarians Peggy Ridlen and Jane Theissen authored this chapter which describes Fontbonne’s experience in support of information literacy. In a continuing effort to meet the information literacy needs of Fontbonne’s students, the course is being further revised and will be offered with a changed course number and title as INT 199 Information Navigation and Evaluation for the first time in fall 2009.

The second curricular strategy to address information literacy has been the development of FOC 101 Online Tutorial. Nationally, student success in online courses falls far below that of traditional coursework. Because of this, Fontbonne is committed to preparing students for the challenges they may find when enrolling in an online course. In its development, this tutorial participated in the peer review process that is used for all online courses and is revised regularly based on comments from online instructors and feedback from students in order to make sure it is both timely and relevant. As of February 2009, approximately 5000 students have completed FOC 101. Fontbonne’s retention rate for online courses has averaged 78-83% since its inception in 2003, comparing favorably with Fontbonne’s overall face-to-face retention rate. In courses that are offered in both face-to-face and online formats, retention rates are nearly identical between sections (over 90%).

The Honors Program

The Honors Program at Fontbonne University is designed to help academically talented students gain the most from their Fontbonne education. Through the Honors Program, qualified students may enroll in designated coursework to fulfill general education requirements, participate in the Freshman Honors Seminar, attend and support the activities of the Honors Association, and pursue further distinction as a University Scholar through junior and senior level honors courses and projects. HON 125 Freshman Honors Seminar is a multidisciplinary approach to a topic of broad scope, and is team taught by faculty members from across campus. Students not enrolled in the honors program may benefit from honors coursework through special permission if space is available and they have demonstrated academic success in other courses. Honors courses are not designed to increase the quantity of assigned work, but to focus on critical analysis, active learning, collaboration, and communication. A goal of the current strategic plan is to expand student participation in the Honors Program, and this goal has been partially realized already.

	2005-2006	2006-2007	2007-2008	2008-2009
Number of Students Participating in Honors Program	18	20	16	26
Number of Freshman Enrolled in Honors Program	15	13	12	25

Study Abroad

Fontbonne University encourages students to participate in study abroad experiences and makes numerous opportunities available for Fontbonne students. Study abroad experiences range from course-based study tours to a semester-long enrollment at an overseas educational institution. Recent study tours have taken students to Costa Rica to study eco-business strategies, to London to study English theatre traditions, and to China to learn of the emergence of that country as an economic powerhouse. Students have also spent a semester or more studying at partnering institutions such as American Intercontinental University in London or the National University of Ireland in Galway. The current strategic plan calls for further broadening of study abroad opportunities for students in acknowledgement of the importance of a global education for 21st century citizens.

For more information on the Study Abroad program, please go to <http://www.fontbonne.edu/studentlife/studyabroad.htm>

Learning Communities

Colleges and universities across the country have used learning communities to help enhance the educational experiences of students, to build community, and to foster success. Fontbonne's concern with retention rates from the freshman to sophomore years provided the motivation to examine this strategy to help students persist in their studies. The Cornerstone program was formed and implemented in the fall of 2006. It was open to all students, but conditionally-admitted students were especially encouraged to participate. Two courses were identified for this cohort group; the results were disappointing because of an insufficient ratio of strong students in the two courses. However, the use of peer mentors (upper classmen who participated through study sessions and other activities) showed promise, and student affairs leaders were encouraged to continue to explore learning communities as a way to improve student success. The following year, the Cornerstone program did not target only conditionally-admitted students, but encouraged all incoming freshmen to enroll as cohorts in freshman-level courses. Over 90% of the students who enrolled in the program in 2007 agreed that "the Cornerstone program helped with a social transition from high school to college." One hundred percent of the students agreed that the Cornerstone classes felt like a community more than their other classes. Eighty percent of the students agreed that they would recommend the program to the next year's incoming freshmen. Due to technical problems during registration procedures, the Cornerstone program was suspended for the 2009-2010 year. Expansion and further development of first-year experiences for students are called for in the 2008-2011 Strategic Plan. Freshmen learning communities are included in ongoing general education discussions and are likely to be a key part of the new general education requirements when they are adopted in 2011.

First-Year Coursework

It is integral to the mission of Fontbonne University to identify ways to assist all students achieve their academic goals. Two courses have been developed in accordance with this mission. INT 105 Freshman Seminar is designed to give first time, first semester freshmen tools to succeed as college students by exploring such topics as motivation, goal setting, study skills, multiculturalism, time and money management, and the social and emotional demands of college life. Suggested for all incoming first-year students, this course is required for all conditionally-admitted students. First-year athletes are also strongly encouraged to enroll in a designated section for development of special time management skills needed for successful integration of academics and athletic participation.

INT 106 Strategies for Academic Success was developed in response to a high number of first-semester freshmen being placed on probation. Probationary freshmen are required to enroll as a condition of their continued enrollment at the University. In this course, students are asked to reflect on the issues that are preventing them from achieving their goals and to identify strategies for success. Students also meet individually with an academic counselor throughout the course. In its eighth year in 2009, this program has consistently assisted approximately 80% of probationary first year students to sufficiently improve their performance to return to Fontbonne the following semester, and approximately 50% of these students choose to do so.

Placement Services

Because students arrive at Fontbonne representing a range of academic backgrounds and preparedness, it is crucial to place them in the courses that will best prepare them for their course of study. Since 1995, Fontbonne University has used the Compass Placement Test by ACT to determine the appropriate course placement for students in the areas of writing, reading, and math. The appropriate placement scores are determined by the individual departments and are approved by the Undergraduate Academic Committee of the Faculty General Assembly (FGA). Some students are exempt from placement tests if specific criteria related to age, transfer status, or ACT scores are met. Based on placement test results, advisors enroll the students in the appropriate developmental courses within the first three full semesters of enrolling at Fontbonne. The table below illustrates the great need for placement testing to ensure that students are placed in courses appropriate to their skill levels.

The Number and Percent of First-Time Freshmen Participating in Placement Testing

	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Total Number of First-Time Freshmen	198	216	191	174
Students exempt from placement tests	38 (19%)	60 (28%)	58 (30%)	51 (29%)
Students needing 1 placement test	32 (16%)	26 (12%)	26 (14%)	31 (18%)
Students needing 2 placement tests	30 (15%)	22 (10%)	29 (15%)	34 (20%)
Students needing 3 placement tests	98 (62%)	108 (50%)	78 (41%)	58 (33%)
Math Placement Test	148 (75%)	143 (66%)	121 (63%)	100 (57%)
Reading Placement Test	115 (58%)	121 (56%)	95 (50%)	90 (52%)
Writing Placement Test	123 (62%)	130 (60%)	102 (53%)	83 (48%)

Early Progress Reports

To help provide as much information to first-year students as possible, faculty members are asked to report areas of concern for all first-year students midway through the semester through an automated response system. This process was approved by the Faculty General Assembly and was implemented during the 2006 fall semester. These reports are used to generate individualized letters of concern to first-year students and their academic advisors. Students are directed to meet with their advisors to develop strategies for success. This program has been successful in quickly identifying students who are struggling, and discussions are underway to expand it to include all students. In the spring of 2007, 90 reports were received, fall 2007, 100, spring 2008, 80 and fall 2008, 90. In programs that serve nontraditional students, such as Career Builders and OPTIONS, students who earn failing grades meet individually with their advisors to discuss strategies for future success and identify resources to help them.

Academic Review

At the conclusion of the fall and spring semester, the Academic Review Subcommittee of the Undergraduate Academic Committee convenes to identify students in traditional programs who are eligible for the Dean's List or who have failed to meet minimum standards for continuation of their studies. This review includes students who have cumulative GPAs that fall below 2.0 or who are on probation. Students who fail to meet the academic standards may be placed on probation, have probation extended, or be dismissed from the University. Those who are placed on probation or who have probation extended are required to enroll in INT 106 (described above) or the MAP program (described below). These students are also required to meet with their advisor and adjust their upcoming schedule of courses to repeat courses that were not completed successfully, reduce credit hour loads, and discuss strategies for success.

The Managing Academic Progress (MAP) program was developed to assist non-freshmen probationary students. Students must meet with the Director of the Kinkel

Center for Academic Resources during the first two weeks of the probationary semester to develop a plan for removing probationary status. During the meeting the student must set a timeline and identify the factors that have led to an unsuccessful performance during the previous semester(s). The MAP program is concluded when non-probationary status has been achieved. Participation in the MAP program is a condition of probationary status and is not optional.

Because adult students in non-traditional programs, such as Career Builders and OPTIONS, generally only enroll in one or two courses at a time, those students who earn failing grades must repeat the course immediately. Failure to pass the course on the second attempt results in dismissal from the program.

Co-Curricular Strategies that Enhance Learning Environments

The 2008-2011 Strategic Plan outlines co-curricular activities as key elements in furthering the mission of Fontbonne University, as opportunities to develop leadership skills among students, and to increase overall engagement with learning environments. Co-curricular activities at Fontbonne are intended to develop the whole person: body, mind, and spirit. Continual refinements to current programs are ongoing, and attempts to reach under-served portions of the student population are underway.

Spiritual and Personal Development

Campus Ministry. The campus ministry office continues the tradition of the Sisters of St. Joseph of Carondelet, who came to the United States in 1836 to serve the dear neighbor “without distinction.” The Sisters served those around them in whatever way they could, hoping that God would work through them to touch the people they served. The Sisters talked of this as “connecting neighbor to neighbor, and neighbor with God.” The campus ministry office continues this tradition to assist students with their spiritual, emotional, and physical journeys, without regard to race, religion, age, or socioeconomic status. Campus Ministry offers service trips (local, national, and international), retreats, and other service opportunities. They also maintain the interfaith chapel and the main chapel on campus and the worship services held in these locations. The Campus Ministry website and bulletin boards provide information about the needs of Fontbonne’s neighbors near and far, providing opportunities for students to assist others.

Touchstone Leadership Program. This program is based on Fontbonne's commitment to “prepare competent individuals who bring an ethical and responsible presence to the world.” The program is part of the student affairs “signature programs” and is the result of close collaboration with the departments of Campus Ministry, Career Services, Multicultural Affairs, and Interdisciplinary Studies. This program is designed to further develop appreciation of Fontbonne’s history, mission, and values of quality, respect, diversity, community, justice, service, faith, and Catholic presence. These values are touchstones of leadership and a hallmark of the broad-based educational opportunities at Fontbonne. There are two leadership tracks. The first is three-tiered, incremental, and built on the leadership essentials of knowledge of self, others, and community, while

For more information about the Sisters of St. Joseph, please visit <http://www.csjsl.org/our-heritage/history-of-the-st.-louis-province.php>

More information about the Office of Campus Ministry can be found at <http://www.fontbonne.edu/studentlife/campusministry>.

For more information about leadership programs at Fontbonne, please visit <http://www.fontbonne.edu/studentlife/leadershipprograms/>

focusing on skill development, vision, action, and change. This track centers on civic engagement, cross-cultural experience, and spiritual enrichment. The Touchstone program is open to all students, and students may enter at various points during their college career. The second track, the Professional Development Program (PDP), is a four-year program with a greater focus on academics as well as career and professional development.

Physical Wellbeing

Physical health and wellness are available for all members of the Fontbonne community. Fontbonne provides a wide range of health and wellness programs for individuals of all skill levels and interests. Though athletic facilities are limited on a 16-acre campus, every effort is made to secure appropriate space for those who wish to participate.

Athletic Competition. Fontbonne University athletic teams participate in National Collegiate Athletic Association (NCAA) Division III. Fontbonne offers 19 NCAA sanctioned varsity sports, one club program (men's bowling) and a cheerleading and dance team. The athletic teams compete in the St. Louis Intercollegiate Athletic Conference (SLIAC), and since 1990 have won 32 SLIAC Championships, 19 SLIAC Tournament Championships and made 21 appearances in NCAA Division III National Tournaments.

	Number of Traditional Undergraduate Students	Number of Athletes	% of Traditional Undergraduate Student Population
Fall 2009	1260	313	25%
Fall 2008	1294	297	23%
Fall 2007	1300	243	19%
Fall 2006	1297	142	11%

Success is also stressed in the classroom. The student-athletes know that academics are stressed as a priority at Fontbonne. Student athletes who achieve success are recognized through public posting of the Athletic Director's Honor Roll or the Coaches Honor Roll.

	Athletic Director's Honor Roll (achieving a 3.0-3.49 GPA)	Coaches' Honor Roll (achieving a 3.5-4.0 GPA)
2008-2009	110	47
2007-2008	125	67
2006-2007	128	82
2005-2006	94	46

At Fontbonne athletics and academics are intended to complement one another and to help develop well-rounded young adults. Continued growth in NCAA athletic programs is included in the 2008-2011 Strategic Plan (page 11) because of the positive influence athletic competition has had in the lives of student athletes. At Fontbonne, athletic

For more information about athletics at Fontbonne, please visit <http://www.fontbonne.edu/athletics>

competition exists to help students further their academic goals. One measure of this is the degree to which athletes complete their degree programs. The table below illustrates Fontbonne's ability to assist students with this goal compared to similar institutions in the St. Louis region, noting that only first-time freshmen are included. Students who transfer to Fontbonne, or transfer from Fontbonne to another institution to complete their degrees are not included.

6-Year Completion Rate for Athletes

<i>University</i>	<i>1998 cohort</i>	<i>1999 cohort</i>	<i>2000 cohort</i>	<i>2001 cohort</i>	<i>4-year average</i>
Maryville University	56	63	66	64	62.3
McKendree University	58	61	54	60	58.3
Fontbonne University	58	51	54	51	53.5
Missouri Baptist University	55	54	42	41	48.0
Lindenwood University	46	46	44	40	44.0
Avila University	41	42	38	35	39.0

Physical Fitness. The newly renovated George S. Graff Fitness Center, located on the first floor of the Dunham Student Activity Center (DSAC), is equipped with the latest cardio and weight training machines as well as free weights. The DSAC also has an indoor running track on the upper floor of the facility. In addition to on-campus health and fitness facilities, nearby Forest Park offers golf courses, jogging and bicycle paths, and outdoor tennis and racquetball courts for personal fitness. An intramural program is sponsored by Student Affairs for students who enjoy athletic competition but who have chosen not to participate in a varsity sport.

Wellness Programs. A variety of opportunities are offered to students, faculty, and staff each semester to promote the physical well-being of each member of the community. Classes include in-house physical activities such as yoga and Pilates, as well opportunities in partnership with nearby establishments. A \$10,000 Lunch & Learn grant was recently funded through Aetna, Fontbonne's insurance provider. This program offers learning opportunities for faculty and staff on topics such as heart disease and diabetes and will fund individual health risk assessments.

Student Retention

A retention task force was first formed in the spring of 2006 to address a continuing pattern of undesirable retention rates and was later designated as a University committee. Efforts by administration, faculty members, and staff include enhancement of INT 105 Freshman Seminar, INT 106 Strategies for Academic Success, the MAP program, and the Cornerstone Learning Community as discussed earlier in this chapter. The two most recent efforts, the Griffin Guru program and the Alert, Act, and Achieve Team, target students outside of the classroom in an attempt to improve their academic success.

The Griffin Guru. The Guru program pairs first-year students with a faculty or staff member and encourages a relationship to develop between the two. The Guru should

ideally not be the student's academic advisor or an instructor, but a neutral third party who can serve as an additional resource. Each first-year student meets with his or her Guru one or more times and can contact that individual with any questions or concerns that may be placing the student at risk of failure.

Alert, Act, and Achieve Team. The AAA Team consists of administrators, faculty members, and staff who meet weekly to identify first-year students who are exhibiting at-risk behaviors. This team follows the progress of these students, consults faculty members, advisors, residential life staff, and/or athletic staff, and proposes solutions to identifiable concerns. All members of the campus community are encouraged to share any concerns about students with members of this team so that appropriate action can be taken.

Faculty and Staff Education. Informational meetings were held during the fall of 2008 for all faculty members and staff. These meetings provided comprehensive data regarding the impact of student retention on the overall health of the University. Comparisons between tuition revenues, endowments, and other sources of funding were explained. Participants in these meetings were able to learn strategies for retaining students who could benefit from Fontbonne's academic and co-curricular programs.

First Year Student Retention. Identified as an area targeted for improvement in the 2008-2011 Strategic Plan (see page 13), Fontbonne has set goals of raising the freshman retention rate and the retention rate of all students by 1% per year beginning in the fall 2008 semester. Recent trend data is encouraging.

2008-2009 Freshmen to Sophomore Retention	67.0%
2007-2008 Freshman to Sophomore Retention	65.0%
2006-2007 Freshmen to Sophomore Retention	58.2%
2005-2006 Freshmen to Sophomore Retention	57.5%

Policies regarding probation and dismissal of first year students have been examined, and in 2008-2009, no first year students were dismissed after the fall semester for failure to achieve minimum academic requirements. Instead, they were placed on probation and required to participate in the academic enrichment programs discussed earlier. As a result of this decision, in addition to ongoing faculty and staff education, the Guru program, and the AAA Team, first year retention from fall to spring improved. This trend will need close monitoring to identify how the change in policy has affected overall retention rates.

	Number of First Year Students Who Did Not Return Spring Semester	Percent of First Year Students Who Did Not Return Spring Semester
2007-2008	45	24%
2008-2009	26	14%

Honor Societies

Fontbonne University is proud to provide a number of opportunities for students to distinguish themselves through membership in national honor societies. The societies on campus include both discipline-specific and interdisciplinary memberships.

Phi Kappa Phi. A local chapter of Phi Kappa Phi was established on the Fontbonne campus during the 2006-2007 academic year. Phi Kappa Phi's mission is "To recognize and promote academic excellence in all fields of higher education and to engage the community of scholars in service to others." Each chapter of Phi Kappa Phi invites the top 7.5% of juniors and 10% of seniors and graduate students to be members. Members represent academic excellence, promote a community of scholars, and are eligible to compete for grants and fellowships. The chapter has also sponsored campus-wide opportunities for students to present research and scholarly activities, as well as Princeton Review strategy sessions and practice tests. As one of only 300 chapters, Fontbonne is proud of the students, faculty, and staff who have made this endeavor so successful.

Lambda Delta. In 2009, the first class of 25 Lambda Delta candidates was initiated in a joint ceremony with Phi Kappa Phi. Lambda Delta is an honor society that invites as members all first-year students who have achieved a 3.5 GPA. It is anticipated that the local chapter will apply for inclusion in the national Alpha Lambda Delta organization in 2010 when local membership exceeds 30 members.

Kappa Gamma Pi. Kappa Gamma Pi was Fontbonne University's first honor society, initiating its first recipients in 1928. Since that time over 400 students have been initiated into this national Catholic graduate honor society for academic excellence and leadership. Invitation to membership is restricted to the top 10% of undergraduate students and the top 15% of graduate students.

Other honor societies on campus include Alpha Delta Omega for human services majors, Delta Mu Delta, an international honor society for business majors, Pi Lambda Theta for education majors, Lambda Pi Eta for students in Communication, and Sigma Tau Delta for students majoring in English.

Enhancing Diverse Learning Environments

Fontbonne's faculty, staff, and students represent diversity in age, race, religion, and income level, and students will be entering workplaces that are similarly diverse. Students at Fontbonne must confront the complex issues that surround the debate about diversity and emerge with an appreciation for the similarities and differences between people and the unique contributions they make to life in the 21st century. In an era where learners may be spread across a geographically diverse region, as in the case of distance learning, or who may fail to understand one another because of differences in age or work/life experiences, the University is committed to preparing students for a multicultural, "flat" world. These efforts come from all corners of the University through

curriculum and instruction, special events, leadership training, study abroad, and technological outreach.

The Office of Multicultural Affairs

The Office of Multicultural Affairs has increased the number and type of activities with additional outreach to international and OPTIONS students. A new Multicultural Festival, co-sponsored with International Affairs, attracts a sizable audience of faculty, staff and students. In addition to a variety of celebrations of different cultures, there has been a growing emphasis on raising awareness of biases and prejudice, social justice, issues and a commitment to change. In January 2010, this office will change its name to the Office of Service, Diversity, and Social Justice to better reflect future planning.

The Office of International Student Affairs

Fontbonne University's Office of International Student Affairs is a comprehensive student-centered office that assists students with transition to the American system of higher education. The staff members provide students with academic and personal counseling, admissions information, orientation assistance, and advisement of immigration regulations. The office staff strives to provide a "home away from home" through a reliable, knowledgeable, and trustworthy staff.

Since 2005, the number of international students enrolled at Fontbonne grew from 51 students to 90 students in 2009, an increase of 76%. The number of countries represented increased from 14 to 29 (26 in fall 2009). Fontbonne now has 12 agent agreements in nine countries and had added three new university agreements in Taiwan and Japan. The growth in these activities has resulted in the addition of a new staff member effective fall 2009.

Forty-six (51%) of the international students attending Fontbonne in fall 2009 arrived from China, Taiwan, and Thailand. The current international population at Fontbonne includes students from other Asian nations, Central and South America, and Europe.

Dedicated Semester

Through the course offerings and campus activities that are a part of each dedicated semester, students have many opportunities to learn about people whose lives are very different from their own or to learn more about their own place in the world. The experience begins with the Freshmen Reading Program. *The Chosen*, *They Poured Fire on Us from the Sky*, and *Brother, I'm Dying* have been featured the first three years. In 2007, a Seder dinner allowed students to partake in a Jewish tradition. In 2008, Benjamin Ajak, co-author of *They Poured Fire on Us from the Sky*, spoke on campus about his experiences as a lost boy in the Sudan, and the No-Hunger Dinner encouraged students to experience what living in poverty feels like. The Fontbonne community looks forward to similar events in upcoming semesters to further enhance students' awareness of the complexities of living in the contemporary world. In 2010, the Dedicated Semester will be Happiness:

Traditions and Tensions. We will examine many perspectives on the pursuit of happiness and how it manifests itself in our values, thoughts, and actions.

The Center for Memory, Migration, and Identity

The Center for Memory, Migration, and Identity's focus will be on migrating people and cultures—people who leave or are expelled from their native lands by social injustices, war, or choice—and on the influences these seismic shifts in world cultures have on notions of memory and identity. Its outreach will include both curricular and co-curricular offerings, will incorporate the Bosnian Memory Project already underway, and expand on Fontbonne's commitment to Jewish studies. It also hopes to expand to include other migrations—around the world, around the nation, and around St. Louis. These issues, of course, are ones that require attention to historical remembrance as well as a keen understanding of the contemporary globalized world.

The Kinkel Center for Academic Resources

Accommodating the needs of students with disabilities is integral to Fontbonne's mission. The Kinkel Center for Academic Resources, described in more detail later in this chapter, is a vital element in helping this population. The Center has a longstanding tradition of assistance to all students at both the undergraduate and graduate levels and those in traditional and non-traditional programs, but continues to offer services critical to the success of students with diverse abilities. In addition to regulatory record keeping, the Kinkel Center facilitates faculty notification of disabilities, provides tutoring and testing services, and seeks to maximize the likelihood for success of all students it serves.

Number of Students with Documented Disabilities

Spring 2009	88 students
Fall 2008	74 students
Spring 2008	87 students
Fall 2007	95 students
Spring 2007	88 students
Fall 2006	95 students

Average Weighted* GPA of Students with Documented Disabilities

	Undergraduate Students Semester	Cumulative	Graduate Students Semester	Cumulative
Spring 2009**	2.742	2.864	3.782	3.662
Fall 2008	2.485	2.866	3.570	3.658
Spring 2008	2.645	2.876	3.889	3.660
Fall 2007	2.696	2.871	3.727	3.638
Spring 2007	2.862	2.892	3.897	3.635
Fall 2006	2.624	2.886	3.914	3.624

*per FTE

**OPTIONS grades not posted at the time of this report and are not included in computation.

Students served by the Center report overall satisfaction with the services. In a 2007-08 survey, 57 responses over two semesters were overwhelmingly positive.

Ratings for the Coordinator:

Availability	97%
Understanding of needs	96%
Professional manner	96%
Showed concern	97%
Appropriate accommodations	96%
Overall Rating	98%

Ratings for the Tutors:

Availability	88%
Knowledgeable	93%
Helped me learn	92%
Overall Rating	92%

Ratings for Faculty:

Were willing to make accommodations	90%
-------------------------------------	-----

(Source: Kinkel Center Assessment Report, 2007 – 2008)

Adult Learners

OPTIONS, as part of the College of Global Business and Professional Studies, offer five undergraduate and two graduate degrees programs specifically designed to meet the needs of working adult learners. Undergraduate degrees offered are a Bachelor of Business Administration, Bachelor of Arts in Organizational Studies, Bachelor of Arts in Contemporary Studies, Bachelor of Science in Sports and Entertainment Management, and the Bachelor of Arts in Corporate Communications. Graduate degrees include the Master of Business Administration and Master of Management. Students register for four terms at a time which can be pursued at one of six locations including Clayton, South County, North County, Chesterfield, Downtown, and our newest location in Brentwood. The instructional faculty members for these programs are practitioners employed in the fields they teach who can deliver content that is timely and relevant to their students. Customized admissions, financial aid, and business offices are tailored for the needs of this population, and these services have recently moved to a location in nearby Brentwood where parking and access to services is greatly improved.

For more information about programs for adult learners, please visit <http://www.fontbonne.edu/academics/optionsprogramsadultevenin/>

Off-Campus Learning

Not all learners can travel to a campus or classroom setting at times when courses are offered, or can access the resources of the campus such as business offices or the library during traditional hours. In response, the University has expanded its accessibility through the use of technology to enhance opportunities for off-campus learning. In October 2005 the Fontbonne website and Blackboard course shell were reviewed by a Washington University Social Work graduate student who was visually impaired. She provided comments and suggestions which have been incorporated for ease of access to

the visually impaired population. Through constant review and updating, it is hoped that all students benefit from these services.

Online Degree Programs. In recent years, the University has received approval for three degree programs to be taught completely online: the Master of Science in Computer Education; the Master of Arts in Education: The Teaching of Reading; and the Master of Management. A fourth degree program, a Masters in Supply Chain Management, is under review at the time of this self-study.

Supervision of Distance Learning. The University employs a Director of Online Learning to oversee the quality of distance learning activities. This individual is supported by the activities of the Office of Informational Technology, the Center for Excellence in Teaching and Learning, and other individuals on campus with expertise in technology and course management systems. In addition, the Online Quality Assurance Committee monitors and updates the peer review system to reflect best practices in online learning.

Online Coursework. As of May 2009, 57 courses have been approved for both online degree programs and to enhance traditional curricula. To ensure a high quality of structure, content, and delivery, each course undergoes a stringent review process including course designer training, departmental review, and peer review. Of the 57 courses that have been reviewed, 10 were deemed deficient and the developers were required to revise the content and structure of the course before approval was granted.

Electronic Services for All Students

The Kinkel Center for Academic Resources provides academic support to Fontbonne University students without regard to their location. Students may make a face to face appointment during the 72 hours that the Center is open each week or may submit written papers or mathematics assignments electronically for review and feedback within 48 hours.

The University Library facilitates access to a large number of journals and other resources through its website. Electronic “walking tours” of the library, tutorials for data base use, electronic journals, and the library catalog are all available for students off campus, as well as through a large Information Commons facility on the main level of the library building. Librarians are also available to respond to inquiries in person or through an “Ask the Librarian” link that is prominently available through the Library’s web page.

A course management system (Blackboard) is widely used for both online and face-to-face courses, allowing faculty members to communicate with students outside of traditional classroom settings. The use of blogs, Wikis, links to other web-based information, posting of PowerPoint notes and other files, as well as electronic submission of assignments promotes active learning without regard to time or place. Instructors and students have integrated these instructional and learning tools into their daily lives.

For more information about the services offered through the Kinkel Center, please visit <http://www.fontbonne.edu/academics/academicresourcesandadaa/cc/>.

For more information about the services provided by the Library, please visit <http://www.fontbonne.edu/library/> or the Library Annual Report available in the Resource Room.

Core Component 3d: The organization's learning resources support student learning and effective teaching.

Appropriate allocation of human, financial, and physical resources is a priority at Fontbonne University because of its commitment to student learning, both in and out of the classroom. As described earlier in Criterion 2, Fontbonne has a long tradition of sound decision making when allocating resources. Faculty and staff members are active partners in the decision making that guides the use of resources through strategic planning and faculty and staff associations. Each member of the community is charged to be a good steward of resources, spending time, energy, and money on the initiatives that best help in the fulfillment of Fontbonne's mission.

Human Resources

Administration

The president, as chief executive officer of the University, is responsible for the overall operational effectiveness of the University. The President is assisted by a full-time executive assistant who manages and enhances communication and operations for the Office of the President, serves as a secretary to the Board of Trustees, and completes duties as assigned by the president. In addition, an administrative assistant assists in the daily operations of the Office of the President.

The Office of the President is comprised of one executive vice president and six vice presidents who are charged with management of their respective functions of the University. Each of these individuals brings extensive experience and professional perspectives appropriate to their office and contributes in significant ways to the well-being of Fontbonne University. The organizational chart (Appendix A) provides further insight into the reporting lines and delegated areas of responsibility.

The Executive Vice President for Strategy and Operations is responsible for development and implementation of the strategic planning process. This office also supervises marketing functions and athletics, and until recently, information technology reported through this office. I.T. has since been elevated to a separate vice-presidential level as described below. The Executive Vice President reports directly to the President. Currently, direct reports to this office include the Vice President and Dean for Academic Affairs, the Vice President for Finance and Administration, the Vice President for Enrollment Management, the Vice President for Student Affairs, the Vice President for Information Technology, the Associate Vice President for Communications and Marketing, and the Athletic Director.

The Vice President and Dean for Academic Affairs is responsible for the overall excellence and quality control of the academic personnel and the academic programs of the institution and reports to the Executive Vice President. A total of eleven academic departments report to this individual. Other direct reports include the Library, Office of

Letters of Delegation that outline the duties of each Vice President are on file in the Resource Room (item 1.3.2).

the Registrar, Institutional Research and Assessment, Online Programs, the Associate Dean of Academic Affairs, the Dean of Undergraduate Studies, and the Director of Graduate Studies. This position was held through 2009 by Dr. Nancy Blattner, who is now the President of Caldwell College in New Jersey. The position is currently filled by an interim appointment while a nationwide search is being conducted. Beginning in fall 2010, this position will be renamed the Vice President for Academic Affairs and will report directly to the President.

The Vice President for Student Affairs is responsible for all area of student development that contribute to an integrated and holistic approach to student life, and direct reports to this position include the Associate Vice President for Student Affairs, the Director of Multicultural Affairs, the Director of Student Development, The Director of Counseling and Career Development, and the Director of Campus Ministry. The Vice President for Student Affairs reports to the Executive Vice President.

The Vice President for Enrollment Management is responsible for activities related to recruitment, enrollment, and financial aid. Direct reports to this Vice President include the Director of Freshmen Recruitment, the Director of Transfer Recruitment, The Director of Financial Aid, and the Director of International Affairs. An Associate Vice President of Enrollment Management has recently been added to address the growing importance of enrollment management functions and a search is underway to fill this position by January 2010. The Vice President for Enrollment Management reports to the Executive Vice President.

The Vice President for Finance and Administration is responsible for coordinating the human, physical, and financial resources of the University, including campus safety and security. Direct reports to the Vice President for Finance and Administration include the Associate Vice President for Facilities, the Controller, the Director of General Services and Purchasing, the Director of Residential Life, the Director of Public Safety, and the Director of Human Resources. Contracted services in the bookstore also report to this vice president. The Vice President for Finance and Administration reports directly to the President.

The Vice President for Institutional Advancement is responsible for development activities and special events; university, alumni and public relations; and grants. This office seeks to increase financial visibility and financial support, to build, advance, and maintain ongoing relationships with constituents and to preserve and communicate the institutional image and tradition of Fontbonne. The Vice President for Institutional Advancement reports directly to the President. Direct reports to the Vice President for Institutional Advancement include the Assistant Vice President for Institutional Advancement and the Director of the Comprehensive Campaign.

The newest vice presidential position is that of Vice President for Information Technology. Until spring 2009, this position was an associate vice presidential position, but due to the ever-increasing role of technology in the lives of faculty, staff, and students, this position was changed to the vice presidential level. This Vice President is

responsible for the decision making process in regard to technological expansion and provides services and instructions for efficient use of technology to the entire Fontbonne community. The Vice President for Information Technology reports directly to the Executive Vice President. Direct reports to the Vice President for Information Technology include the Information Technology Specialists.

Members of the executive staff are committed to collaborative working relationships, as evidenced by the recent retention efforts. The Vice Presidents for Academic Affairs, Student Affairs, and Enrollment Management have worked together on this initiative to increase retention numbers and assist students in furthering their education at Fontbonne.

Instructional Faculty

In both current and past strategic plans, increasing the number of full-time, tenure-track faculty lines has been a priority. The University has steadily increased its budget allocations for these lines and has been successful in searches to attract highly qualified full-year, tenure-track faculty. Since 2002, the number of full-time tenured or tenure-track faculty has increased from 35 to 46, an increase of 31%. The number of tenured faculty from 24 to 36 is 54%, indicating a tremendous commitment to faculty hiring and development. At the same time the traditional undergraduate and graduate student population has risen from 1514 to 1714, an increase of 13%.

Trends in Full-Time Faculty

Year	Full-Time Tenured Faculty	Full-Time Tenure-track Faculty	Full-Time Non-Tenured Faculty	Full-Time Faculty:Student Ratio in Traditional Programs	Overall Faculty:Student Ratio
2005	28	24	21	1:22	1:19
2006	30	16	29	1:23	1:17
2007	33	28	19	1:23	1:15
2008	36	15	33	1:21	1:14

Despite these gains, record-breaking increases in enrollment across the institution, especially in the OPTIONS (an increase of 40% since 2002) and Career Builders programs (new in 2003), have resulted in a rise in the demand for adjunct faculty. These programs are designed and marketed to be delivered by working professionals who are intimately familiar with the most contemporary trends in the workplace.

Trends in non-traditional student populations and part-time faculty

	OPTIONS enrollment	Career Builders Enrollment	All Part-Time faculty
2002	820	0*	139
2003	933	117	168
2004	1022	125	172
2005	1029	143	162
2006	1081	129	222
2007	1159	125	246**
2008	1151	102	265

*Enrollment for the Career Builders program was combined with the Special Education program through 2002.

**This number reflects a correction to 2007 IPEDS data which was incorrectly reported.

Part-time faculty members at Fontbonne bring a wide array of professional experiences to the learning environments that directly benefit students. Many of the part-time faculty find teaching at Fontbonne University a positive experience and continue their work at Fontbonne year after year; in fall 2009 over 150 of the adjunct faculty members had taught at Fontbonne for five years or more. To recognize this commitment, Fontbonne implemented a system to reward these instructors. Part-time Lecturers or Clinical Instructors are eligible for advancement to the rank of Senior Lecturer or Senior Clinical Instructor at 24 months of service. To more fully integrate part-time faculty members into the campus environment, orientation sessions are held on a regular basis to inform them about the history and mission of the institution, policies and procedures, and institutional support. Part-time faculty members have also been active in workshops and seminars to learn more about course management systems, new technologies, and campus-wide initiatives. Many have attended workshops sponsored by the Center for Excellence in Teaching and Learning or seminars sponsored by the College of Global Business and Professional Studies.

While Fontbonne is not alone in facing the challenge of attracting and supporting the most qualified instructional faculty, it is one that remains critically important to the future of the institution and will remain a priority. The current strategic plan includes the addition of a minimum of four new full-time tenured positions each year, and this plan was followed for the 2008-2009 and 2009-2010 academic years despite the difficult economic conditions and threats to institutional funding. For the fall of 2009, new colleagues will join the faculty in Business Administration, Social Work, Fashion Merchandising, and English, and a new half-time, full-year position in Advertising.

Administrative Support for Learning

A number of positions have been added or changed in recent year to reflect the changing educational needs of Fontbonne's students.

Dean of Undergraduate Studies. To address the specific needs of Fontbonne's undergraduate population, this new position was funded beginning in 2007. The responsibilities of this position include coordination of undergraduate curriculum and

advising and service to numerous committees. A parallel position for graduate studies is included in the current strategic plan. Graduate programs are currently served by a director of graduate studies.

Director of Academic Advising. Fontbonne's first Director of Academic Advising was hired in 2005. The primary responsibilities of this position are to advise undecided and unclassified students, coordinate advisor assignments for new students within their desired majors, direct the Cornerstone learning communities (described earlier), to assist with retention efforts, and to assist faculty in improving advising skills.

Director of Online Programs. In order to coordinate the activities of online degree programs, online supplemental coursework, and the training and support of online instructors, this position was funded and staffed during the 2006-2007 academic year. The person in this position is also responsible for addressing the needs of students in online programs and directs them to appropriate services.

Director of Study Abroad Programs. Responsibility for the Study Abroad Program was moved from a function of the Counseling and Career Development department to a separate office reporting to the Dean of Undergraduate Studies. This move facilitated communication and collaboration with academic units in order to increase study abroad opportunities and partnerships.

Assistant Director of Campus Ministry. An Assistant Director of Campus Ministry position was funded in 2006 resulting in increased retreat opportunities, expanded domestic and foreign service trips, a pilgrimage to Rome, additional faith-sharing opportunities, and improved website resources. In order to better address changing needs of our student population, this position will be housed in the Office of Diversity, Service Learning, and Social Justice beginning in 2010.

Assistant Director of Residential Life. A previous position split between residential life and student activities was converted into two positions, a new live-in Assistant Director of Residential Life and a *Director of Student Development*. The live-in position is responsible for the prevention of and quicker response to incidents in the residence halls. The Student Development position is responsible for student activities and leadership programs, including Touchstone, the leadership program with a focus on civic engagement, cross-cultural experiences, and spiritual enrichment. Emphasis has been placed also on increasing school spirit and a vibrant campus life, including improved weekend programming, the introduction of a school mascot, and a competitive intramural athletic program.

Physical Resources

The space in which individuals work, study, learn, collaborate, and live are important to the overall well being of all who come to the Fontbonne University campus. Planning, building, maintaining, and furnishing these spaces wisely to promote personal safety and comfort allows maximum use and productivity. Though much of the campus structure falls under the oversight of the Vice President for Finance and Administration,

cooperation from all segments of the Fontbonne community is vital in order to be good stewards of precious resources.

Instructional Space

In accordance with its master plan for facility maintenance and improvement, instructional spaces such as classrooms, laboratories, studios, and faculty offices receive the highest priority. Plans for renovations to the Science Building are currently underway pending final financial commitments. A service tower on the south end of this building will mirror the service tower on the East Building, providing an aesthetically pleasing use of pink Missouri granite used elsewhere on campus while also improving ADA access, replacing the current greenhouse, and adding modern bathroom facilities. Further renovations to this building are ambitious and have required input from members of the Departments of Biological and Physical Sciences and Human Environmental Sciences and the College of Global Business and Professional Studies for the efficient and appropriate layout of classroom, laboratory, storage, meeting, and office spaces. Demolition and construction in that building will commence upon consent of the Board of Trustees. The current economic climate, in conjunction with enrollment trends, dictates that the start date of this project be carefully and cautiously considered before significant work begins.

Recent renovations to the Fine Arts building and the East Building were collaborative in nature and included input from individuals responsible for the budgeting process as well as the end users of those spaces.

The Fine Arts Building. The academic programs housed in the Fine Arts Building frequently involve activities that require availability of space in excess of scheduled class time. Time for work such as clay firings, rehearsals of plays, and use of computers for graphic design is necessary for students and faculty members in these programs. The Department of Fine Arts provides spaces to support student learning and effective teaching by providing undergraduate students access to building and class room studios from 7:30 a.m. to 10:00 p.m. Monday through Friday. Graduate students have 24 hour access to the building and a private studio space. Students in the Performing Arts major have full access to academic spaces as well as the Black Box Theatre. Faculty members in this department are also allotted office and studio space in this building where they can advise students, perform university committee work, and private critiques, as well as use the space for their own personal art work. A gallery space is also available for showing the work of graduating students each semester. The gallery also features a faculty show every other year and monthly showings of work chosen by the Fine Arts Advisory Board. The new facility on Strassner Avenue in Brentwood provides additional studio space for graduate students and performing arts rehearsal spaces.

The East Building. The East Building houses many academic and administrative functions. Renovations over the past 10 years have included conversion of a two-story auditorium into additional classroom space, renovation of space into administrative areas for the OPTIONS program (which has since moved to the new Brentwood location), and the President's Reception Room. The most recent renovation to this

building entailed gutting the entire second floor for the Departments of Education and Special Education and Communication Disorders and Deaf Education. A large grant enabled the construction of the Center for Teacher and Therapist Education (CTTE), a collaborative home for programs in speech-language pathology, deaf education, education, and special education. Totalling more than 12,700 square feet, this space includes classrooms, offices, and a clinic. The clinic provides services to 35-45 clients per semester, or about 100 families each year. Between 55 and 60 undergraduate and graduate students gain experiential knowledge of their profession through the opportunities provided by this Center.

Instructional Support Space

The University Library

Prominently located at the entrance to the University, the Fontbonne University Library provides access to educational resources of all types, including paper, video, and electronic. The library building is open 87.5 hours per week and online resources are available to students, faculty, and staff at all times via a proxy server. The Library provides student access to 70 computers, including 42 in the Information Commons and 20 laptops. Two scanner stations are also available. All computers are connected to three high-speed networked laser printers which print free copies for Fontbonne students. The computers provide internet access and Microsoft Office software. The Library contains five study rooms for individual or group work, as well as a variety of table and carrel configurations. The library building is increasingly used by the Fontbonne community, with the door count increasing by 4% and 7% in the three years those figures have been kept.

Information literacy and the required one-credit-hour library research course are the center of the library's instructional program. The librarians teach this course as a part of the general education program and they use artifacts and rubrics to assess student learning each summer. Since this course is primarily taught online, the librarians work closely with the Online Advisory Board to evaluate and assess the pedagogical format of the course. Each year elements of this assessment process have been used to re-design the course, change the textbook, or change the format. Bibliographic instruction sessions and library orientations have increased over the three years of existing statistics.

The Library Advisory Committee, consisting of a faculty representative from each academic department, assists the librarians in evaluating and withdrawing out-dated material from the collection, in selecting new materials for the collection, and in annually reviewing the current serials subscriptions and their relevance to the curriculum. Fontbonne subscribes to 260 serials titles in paper format and to 28,806 unique journal titles in full text online. As in most academic libraries, the number of paper titles is gradually shrinking as more of the library budget is devoted to electronic resources.

Fontbonne collects comparative statistics from the libraries at seventeen benchmark institutions. In 2005 Fontbonne's collection size (80,104 volumes) was significantly lower

than the average of those institutions (119,753). By 2008 Fontbonne's collection had increased by 18% to 94,308, but the comparison group's average had also increased (to 143,350). The comparison numbers also indicate that Fontbonne's budget for the acquisition of library materials is lower than average, which makes addressing this historical pattern difficult. Nevertheless, Fontbonne has been increasing the library budget (37% over 4 years, \$597,437 to \$819,987) and the library materials budget (53% over 4 years, \$127,652 to \$195,253) for an overall increase of from 2.0% to 2.2% of the university budget. Furthermore, Fontbonne is a member of the MOBIUS consortium, a state-wide patron-initiated inter-library loan and courier delivery system which gives Fontbonne students and faculty access to over 20 million items in other academic libraries in Missouri.

The library has 10.7 FTE staff, including 5 full-time professional librarians who have faculty status and rank, are elected to faculty committees and participate in shared governance. These staff levels are equivalent to those at the benchmark institutions.

The Kinkel Center for Academic Resources

Housed on the second floor of the University Library, the Kinkel Center for Academic Resources continues to serve the University community in ever-increasing ways. The Center is open more than 70 hours per week, and in 27 semesters of operation, has provided ADA accommodations to 340 undergraduate students and 45 graduate students who have presented verifiable documentation of disability. In addition to the placement testing services, coordination of activities in compliance with the Americans with Disabilities Act, and services to probationary students discussed earlier, the Kinkel Center provides a range of tutoring and testing services. This number of users has grown each of the 14 years that the Center has been in operation.

Assistance from academic specialists is available by appointment in the Kinkel Center for Academic Resources. All specialists in English, math, and business have advanced degrees in their disciplines. Tutoring is provided at no charge to Fontbonne University students in other areas and is limited to two hours a week per student in any specific area.

The following statistics reflect the ratings at the excellent, very good, or good level for each tutoring service during the 2007–2008 academic year:

Effectiveness of tutoring in writing: 87%

Effectiveness of tutoring in math: 76.4%

Because of the need for more testing space, the former curriculum room in the Library was reconfigured into a testing center and office space for the Kinkel Center in the summer of 2004, doubling the size of the Kinkel Center for Academic Resources. A gift of \$100,000 in 2007 increased the funding for these activities, as well as an annual scholarship. The newly named Charles Jeffers Glik Testing Center gives over 3000 tests per year, including placement tests, tests for online classes, and testing in a low

distraction environment for students with disabilities. In 2007-08, the services provided by the Glik Testing Center were rated as excellent, very good, or good by 94% of the responders.

The Center for Excellence in Teaching and Learning

Identified as an initiative in the current strategic plan, the Center for Excellence in Teaching and Learning was launched in August 2008. The Center provides resources to full-time and adjunct faculty and workshops on numerous topics. Located in the lower level of the Library, the Center houses books and print resources, and supports an Internet site for off-site access.

Parking

Because of Fontbonne's central location in a large metropolitan region, it attracts a very large proportion of commuter students. The availability of convenient and safe parking facilities is critical for faculty, staff, and students to participate in the activities and operations of the University. Noted as an Operational Directive in the 1997-2002 Strategic Plan to increase parking space, the City of Clayton authorized a 130-space parking lot to be constructed along Big Bend Boulevard. Parking space is also rented from Washington University, expanding parking capacity by 100 spaces. Individuals who park in those spaces are served by a shuttle bus which delivers them to the center of campus. Future plans for parking are addressed in the master plan.

Technological Resources

Technology continues to be an important tool for individuals in all walks of life, and it is the responsibility of an institution of higher learning to provide appropriate technological instruction to its students, to furnish its students, faculty, and staff with hardware and software that addresses their needs, and to model responsible use of new and existing technologies. Budget allocations for technology have grown tremendously in recent years, and that trend is unlikely to change. These allocations are reflected in the budgets of the Office of Information Technology, as well as in adoption of new hardware and software across campus within departments and administrative units. With adoption of new technologies comes the important task of training and use.

Services and information related to technology are made available to students who are not located on the Clayton campus, including students enrolled in online courses and programs, students who attend class at an off-site location, or traditional students who need information at times when administrative offices are not open. Listed below are many of the ways that Fontbonne uses technology to achieve its educational goals.

There are 239 computers available for student use on campus, a ratio of student-to-computer of 12:1 for fall 2009.

Students enrolled in online programs can access important information through the Director of Online Programs at www.fontbonne.edu/learnonline.

All students can access information about personal counseling, career services, or campus ministry through www.fontbonne.edu/studentlife.

Each course offered through Fontbonne has a Blackboard course shell for use by faculty members and students. While online instructors must use this technological resource, many face-to-face courses use this resource to provide additional learning tools to students.

Laptop computers, digital cameras, digital projectors, and other equipment is available for students and faculty members to check out from the Library.

Wireless connectivity is available across most of the main campus.

Students may seek assistance from the reference librarians and the staff at the Kinkel Center through their respective web pages.

All classrooms are equipped with digital projectors and many have SMARTBoards or STARBoards. Training for the use of these boards has been provided by the Center for Excellence in Teaching and Learning and the Department of Education/Special Education.

A total of 287 computers are available to students in the Library, in Ryan Hall, in Graphic Design laboratories, in Dietetic laboratories, in the Center for Teacher and Therapist Education, in the Kinkel Center, and in common areas in residence halls, and in other designated spaces across campus and in off-campus locations. These computers are loaded with Windows XP, Office 2007, IE 7, Adobe Reader, QuickTime, Real Player, Media Player, Symantec Anti-Virus, and applications for specific end-uses, such as PhotoShop, nutritional analysis, or statistical analysis.

Information Technology staff are available through a telephone hotline and through e-mail. Response time is less than four hours during the week.

Electronic security for all campus users of technology is provided by Information Technology through the use of campus-wide virus protection, wireless security, and network traffic shaping.

Online tutorials for common applications and equipment are available to all students, faculty, and staff through the Information Technology website.

Students have access to e-mail accounts, file management systems, and personal academic records via Internet access. Help documents for these applications are available online or in hard copy through Information Technology.

Faculty members have the opportunity to learn new technology-based skills and teaching applications through workshops and seminars sponsored by Information Technology and the Center for Excellence in Teaching and Learning.

The University has supported attendance at off-site workshops and conferences for faculty members who share that information with colleagues upon their return.

Use of technology is a specific learning outcome in many courses on campus and is reflected in the general education requirements of the University.

Future plans for the University include adoption of an integrated portal system, installation of SMART technologies in future classroom renovations, scheduled replacement of computers in student laboratory spaces, and expanded bandwidth for teaching applications. In March 2009, the position of Associate Vice President for Information Technology was converted to a vice presidential position to reflect the growing importance of this aspect of the University. This individual participates in the planning and decision making activities of the Office of the President with the other five vice presidents.

Community Resources that Support Learning

Fontbonne University students benefit from living in close proximity to many social, cultural, and educational resources in the greater Saint Louis region. These resources complement and supplement the learning goals established in the curricula of each major program of study.

Students in all eleven academic units participate in internships, practicum, cooperative learning, student teaching, or service learning experiences. There are more than 40 opportunities for students to earn college credit through experiential learning specific to their course of study, and other opportunities to earn credit through elective experiences. These experiences would not be possible without the generous participation of community neighbors.

External constituencies (as explained further in Criterion Five) contribute classroom space, tuition remission programs for employees, and for health care services for students. Agreements with the Chamberlain College of Nursing (now operated by DeVry University) allow students to enroll in Fontbonne courses for full credit. Collaborative agreements with Concordia Seminary are underway for the sharing of educational resources. In a presentation to the Concordia faculty on August 28, 2009, President Golden articulated the importance of collaboration in the areas of technology, educational delivery, and facilities as both institutions plan for the future.

Members of the community regularly participate in the activities of Fontbonne University, whether as guest speakers in classes, participants in advisory boards, or as guests at special events. The Dedicated Semester in both 2007 and 2008 benefitted greatly from the knowledge and experiences of guest speakers at campus-wide special events. The College of Global Business and Professional Studies sponsors a speaker's series spearheaded by Mr. Don Shifter that has featured many widely recognized corporate and community leaders since 2001.

Campus Speakers Sponsored by the
College of Global Business and Professional Studies

2009, 2005	Lee Renz	Vice President and General Manager of Heartland Region for McDonald's Corporation
2008	Jennifer Williams	Founder and CEO of St. Louis Closet and Company
2008	Michael Neidorff	CEO of Centene Corporation
2007	Scott C. Schnuck	CEO and Chairman of Schnucks Markets, Inc.
2006	August A. Busch, IV	President of Anheuser-Busch, Inc.
2005, 2003	Lou Fusz, Jr.	President and CEO of the Lou Fusz Automotive Network
2003	Maxine Clark	Founder and CEO of the Build-A-Bear Company
2003	Ted Drewes	President of the Ted Drewes Frozen Custard Company
2002	Jeff Glik	President of Glik's chain of family clothing stores
2001	Howard Lerner	Founder and President of Kaldi's Coffee Roasting and Coffee Cafe

The Fontbonne University /KMOX Book Club was established in January 2005 as a forum in which community members could come together to share in a dialogue of ideas, opinions, interests, and causes within the context of a book club discussion format on a monthly basis. This monthly radio broadcast is intended to foster open communication and healthy debate of today's issues. Authors and topics that represent a spectrum of viewpoints and interests have been featured, including Sr. Helen Prejean, Newt Gingrich, Doris Kearns Goodwin, Cal Ripkin, Jr., Bob Schieffer, John Zogby, and Darryl Strawberry. A complete list of speakers is available in the Resource Room.

Summary of Criterion Three:

Fontbonne University fully understands its commitment to educating students to serve a world in need. Through strong curriculum that is well articulated, fully qualified faculty members who deliver and assess student learning, systematic evaluation of teaching and learning, and responsible allocation of resources, Fontbonne graduates are prepared to make positive contributions to their professions, their communities, and their families.

Strengths noted in this chapter:

1. A strong core education for all undergraduate students that provides them with communication, math, and science skills, appreciation of the arts and humanities, and technological abilities.
2. Well-articulated curricula that prepare students for specific career paths.

3. Growth of formalized assessment activities that measure student learning and recommend changes to address weaknesses.
4. Innovative and effective programming, such as the Dedicated Semester, study abroad, and experiential learning that enhance and support student learning goals.
5. Growth in the number of full-time, tenure-track faculty members.
6. Increased support for faculty development.
7. Responsible use of resources that support student learning.

Areas of weakness that present challenges for the future:

1. Completing full integration of formalized assessment processes that articulate clear paths for changes in pedagogy, teaching methods, and goals for student learning.

This challenge is addressed in the current Strategic Plan under Goal II: We will make academic excellence our first priority, Sub-goal 4j: Continue to refine assessment of student learning to impact curricular development and revision.

2. Continuing to increase full-time, tenure-track faculty lines.

This challenge is address in the current Strategic Plan under Goal II: We will make academic excellence our first priority, Sub-goal 1: Add full-time faculty in selective areas where enrollment trends and need dictate, and increase the number of minority full-time faculty.

3. Identifying additional resources to continue gains made in faculty development and to reward effective teaching.

This challenge is addressed in the current Strategic Plan under Goal II: We will make academic excellence our first priority, Sub-goal 2b: Increase the number of endowed chairs in selected departments or disciplines; Sub-Goal 2c: Establish a named professorship for current faculty; Sub-goal 3: We will launch a Center for Excellence in Teaching and Learning.

This challenge is also addressed in the Strategic Plan under Goal VII: We will continue to maintain a supportive community for all who work and study at Fontbonne University, Sub-goal 5: Maintain salary competitiveness for faculty and staff.



CHAPTER 5

Criterion Four:

Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

This chapter highlights the many ways that Fontbonne University promotes inquiry and exploration for its faculty, administration, staff, and students. Through quality undergraduate and graduate programs, faculty and staff development, and opportunities for scholarly and creative pursuits, Fontbonne University promotes a life of learning so that each of its constituents is able to contribute in a positive way to serving a world in need.

Core Component 4A: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Participatory Decision Making

Central to all decisions and activities at Fontbonne University are the core documents, which include the mission, vision, values, and commitments, and Statement of Catholic Identity. While these core documents are posted in nearly every room on campus, they are not merely wall dressing. They are documents that are revisited on a regular basis, are used in decision making at all levels of the institution, and reflect the soul of the institution. The most recent review and revision of the core documents occurred in 2006-2007. Faculty, staff, students, and board members participated in focus groups and fora to discuss the strengths and weaknesses of the documents. Revisions were

Information about the Board of Trustees Committee on Academic and Student Affairs are located in the Resource Room (item 1.3.9).

suggested and were approved by the Board of Trustees in April 2007. These documents confirm the importance of faith, reason, and inquiry throughout all activities and initiatives at Fontbonne University.

Fontbonne University strongly defends academic freedom as defined in the 1940 Statement of Principles on Academic Freedom and Tenure as endorsed by the American Association of University Professors. Through participatory governance, full-time faculty members have both voice and vote on issues critical to the mission of the institution and are invited to participate in other initiatives such as strategic planning. During the 2007-2008 development of the current strategic plan, 28 faculty, staff, and students were involved in the Conscience Committee that assisted in the drafting of the plan, and many, many more attended 17 fora to discuss and provide input into its development.

Financial Allocations to Support Learning

Support for Student Learning

The core mission of Fontbonne is to educate students; therefore, activities surrounding student learning consume the largest percentage of Fontbonne's budget year after year. Education is Fontbonne's priority, and this allocation of financial resources is appropriate. In fiscal year 2008, instructional costs totaled nearly 48% of the total budget, and educational support added another 22%. These combined percentages (70%) compare favorably to benchmark institutions (64%).

Financial allocations that support student learning extend to innovative programming and services for non-traditional students. As discussed in the previous chapter, the Dedicated Semester is an innovative way to enhance traditional instruction, and has been well-received across campus and throughout St. Louis. Support for this program comes in the form of budgetary allocations, but is further enhanced through Convocation and Commencement speakers who reinforce and shed new understanding on the themes of these semesters. Annual allocations since 2007 have been \$13,000 per year, distributed between freshmen reading programs, stipends, and special events.

For non-traditional learning and learners, Fontbonne University has identified a range of opportunities to enhance the educational mission. All of these initiatives have required considerable financial commitments to achieve.

Study abroad opportunities continue to be important, and to assist in that effort, the position of Director of Study Abroad has been established to encourage and facilitate these experiences. Agreements with a number of institutions around the world are in place to provide a range of experiences for students that best match their interests and educational goals.

To further assist non-traditional learners, the current Strategic Plan supports the enhancement of services and resources available to students in the OPTIONS,

Career Builders, graduate, and online programs. In support of this goal, access to campus offices, computers, and library assistance has been broadened.

A large section of the University Library has been transformed into an Information Commons, outfitted with nearly 50 computers and staffed by a reference librarian. Online assistance for writing and tutoring is available to students through the Kinkel Center for Academic Resources, and reference librarians have established online assistance through the Library website.

A Director of Online Programs was hired to further assist the needs of online learners as they navigate online educational experiences.

Institutional Expectations and Support for Faculty and Staff Development

Fontbonne University deeply values the contributions of its faculty members and staff, and understands the need to support their professional development through disciplinary, pedagogical, and institutional approaches. All employees of Fontbonne University are encouraged to be lifelong learners.

The full-time faculty members at Fontbonne University pursue excellence in teaching through continued professional development. This development may occur through attendance at national, regional, or local conferences, through participation in professional organizations, through extensive and purposeful reading or creative work, or through other disciplinary or pedagogical exploration. To assist in those endeavors, each full-time faculty member is provided funds to help defray some of the costs associated with these activities. In addition to these funds, the Office of Academic Affairs provides supplemental monies to those who incur additional costs due to serving as officers of associations, who must travel to present papers at conferences, or who demonstrate additional need to participate in professional development activities (see Policy Manual IV, Section 4.11.1).

Full-time faculty members who meet all requirements may apply for a sabbatical leave of one or two semesters. The leave is granted to up to four faculty members each year with full pay and benefits. Faculty members who are selected for sabbatical leave report their activities in a faculty forum the following year. This report may include poetry readings, showing of art created during the sabbatical, or reporting of research findings discovered during that time.

To assist all full- and part-time instructional faculty members, the Center for Excellence in Teaching and Learning was established in 2008. Housed in the lower level of the Library, this resource is open during the week and by appointment. Workshops and seminars are scheduled regularly during the semester, and book clubs and other opportunities are available between semesters.

Please refer to <http://www.fontbonne.edu/academics/centerforexcellenceinteach> for a current schedule of activities.

In its first year of operation, the Center offered more than 40 opportunities for faculty development and included topics as diverse as pod casting, syllabus development, and active learning strategies. A Blackboard site was set up for the

Center so that faculty who could not attend could access notes and resources. Faculty members from all corners of the campus participated in these activities, and evaluations indicated that the events met or surpassed expectations.

Nine faculty members volunteered to participate in a Teaching Squares learning experience during the spring 2009 semester. Coordinated by the Center, full- and part-time instructional faculty members met to become acquainted and then visited one another in their classrooms for formative evaluations. Participants were asked to note what types of activities they could incorporate into their own classrooms, and what they could contribute to their peers' teaching toolbox. After classroom observations had been completed, participants met again to discuss what they had learned. Evaluations from these nine participants indicated that this allowed them to become familiar with other faculty members and learn different teaching methods. For very little cost, this program had a great influence on its participants.

Thirteen faculty members participated in reading groups during the 2008-2009 winter break. The first offering included two books. *When the Spirit Moves Me I Fall Down* by Anne Fadiman encouraged the readers to think about how diverse backgrounds inhibit the free exchange of ideas and how preconceived ideas and cultural values are impediments to learning. Mary Burgan's *What Ever Happened to the Faculty* provided an opportunity for faculty members to discuss governance, resource allocation, and the future of higher education. Responses from the participants were positive, and the program was expanded to include three groups during the 2009 summer.

In 2009, the first teaching fellows opportunity was made available. This program allows up to twelve faculty members to purposefully examine their teaching strategies, identify areas for improvement, and plan appropriate changes during a three-day workshop in the summer. In turn, they will share their changes through workshops and mentor other faculty members who have similar concerns. Seven faculty members participated in the first year of the program and received a \$500 stipend for their work. The Center is grateful that the Fontbonne Community Connection approved a grant request to fund this program in 2010.

Improvements in the technological infrastructure also support the ability of faculty members to learn new skills and incorporate new technologies into their teaching. Ongoing upgrades in software and operating systems, telephone systems, student information management, and Blackboard continue to expand opportunities for faculty members. Full-time faculty members are allowed to choose between desktop and laptop computers, and expansion of digital projection systems in classrooms has allowed those with laptops to expand their use of computer technologies in the classroom. Faculty members with desktop computers and part-time faculty members may borrow a laptop from the Library for these purposes. Wireless connectivity across campus allows

seamless communication and access to information for all faculty members and students without regard to their location.

Fontbonne University has committed to annual faculty and staff participation in Collegium, a joint effort by over 60 Catholic colleges and universities to recruit and develop faculty who can articulate and enrich the spiritual and intellectual life of their institutions. Dr. Mary Beth Gallagher, the new Assistant to the President for Mission Integration, attended in 2009. Previous attendees have been Nancy Murphy (CDDE), Sam Bommarito (Education) Debbie Phelps (Behavioral Sciences), Jane Theissen (Library), Sharon Jackson (Behavioral Sciences), Julie Ann Portman (Library), Theresa Jeevanjee and Anne Grice (Math and Computer Science), and Anita Manion (OPTIONS).

Four faculty and staff members have participated in the Vocare Program at Aquinas Institute. This interfaith program focuses on Faith and Theology, The Persona and the Mission of Christ, and The Church as Community. Completion of the program by three of the four participants resulted in their certification in Mission Leadership.

Both faculty and staff members are encouraged to continue their education through Fontbonne's tuition remittance program. This program allows employees to enroll in Fontbonne courses free of tuition. In the past year, 43 staff members and two faculty members enrolled in courses. Because of Fontbonne's commitment to education, dependents of faculty and staff members may also attend Fontbonne or cooperating institutions tuition free. In total, these commitments were valued at \$644,000 (FY09) with more than \$333,000 for dependents of faculty and staff members. In addition, two faculty and one staff member receive additional monies to continue doctoral studies at other institutions.

Administrative and support staff also have budgetary support for appropriate development activities. Costs associated with travel and registration for conferences and training seminars are included in unit budgets and allocated as necessary to individuals who most benefit from those experiences. The Fontbonne Staff Association also provides a forum for "the expression of ideas, the dissemination of information, the support of professional development, and the building of community among staff members" (FSA Charter). This group meets monthly to share information and plan professional and social events. Through this organization, staff members may submit requests for professional development funds related to their current position. Because of staffing issues within individual offices across campus, many members of the organization have reported difficulty in participating in professional development activities. The current strategic plan (Section VIII, subgoal 4) addresses this need by expanding "the schedule and variety of staff development and training programs, including online options." Staff members are welcome to attend any of the technology sessions offered by the Center for Excellence in Teaching and Learning or by Information Technology as their schedules allow.

Scholarship and Creativity is Widely Recognized

Students, faculty, staff, and the larger community have many opportunities to learn about the outstanding work of their peers. Through theatrical and gallery offerings, print and Internet sources, and old fashioned bulletin boards, high quality creative and scholarly achievements are shared and appreciated.

The Fine Arts Department sponsors gallery shows featuring both student and faculty work, and faculty members have shown their work nationally and internationally.

Print media, such as the *Tableaux*, *Chiasma*, *The Link*, and the *Fontbanner*, recognize outstanding student, staff, and faculty work.

The annual Joan Goostree Stevens Award recognizes an outstanding full-time faculty member each year through a ballot nomination. Part-time faculty members are also recognized in this manner. The College of Global Business and Professional Studies also recognizes one or two of its part-time faculty members each year.

The Fontbonne Scholar/Artist Award was instituted during the 2007/08 academic year and is awarded to one faculty member based on review of peer-nominations submitted to the Office of the Vice President and Dean for Academic Affairs. Recipients have their work showcased during the year, and are awarded six credits of release time and a \$5000 stipend.

The Dean's List and Athletic Dean's List are posted on campus bulletin boards and in various community publications each semester.

High achieving undergraduate and graduate students are recognized each spring at the annual Honors Convocation for work within their departments, their programs, or in the Honors program. Many are also inducted into disciplinary honor societies or national honors societies such as Alpha Lambda, Phi Kappa Phi, and Kappa Gamma Pi.

Graduate and undergraduate students may apply to participate each spring in the Phi Kappa Phi "Excellence in Student Scholarship" event. Outstanding presentations receive a monetary award, and all participants receive commendation for their work.

The Fontbonne Community Message Board is a tool used by faculty and staff to keep the campus apprised via e-mail of achievements by students, faculty and staff.

News items can also be found on the Fontbonne webpage under "News and Features" tab.

Student work is recognized through Capstone projects, Culminating Projects and Senior Synthesis presentations. The Fine Arts department has gallery showings of student art projects, and each year *Chiasma* publishes student creative writing.

Faculty members publish books and papers and make presentations at professional conferences and in professional venues. Individual curriculum vitae provide evidence of a very active faculty.

Sabbatical reports are presented by faculty at yearly fora.

Theatre faculty members of the Fine Arts Department founded the Mustard Seed Theatre in 2007. Since 2007 the company has received eight nominations for the Kevin Kline Awards, which recognize outstanding professional theater in the Saint Louis region. The company has won the award four times.

Student-conducted oral histories of the Bosnian genocide resulted in an exhibit that has been featured in the St. Louis Holocaust Museum and on Capitol Hill in Washington, DC.

Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Education In and Out of the Classroom

Fontbonne University is committed to the liberal arts tradition. Each undergraduate student must complete 42 credit hours of General Education representing eight essential areas. Some of these requirements can be met through programs of study, while others are independent course requirements. Fontbonne University is a signatory institution to the Missouri Transfer and Articulation agreement sponsored by the Missouri Department of Higher Education.

The eight required elements are:

- Communication (9 credits, a total of three courses is required)
- Valuing (6 credits, a total of two courses is required)
- Higher Order Thinking (embedded within combination of general education courses)
- Managing Information (4 credits, a total of two courses is required)
- Social and Behavioral Sciences (6-9 credits, a total of two courses is required)
- Humanities and Fine Arts (6 credits, a total of two courses is required)
- Mathematics (3 – 4 credits, one course is required)
- Life and Physical Sciences (6-8 credits, a total of two courses is required)

Information about the General Education Requirements can be found in the University Catalog, pages 35-38.

Each program of study, whether undergraduate or graduate, traditional or non-traditional, online or face-to-face, follows guidelines for development and delivery of appropriate curriculum. Oversight through the Undergraduate Committee on Curriculum or the Graduate Academic Curriculum Committee ensures that appropriate scrutiny and deliberation have occurred prior to implementation. Curricula and coursework are developed by disciplinary scholars, as discussed in Criterion 3, and attend to the demands of disciplinary standards, workplace expectations, and Fontbonne's core values. To address the needs of undergraduate studies, a new position, the Dean of Undergraduate Studies, was filled in 2007. A similar position for graduate students is included in the current strategic plan to address the specific needs of graduate programs. This need is currently being filled with a half-time Director of Graduate Studies.

Like undergraduate programs, graduate programs are developed and delivered by disciplinary specialists who understand the rigor and expectations of graduate education. Representatives from each department sit on the Graduate and Academic Curriculum Committee, chaired by the Director of Graduate Studies. Minutes from this committee illustrate the care with which they consider program design and delivery, policies for graduate programs, and coordination of activities across departments. Like students in undergraduate courses, students in graduate courses complete end-of-course evaluations that are reviewed by the Office of Academic Affairs, department chairs, and program directors to monitor the effectiveness of instruction. Assessment of graduate programs also mirrors that of undergraduate programs, and results are used to identify and address areas for improvement.

Educational experiences are not confined to Fontbonne's campus. A variety of internships, practicums, service learning opportunities, study abroad trips, films, lectures, and special events broaden learning opportunities for each member of the campus community. Some recent examples include

Students in the Career Builders Program for Special Education and in Early Childhood begin field experiences with their very first course at Fontbonne. Exposure to real-life work environments enables students to gain first-hand understanding of their fields from the first week of class.

The Dedicated Semester, which includes a freshman reading program, guest speakers, and special events, complements the special course offerings on the annual fall topic.

Thirty-six people, including 30 students, traveled to Rome, Venice, Verona, Florence, and Assisi to expand their knowledge of art, literature, architecture, and spirituality over spring break in 2008. Course credit was offered through the Department of Interdisciplinary Studies.

Students and faculty in Communication Disorders and Deaf Education learned international perspectives by spending a week at Canterbury Christ Church University participating in seminars and visiting local schools. Students studied

the comparative practices of US and UK education emphasizing the relationship of communication and behavior in the instruction-learning process. Graduate course credit was offered through two departments for this experience.

Undergraduate students had the opportunity to learn about the economic transformation taking place in the People's Republic of China through tours of manufacturing facilities, financial districts, and major businesses in Beijing, Xi'an, and Shanghai. Course credit through the Department of Business Administration was offered for this experience in spring 2009.

In July 2009 students and faculty spent eight days in London, England. The trip included backstage tours of the National Theatre, the Theatre Royal, Drury Lane and Shakespeare's Globe. In addition, the group spent a day in Stratford-Upon-Avon, touring the Shakespeare properties in and around the town. Course credit was offered through PER 101 Theatre Appreciation and HES 308 History of Costume.

As of this writing a course is planned for spring 2010 that will focus on the Humana Festival of New American Plays. The festival is produced by the Actors Theatre of Louisville (KY). Students will attend the festival and through the course will explore such topics as developing plays, analyzing plays and dramatic criticism. This course will be offered jointly by the Department of Fine Arts and the Department of English and Communication.

The Endowed Chair in Catholic Thought offers a variety of opportunities for faculty, staff, and students to learn about religion, spirituality, and Catholic intellectual traditions. Reading groups, overnight retreats, lectures, and mini-courses have been offered.

Service learning has always been important at Fontbonne, but is now a component of the current Strategic Plan. Opportunities for students are offered in a variety of formats. Incoming freshmen learn right away about Fontbonne's commitment to the larger community through participation in a work day during orientation. This may include picking up trash in a local neighborhood or painting walls at a childcare center. Faculty and staff participate in service learning activities each year on Fontbonne Day (May 1). Activities have included helping with community gardens, assisting Habitat for Humanity, sorting food at local pantries, and reading to children at shelters. Service learning is also embedded in for-credit courses, such as HES 291 Foundations in Human Environmental Sciences. The Director of Campus Ministry organizes an annual trip to give faculty, staff, and students the opportunity to live the University mission in a different part of the country or world. Recent trips to Biloxi, Mississippi, Appalachia, Tijuana, and Belize have helped local residents with storm damage repair, home building projects, and childhood health screening.

The University offers a wide range of social events that complement the intellectual development promoted by curricular and co-curricular activities. Events are open to all residential and commuter students, staff, and faculty for little or no cost. Varsity athletic

A service learning report is compiled each spring. Please see file 1.2.15 in the Resource Room.

For more information about student organizations, please visit <http://www.fontbonne.edu/studentlife/organizations/socialstudentorganizations/>

For more information about service opportunities, please visit <http://www.fontbonne.edu/studentlife/campusministry/serviceopportunitiesandsoc.htm>

*Please visit
<http://www.fontbonne.edu/alumnifriends/fontbonnecommunityconnect/> for
more information about
the Fontbonne
Community Connection.*

events, intramurals, organized outings, clubs, and service organizations provide ample opportunities for students to develop a sense of community and enhance their educational experience. FAB, the Fontbonne Activities Board, maintains a bulletin board to notify students of activities, and SGA, the Student Government Association, sponsors many organizations and activities. There are 15 social organizations that students may join depending upon their individual interests and abilities. One of these organizations, FISH, Fontbonne in Service and Humility, organizes service projects each month, sponsors service trips each year, hosts monthly coffee house nights, and collects food and clothing each year in the annual Fontbonne for Families campaign. FISH also facilitates partnerships with external organizations that need volunteers, including religious orders, youth organizations, advocacy groups, health care organizations, and food pantries. Peace and social justice organizations are also listed on the FISH website for students who wish to assist in those efforts.

A new mechanism for advancing the mission of the University through curricular and co-curricular planning is the Fontbonne Community Connection. Under the leadership of Marilyn Sheperd, Vice President for Institutional Advancement, a group of female alumni who each donate \$1000 per year or more formed the FCC to award grants to various Fontbonne initiatives that prepare individuals for ethical and responsible leadership in the community and larger world. In its first year, over \$30,000 was awarded to a variety of projects, including funding student travel to Belize to screen infants and children for hearing disorders, and expansion of the religion and women's studies collections in the library. In 2009, nearly \$60,000 in grants was dispersed to thirteen worthy projects.

After Graduation

Fontbonne University seeks to educate students to think critically, to act ethically and to assume responsibility as citizens and leaders. The purpose of all curricular and co-curricular activities is to produce graduates who affect positive change in a global, diverse, and complex world. Fontbonne graduates are welcomed by employers, recognized as leaders in their communities, and valued by the people they touch.

Fontbonne's outstanding placement record speaks for itself. Fontbonne's annual graduate survey, with an average return rate of 92 percent, indicates that more than 96 percent of students completing bachelor's degrees have secured employment or have entered graduate school within six months. Programs that monitor graduates closely for disciplinary accreditation purposes report similar positive measures. Graduates from the speech-language pathology graduate program have an average employment rate of 98% for those graduating since December 2004. The dietetics program regularly places 80-95% of its graduates in competitive internships, high above the national average of 77%.

*For information on student
success following
graduation see departmental
assessment reports in the
Resource Room (item 2.3.2).*

Many programs across campus specifically address preparing students for the future. For example, students in both the traditional and OPTIONS business administration programs participate in a multiple-part simulation of business experiences in which they must demonstrate critical thinking skills and application of business concepts they are

likely to encounter after graduation. Individual departments conduct alumni surveys to solicit feedback about preparedness and report this information annually on their assessment reports. General education goals and competencies have been developed specifically to help students gain skills they will use throughout their lives, such as information literacy, written and oral communication, and higher order thinking.

Another indicator that Fontbonne is effectively preparing students for life after graduation is the information that faculty members, department chairs, and individuals in the Office of Alumni Relations receive informally from graduates. Because of the close connections that are formed during a student's college years, faculty members remain in contact with their former students and advisees long after graduation. These graduates often continue to maintain connections to Fontbonne as supervisors of student teachers or interns, guest speakers in classrooms, leadership positions in the Alumni Association, participation in Alumni Association events, and as donors to the University. Fontbonne has been blessed that many former students have returned to Fontbonne to serve as classroom instructors or staff members.

In keeping with Fontbonne's tradition of recognizing educational contributions following graduation, each year the Office of Alumni Relations honors individuals at the Founder's Day Award celebration. This recognition honors alumni and community members for distinguished service in the community and advances the mission of the University at a very public event.

Core Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Review and reflection are ongoing processes for all academic and administrative units at Fontbonne as it continually evaluates what is taught and how it is taught, whether within the confines of the classroom or in experiential learning. Review and reflection are both formal and informal, occurring in specific assessment activities, through conversations with advisory boards and employers, and through professional and disciplinary standards and accreditation.

Relevancy of Programming

Assessment of Student Learning

As discussed in Chapter 4 curriculum development, delivery, and assessment occur within specified frameworks and are subject to oversight and approval by the faculty governance system. Curricula, however, are not static, and are continually reviewed and updated to reflect sensitivity to a world that changes rapidly. The assessment plans of many programs of study reflect the need to prepare students for a changing world, illustrated by these examples:

The Department of Behavioral Sciences Assessment Plan states that “behavioral sciences students will show technological literacy and competency.”

A goal for all students in the College of Global Business and Professional Studies is that students will “demonstrate their understanding of forces that shape business practices: ethical, global, social/cultural, legal, and technical issues in real world business settings.”

Students in the Department of English and Communication will demonstrate skills needed “for further study, career success, and the practice and promotion of literacy in such areas as the home, the workplace, and civic and religious arenas.”

The Department of Human Environmental Sciences requires that students “function in a diverse world, understanding both common and distinct characteristics that contribute to a positive pluralistic environment.”

In its annual assessment report, each program of study responds to its goals and identifies ways to improve student learning in these areas. Likewise, assessment of general education goals and competencies identifies areas in which students could be better prepared for the complexities of the global, diverse, and technological world in which they will live. Two examples of changes as a result of assessment of general education goals and competencies are the activities of the Writing Across the Curriculum Committee in 2008 and 2009 (discussed earlier in Criterion 3) and the emphasis on improving higher order thinking skills through workshops and seminars sponsored by the Center for Excellence in Teaching and Learning in 2009-2010. The faculty associate for 2009-2010 was selected specifically because of her ability to mentor faculty to develop assignments that elicit excellent writing and higher order thinking skills.

Accreditation and Professional Standards

External accrediting agencies and the professional standards within many disciplines are major factors in helping Fontbonne University ensure that its programs are current and prepare students appropriately. All teacher education programs are accredited by both NCATE (National Council for Accreditation of Teacher Education) and DESE (the Missouri Department of Elementary and Secondary Education). The Speech-Language Pathology program is accredited by the American Speech-Language-Hearing Association, the Deaf Education program is approved by the Council on the Education of the Deaf (CED), Department of Education, Gallaudet University. and the Dietetics program has received initial accreditation from the Commission on Accreditation for Dietetics Education of the American Dietetic Association. Other programs voluntarily comply with the professional standards of their disciplines, such as the Fashion Merchandising program which follows the curriculum meta-goals established by the International Textile and Apparel Association and the Psychology program which follows the guidelines of the American Psychological Association.

Curriculum Review

Each department conducts a self-study every five years to evaluate its strengths and weaknesses. The results of these self-studies are presented to the Undergraduate Committee on Curriculum for further evaluation and response. During this self-study process, each department is given opportunity to consider the timeliness and appropriateness of curricula, to evaluate its instructional and support staffing needs, and to address needs and opportunities for improvement. Findings are reported to the Academic Council (comprised of department chairs, deans, and academic units that report to the Vice President and Dean for Academic Affairs). This review process contributes to informed and shared decisions about budget and space allocations, future planning, and curriculum changes.

Advisory Boards & Professional Contributions

Professionals who work in the community are often keenly aware of the newest challenges and opportunities that a global and diverse world can present to a work environment. Fontbonne has been blessed that many professionals in the St. Louis area have been willing to serve on advisory boards to assist those who develop and deliver curriculum. Advisory boards are active within many programs, including, but not limited to, dietetics, early childhood, education/special education, the gallery in the Fine Arts Center, and the Library. In addition, because most of the adjunct instructors are themselves working professionals, their expertise and experiences contribute positively to curricula that address current issues.

The Advisory Board on Diversity in the Curriculum is an example of working professionals who attend meetings and serve as panelists for discussions on issues related to diverse workplaces and how curriculum changes can best address these issues. This group meets at least once per year and is invited to participate in a variety of campus-wide activities.

Members of the community are also called upon throughout the activities associated with the Dedicated Semester. Their expertise and experiences add depth and dimension to curricular and co-curricular activities associated with the Dedicated Semester. Serving as guest speakers in courses, in advisory roles, and as featured speakers at Commencement and Convocation, these members of the community have contributed greatly to the success of this learning initiative.

Application of Knowledge in a Complex World

Programs across campus encourage or require students to apply their skills and knowledge to real-life situations prior to graduation. These experiential opportunities provide a way for students to engage in real-world situations under the mentorship of a site supervisor or faculty member. These experiences range from internships and practicums to student teaching or performance management assessments. Non-credit experiential learning may include participation in the activities of student organizations or mission trips as discussed earlier.

The College of Global Business and Professional Studies requires all students to participate in Performance Management Assessments. These activities provide students with opportunities to apply classroom theory to work situations without the threat of real-work consequences. Students' performance is expected to improve between the first and second opportunities. Students may also participate in cooperative learning experiences or internships as part of their major.

Internships or practicums are required for every student in the Department of Human Environmental Sciences. These opportunities are supervised by both faculty members and site supervisors and are reported in the annual assessment report. Students in Biology, English and Communication, Interdisciplinary Studies, Math and Computer Sciences, and History, Religion, and Philosophy also participate in experiential learning experiences in many large and small companies, non-profit agencies, and research facilities.

All students seeking teaching certification complete observations, practicums, and student teaching experiences. These experiences are designed to help develop practical skills required of teachers, as well as build and enhance the quality indicators identified by the Department of Education/Special Education. Of key importance are the Commitments of the Responsible Educator (CORE): the values, commitments, and professional ethics of an educator and the dispositions that are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.

Students in the Department of Fine Arts apply what they have learned in very public ways through special exhibits and performances that are open to the entire community. Many of the gallery exhibits and theatre performances are publicly critiqued in local newspapers and other media outlets.

The performing arts students participate in the Kennedy Center/American College Theatre Festival. Through this activity student acting, directing and design work is submitted for adjudication and possible performance at the regional and national festivals. In 2006, one of the performing arts students won the national Irene Ryan Acting Scholarship award. Other students have won awards at regional festivals.

Clinical and counseling skills are applied by undergraduate dietetics students and by graduate students in the Speech-Language Pathology program. The opportunity to meet with and provide assistance to clients under the supervision of a faculty member provides real-life application of classroom knowledge.

Opportunities for Scholarly Work

Capstone experiences are required for each undergraduate student at Fontbonne. These experiences are designed to help students think critically about their field of study. In some cases, students collect and analyze primary data and report findings through a research paper. In other cases, students reflect on experiential learning and maintain a portfolio that demonstrates their growth and development.

Some departments also require public presentations of capstone work. For example, students in the Department of English and Communication present their work in a five-to-ten minute presentation to peers, family, faculty members, and invited guests. Students in the Department of Human Environmental Sciences present their work in a group forum that lasts several hours, and students in the Department of Fine Arts mount and display their senior exhibits, or direct or design a fully realized theatre production.

Students also have the opportunity to compete in professional competitions sponsored by professional organizations, such as graduate students enrolled in CDS 500 who present posters at the Missouri and the national Speech-Language-Hearing Association annual conventions. In 2006, two seniors from the Department of Human Environmental Sciences submitted a paper to the International Textile and Apparel Association and received the Best Paper Award and presented the paper at the annual conference in San Antonio, Texas. Students in the Dietetics program frequently present posters at the annual conference of the American Dietetic Association. Students in the honors program collected oral histories of survivors of the Bosnian genocide and have presented their work in numerous venues. A senior in the psychology program presented her senior synthesis work at a national conference in 2008. All students are encouraged to submit their work for presentation at the Phi Kappa Phi “Celebration of Student Scholarship” competition on campus.

Students may also participate in professional meetings through attendance at local and national events. Through the sponsorship of the Office of Academic Affairs in February, 2007, two journalism students attended a workshop in New York for collegiate editors presented by the New York Times. Mathematics students attended the National Council of Teachers of Mathematics annual meeting in Spring 2006 and the NCTM Regional Conferences in Kansas City in the fall of 2007. Students have attended the Mathematics Educators of Greater St. Louis and Teachers Teaching with Technology (MEGSL/T³) Regional Conferences in St. Louis (2005, 2006, and 2007). In the spring semesters of 2007 and 2008, students attended the Missouri Pre-service Mathematics Teacher conference. Two students attended the Missouri Mathematics Teacher Leader Conference in September of 2008. Education students have attended the NMEA conference in St. Louis in February 2009, and Early Childhood students attended the NAEYC Conference in Chicago in November 2007. Students in the Fashion Merchandising program attend career days sponsored by the Fashion Group International each year in Kansas City and Dallas.

Core Component 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

The words “to serve a world in need,” found in the Fontbonne University Vision Statement, are not empty words. They are embodied in the planning and delivery of all

campus activities and extend to all corners of the campus. In this section, the focus is on on policies and practices that contribute to positive world change, responsible application of knowledge, and ethical behaviors expected of all members of the Fontbonne community.

Social Responsibility in a Changing World

Responsibility to Students

Fontbonne University supports the intellectual, physical, spiritual, and emotional growth and development of its students through a variety of services and programs.

The Kinkel Center for Academic Resources provides a range of services for all students to help them achieve their academic goals. In addition to tutoring services, the Kinkel Center coordinates the accommodations necessary to help students covered under the Americans with Disabilities Act achieve their goals. Their website describes their services for all students, traditional or adult, on campus or online.

“Writing at Fontbonne,” a document created by the Writing Across the Campus Committee, is distributed to all students enrolled in rhetoric courses and is available to all students through the Kinkel Center website. This document articulates the expectations for written work at Fontbonne, allowing students to understand these expectations across disciplines and improve their writing skills.

The local chapter of the Honor Society of Phi Kappa Phi offers workshops and practice tests for the Graduate Record Exam to help prepare students who wish to continue their education.

Expectations for student conduct are clearly addressed in several official documents. The most easily accessible source of this information to students is the Griffin Scratch, a datebook/planner that is distributed free of charge to all students. This publication provides a great deal of information about personal conduct, important dates during the academic year, contact information for key offices, and institutional procedures.

Concern for abnormal student behavior is increasingly important to college personnel across the United States. At Fontbonne, all faculty and staff are able to learn about warning signs of student distress. Faculty are provided information about noting and reporting abnormal behavior at the beginning of each academic year, and further information is available to faculty members through the Center for Excellence in Teaching and Learning website.

Fontbonne provides opportunities for its students to develop leadership skills. Through student organizations, clubs, service learning opportunities, and athletic competition, students can learn skills that will enable them to become leaders in their workplaces and communities following graduation. Special opportunities, such as Summit on Leadership Development, held on the Fontbonne campus in 2007 and 2009, also allow students to attend workshops and seminars to learn more about leadership.

See the Kinkel Center webpage at <http://www.fontbonne.edu/campusdirectory/thekinkelcenterforacademic.htm>.

Students may request academic accommodations by downloading a form at this site. Students may also download the ADA Manual online.

The Writing at Fontbonne document is available online at <http://www.fontbonne.edu/downloads/WritingatFontbonne.pdf>

Copies of the Griffin Scratch are located in the Resource Room (item 3.3.1).

See copies of the newly revised faculty form in the Resource Room.

Fontbonne supports the physical development of its students through varsity athletic competition, intramural activities, and availability of equipment and space to train and exercise. Workshops, special speakers, specific courses, counseling, and nutritional information are available to students to promote wellness.

All faculty and staff members are concerned with the social, emotional, and spiritual development of Fontbonne students, but nowhere is this more evident than among the staff of Student Affairs. Their services and programs demonstrate the deep commitment this staff has to the development of all aspects of a student's life. From the moment students attend their first orientation activity, they are presented with many, many opportunities to make friends, to learn to live with a roommate, to attend dances, movies, or go bowling, or to just hang out. These are memories that linger for a lifetime, and it is important that Fontbonne provide these opportunities for its students.

For more information
about student life at
Fontbonne, please visit
<http://www.fontbonne.edu/studentlife/>

Responsibility to Employees

Fontbonne University understands its responsibility as an employer of 570 individuals (AIDU 2009 NFI Report). These individuals are entitled to fair and timely compensation, benefits, and a safe and friendly work environment. The values of the Sisters of St. Joseph of Carondelet of integrity, respect, diversity, community, and justice are evident in the hiring practices of Fontbonne as well as the ways that employees are treated. Sound fiscal management over the past decade has allowed Fontbonne to meet all financial obligations to employees. Review of benefits is ongoing, especially in regard to health insurance, so that employees receive the best possible coverage for themselves and their families without exceeding budgetary guidelines. Other benefits for employees include life and dental insurance, tuition remittance, and recognition for service to the institution.

Raising faculty salaries to competitive levels has been a priority in recent years. The following table illustrates that current salaries are approaching those paid at similar institutions in the West North Central region and to national figures published in the August 28, 2009 Almanac edition of The Chronicle of Higher Education.

	Professor	Associate Professor	Assistant Professor	Instructor
IIA (Master's)*	\$81,655	\$65,709	\$55,537	\$42,723
The Chronicle (8/28/09)	82,946	65,075	53,942	
Fontbonne 2009-2010	72,459	57,391	46,708	46,361
# of faculty in rank	18	24	25	13

*The West North Central region includes Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. Source: *Academe*, March/April 2009.

Fontbonne University does not discriminate on the basis of race, color, religion, age, gender, gender orientation, national or ethnic origin, or disability in employment or in the administration of its educational policies, admission policies, scholarship and loan programs, athletic and other school-administered programs. Furthermore, Fontbonne University prohibits retaliation against anyone who opposes unlawful discrimination, assists or participates in an investigation of a complaint of discrimination, or exercises his

or her rights under any law that forbids employment discrimination.

The Fontbonne University coordinator for Title IX and Section 504 of the Rehabilitation Act of 1973 and the EEO coordinator for other laws and regulations prohibiting discrimination is the Vice President for Finance and Administration. If the allegations of discrimination or retaliation allege involvement of the Vice President for Finance and Administration, then notification of the complaint shall be made to the Executive Vice President for Strategy and Operations. The University will thoroughly and promptly investigate all complaints and take corrective or disciplinary action when appropriate. Fontbonne University complies with the Family Educational Rights and Privacy Act of 1974, Public Law 93-380 as amended.

Responsibility to the Community

Fontbonne strives to be a good neighbor to the homeowners and businesses in close proximity to campus, as well as to the Greater St. Louis region. Fontbonne has a long tradition of meeting or exceeding all land use guidelines established by the City of Clayton, and has worked diligently with city leadership to maintain positive working relationships. Construction projects are undertaken with concern for the inconvenience they may cause neighbors as well as the temporary aesthetic problems that construction projects create. As a good neighbor, Fontbonne strives to keep the campus looking clean and attractive, with well-groomed landscapes, flowering plants, clean sidewalks, and easily accessible trash receptacles.

Fontbonne also opens its campus to the community for special events, such as Christmas Around Campus. This event was started in 2008 and included activities for individuals of all ages and interests. From cookie baking to ice skating to carriage rides, members of the community were invited to come to campus and enjoy the season's festivities. Over one thousand guests visited campus. Many other events, such as film series and the KMOX Book Club, are free and open to all members of the community.

The faculty, staff, and students at Fontbonne are keenly aware of the blessings they receive as members of the campus community and have been generous in sharing those gifts with the community. Service learning and mission activities, locally, domestically, and internationally, are key activities for students, but faculty and staff members also contribute to the greater good through United Way contributions, service to the community on Fontbonne Day (on or about May 1 each year), and through charitable drives such as participation in Adopt-A-Family, the Marine Corps Toys for Tots campaign, and most recently, Books for Belize. This activity, coordinated by Nancy Blattner, the former Vice President and Dean for Academic Affairs, collected over 30,000 children's books for distribution to schools in Belize that serve underprivileged children.

Mustard Seed Theatre offers a "Pay what you can – or pay with a can" evening for each production. This allows audience members the option of bringing canned goods in lieu of payment for a ticket. All the food collected is given to local area food banks.

This concern for global neighbors is further exemplified in many of the Dedicated Semester activities. Greater awareness of many of today's important global issues was gained in the fall of 2008 through courses, guest speakers, and a film series — all related to the United Nations Millennium goals. Activities in other years include guest speakers from other countries or cultural groups, representatives from a variety of religious backgrounds, and special events that further the knowledge and understanding of diverse ways of life.

Ethical Considerations

Research with Human Subjects

The Institutional Review Board consists of faculty members who review all proposals for research involving human subjects conducted by faculty members or students. All faculty members who conduct or supervise research involving human subjects are made aware of the procedures through the faculty manual, and appropriate forms can be obtained through the Chair of the Institutional Review Board.

	Number of Proposals Accepted	Number of Proposals Rejected due to Ethical Concerns
2008-2009	78	0
2007-2008	45	0
2006-2007	43	0
2005-2006	95	2
2004-2005	44	1

Academic Integrity

It is the intent of Fontbonne University to produce graduates who are members of an academic community that promotes intellectual inquiry and scholarly discourse. Students at Fontbonne University are, therefore, expected to develop and practice skills that allow them to participate in ongoing written and oral conversations. Contributions to this discourse must reflect the unique and authentic work of each student and follow established conventions regarding the contributions of others.

In order to maintain and promote an environment of intellectual inquiry and scholarly discourse, all members of the community in every discipline are expected to follow Fontbonne University guidelines for academic integrity. Fontbonne's faculty believe that holding students to a high degree of academic integrity is a shared responsibility and one that is vital to our academic mission of educating students in the 21st century. Statements regarding academic integrity are found in policy manuals, the university catalog, in the Griffin Scratch, and on the Blackboard course management site for every course.

To more fully support the educational mission and the work of instructional faculty members, the Vice President and Dean for Academic Affairs has received and will implement recommendations from the Writing Across the Curriculum Committee

effective Fall 2009. Among these recommendations are to ensure that all syllabi accurately convey the Fontbonne University statement on academic integrity and to include course-specific consequences for violation of academic integrity. To further assist faculty members develop strategies to encourage students' best work, workshops for faculty will be sponsored by the Center for Excellence in Teaching and Learning and staff in the Kinkel Center for Academic Resources will continue to visit classrooms and provide opportunities for students to learn about the traditions of academic writing. Students who are discovered violating the policy on academic integrity are given the opportunity to take an online tutorial; those who continue to violate this policy are subject to disciplinary procedures as outlined in the Code of Student Conduct.

Intellectual Property

Fontbonne University respects the intellectual property rights of all copyrighted materials as a matter of law and professional respect. Guidelines are provided in the Fontbonne University Policy Manual II (Section 2.5) and articulate the exclusive rights of the copyright owner, necessary permissions, guidelines for "fair use," and reproduction guidelines. Presentations are made each year to faculty members so they may comply with the most current regulations. Additional resources are located at the Library Reference Desk and in the Center for Excellence in Teaching and Learning. Jane Theissen, Reference Librarian, has attended workshops on behalf of the University and informs the campus community on best practices through workshops and presentations. She is assisted by the Copyright Task Force in these efforts.

Summary of Criterion Four

The values of Fontbonne University and the Sisters of St. Joseph remind us that we are committed to a life of excellence, integrity, respect, diversity, community, justice, service, faith, and Catholic Identity. Fontbonne strives to clearly articulate these values through solid practices and policies so that all members of the campus community can thrive and contribute to positive world change.

Strengths noted in this chapter:

1. A shared governance system and strategic planning process that allows and encourages participation from all constituencies.
2. Resource allocation that supports student learning for traditional and adult learners, on and off campus.
3. An increase in faculty salaries that brings Fontbonne to comparative levels with similar institutions.

4. The launch of the Center for Excellence in Teaching and Learning that supports faculty and staff development.
5. Ongoing opportunities for faculty and staff development that are provided or funded through the Office of Academic Affairs.
6. Numerous opportunities that allow faculty and students to share their scholarship and creative gifts.
7. Educational opportunities and relevant programs that prepare students for an ethical and responsible life after graduation.

Areas of weakness that present challenges for the future:

1. Funding for student opportunities and support of faculty in scholarly and creative endeavors must continue to increase over time.

This challenge is addressed in the Strategic Plan Goal VII: We will continue to improve the financial strength of the University so that funding for these important activities continues to grow.

2. Finding ways to allow staff in small units to participate in professional development opportunities without causing hardships by their absence.

This challenge is addressed in the Strategic Plan Goal VII: We will continue to maintain a supportive community for all who work and study at Fontbonne University, Sub-goal 4: Expand the schedule and variety of staff development and training programs, including online options.

3. Increasing student participation in study abroad experiences.

This challenge is addressed in the Strategic Plan, Goal II: We will make academic excellence our first priority, Sub-goal 2g: Broaden the focus on Study Abroad experiences and expand the number of international sites.

4. Continuing to be a good neighbor in the broad global community during an era of economic crisis.

This challenge is addressed in the Strategic Plan Goal I: We will integrate our mission, vision, values, commitment, and Catholic identity into all that we do, and Goal III: We will expand our scope and outreach to engage students to support their development in all aspects of life. By serving as leaders, we can continue to expand the scope of our work to bring positive change to the lives of others.



CHAPTER 6

Criterion Five: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Throughout the preceding chapters, readers of this self-study have learned about the mission of Fontbonne University, its vision, commitments, and values and how these core documents serve as a guide to the many initiatives, programs, and learning outcomes that are a vital part of the Fontbonne community. Previous chapters have articulated the curricular and co-curricular activities that contribute to student learning, as well as the strategic planning and resource management processes that make positive learning environments possible. External constituencies have been a part of all of these discussions, whether through service on advisory boards, supervisors of practicum opportunities, or as recipients of charitable acts. This chapter further expands on relationships with constituencies and identifies ways to improve and increase these opportunities.

Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Identifying Fontbonne's Constituencies

Fontbonne identifies its constituencies and their needs through both formal and informal means. Its most identifiable constituents, the students, play a central role in Fontbonne's efforts to identify and fulfill needs, but they are not the only constituency of importance.

Faculty and staff members, neighbors, the St. Louis metropolitan region, and individuals and communities around the world are also constituencies Fontbonne serves. Examples from the core documents repeatedly serve as a reminder of the importance of Fontbonne's constituencies:

In the mission statement, members of the Fontbonne community are called to educate students to "think critically, to act ethically, and to assume responsibility as citizens and leaders."

In the vision statement, Fontbonne's commitment to educating leaders to serve a world in need is further articulated through the building of "alliances with individuals and organizations that are bringing about positive changes in the global community."

In the commitment statement, Fontbonne commits to "serving the larger community."

The values statement calls upon members of the Fontbonne family to foster community.

In its statement of Catholic identity, Fontbonne University articulates that as a Catholic institution it must "participate in the continuing transformation of ourselves and a world in need."

Inclusion of Constituencies in Planning

Fontbonne University has a long history of including various constituencies in all planning activities. The past several strategic plans have been highly inclusive, reflecting the contributions of administration, faculty and staff members, students, members of the Board of Trustees and the Board of Regents, the Sisters of St. Joseph of Carondelet, alumni, and community members. Town hall meetings were scheduled to elicit contributions from a broad range of perspectives to identify needs and the resources and strategies necessary to meet those needs. Reports on implementation of the plans are provided through fora, meetings of the Conscience Committee (a group of faculty and staff members who have interest in the development and implementation of the plan), and through All-Campus Meetings.

Market research also informs the University about addressing the needs of constituents. Individuals or corporate partners participate in data collection or environmental scans to help focus on needs and identify strategies to meet those needs. These are particularly helpful in creating or modifying programs or in selecting methods of delivery. For example, a survey of alumni assisted the Department of Human Environmental Sciences in the development of its newly approved master's program. OPTIONS regularly surveys its students and corporate partners to determine applicability of programs; recent investigation led to the ongoing work in supply chain management. The Department of Fine Arts responded to requests from the community in starting their master's program in theatre education.

Motions for new programs that include market research are included in the minutes of the FGA (item 2.1.2).

Many individual departments also include employers in assessment surveys or ask community members to serve on advisory boards to gather diverse perspectives on the needs of the community and how Fontbonne can prepare students to meet those needs. Customized degree programs such as Career Builders, offered through the Department of Education/Special Education to train special education teachers, or Early Intervention in Deaf Education are the result of input from the community about needs that Fontbonne could address. Corporate partnerships with SSM Health Care of St. Louis and the Boeing Company further illustrate input into curricular planning processes.

Membership in local organizations such as the St. Louis Regional Chamber and Growth Association, the Urban League of Metropolitan St. Louis, the Clayton Chamber of Commerce, the Crestwood-Sunset Hills Chamber of Commerce, the Chesterfield Chamber of Commerce, and the Fenton Chamber of Commerce allows Fontbonne to gather input about local concerns and needs. Membership in national organizations like the NAACP, the American Marketing Association, the National Black MBA Association and the American Association of Colleges and Universities provides information about national trends and initiatives that are important to planning and resource management.

Diverse constituencies provide a range of information that is invaluable to planning processes. Specific needs of target populations necessitate thoughtful reflection in planning, such as the location and scheduling of classes for adult learners to maximize accessibility, accommodations for students with a range of abilities, electronic resources for students without regard for their location, or programs or activities that appeal to populations of diverse ages, races, ethnic, or religious backgrounds.

The Role of Faculty and Staff in Identifying Needs

Faculty and staff members play a large role in identifying needs through engagement in professional organizations and service to the community. Individual curriculum vitae on file in the Office of Academic Affairs and annual service reports reveal a faculty that is committed to service on advisory boards, professional associations, and volunteer opportunities through religious or community organizations. Through involvement in these activities, faculty and staff members are sensitive to needs that Fontbonne can address. For example, many of the activities scheduled on Fontbonne Day are identified through the ongoing volunteerism of Fontbonne faculty and staff members. Faculty and staff members are also familiar with colleagues at neighboring community colleges, and those relationships provide information on students who are likely to transfer to Fontbonne. Working with these colleagues allows Fontbonne to facilitate the transfer process for future students.

Core Component 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

In order to engage and serve important constituencies, Fontbonne must be a good steward of all of its resources: physical, financial, and human. Policies and protocols have been thoughtfully used to assess resources when developing new programs, when responding to community requests, or when seeking new opportunities.

Some examples of ways that Fontbonne has contributed physical resources to external constituencies include the following:

Camps for middle school and high school students are offered during the summer months to maximize use of dormitory and food service facilities.

The Department of Communication Disorders and Deaf Education sponsors a family day camp for language-impaired children. A highlight of these events is a multi-act play that allows children, regardless of their speaking abilities, to perform in front of a live audience.

In-service learning opportunities for middle and high school science teachers are offered in the laboratories of the Biological and Physical Sciences Department each summer.

A camp for individuals with cochlear implants was begun in the summer of 2009, sponsored by the Department of Communication Disorders and Deaf Education.

Workshops for early childhood educators have been held during the summer since 2008 to provide instruction on philosophies related to childhood play.

Use of campus facilities for the Special School District of St. Louis County to teach special needs students valuable life skills.

Financial contributions that benefit external constituencies include

Opportunities for the public to attend events sponsored by Fontbonne University for little or no cost, including film series, guest speakers, athletic events, and participation in the KMOX Book Club. This hour-long radio broadcast features interviews with noted authors such as baseball's "iron man" Cal Ripkin, Jr. or Charles Duelfer, former United Nations weapons inspector in Iraq.

Free admission to Fall, Spring, and Summer Institutes for selected members of the faculty from Roosevelt High School in St. Louis, MO. Fontbonne has partnered with Roosevelt through the Reach-Out St Louis initiative. This initiative is sponsored by the Mathews-Dickey Boys and Girls Club and pairs one local university, a religious congregation, and a community business with each of four City of St. Louis high schools. Fontbonne agreed to be the university

partner for Roosevelt High School, and four or five faculty members are invited to participate free of charge in the Fall, Spring, and Summer Institutes sponsored by the Department of Education/Special Education. These institutes are designed to assist local K-12 educators and range in price from \$90-\$125.

Faculty and staff participate in the United Way campaign each year, as well as many other charitable initiatives. They also support student-led initiatives. For example, students in the Early Childhood program raise money for a children's organization through a Chili Cook-Off scheduled each spring during the Week of the Young Child. In December, groups and departments sponsor families in need, buying food and gifts to make the holidays merrier for families in need. Mitten trees in the hallways collect scarves, hats, and mittens for needy children, and "Bleacher Bears" is a program that furnishes stuffed animals for the U.S. Marines Toy Drive. In 2008, over 3600 stuffed animals were collected in this effort.

Thousands of staff-hours of volunteer work by faculty and staff on Fontbonne Day each spring are paid in full by Fontbonne University.

Christmas Around Campus, first held in 2008, provides a wide range of opportunities for the public to come to campus and participate in festivities such as carriage rides, ice skating, and cookie decorating. These activities are all free of charge.

The Eardly Family Clinic for Speech, Language, and Hearing is housed in Center for Teacher and Therapist Education (CTTE) and provides screening and therapeutic services to individuals with hearing and speech disorders. Over 45 families each year benefit from these services.

The Belize Project involves faculty in the Department of Communication Disorders and Deaf Education and the Department of Education/Special Education in an early intervention program. Fontbonne donates faculty time and expenses for this worthy special-needs assessment in Belize. Faculty and students in the Department of Communication Disorders and Deaf Education participate in the Costa Rica Project which involves conducting a hearing screening in that country. Fontbonne has donated equipment like audiometers and other materials as well as personnel to assist Costa Rica in this endeavor.

The Department of Communication Disorders and Deaf Education also provides two camps a year, the Augmentative and Alternative Communication Family Theater Camp for area children and their families. The cost of about \$14,000 is provided through an anonymous alumna donation.

Through service and service learning experiences, students, faculty, and staff contribute in meaningful ways to the needs of Fontbonne's constituencies.

Numerous local schools and childcare centers benefit from partnerships with Fontbonne University through practicums and student teaching experiences. Particularly noteworthy are the formal Professional Development School Partnerships with Brentwood School District and St. Joseph Institute. Faculty and students participate in mentoring programs, practicums, internships, and student teaching experiences. These programs have been recognized regionally and nationally for their contributions to teacher preparation at Fontbonne University and their service to early childhood through high school students.

Students in many majors, such as in the College of Global Business and Professional Studies and the Fashion Merchandising program, participate in internship experiences, each contributing 200-300 hours of labor to their partnering companies.

Service learning experiences contribute to local charities, food pantries, and community programs, as well as distant communities such as in Appalachia and Tijuana.

Faculty and staff members participate as volunteers to organizations in the community, including Habitat for Humanity, Food Outreach, St. Patrick's Center, and local humane associations.

While service is a criterion that is important in all advancement in rank and tenure decisions, requests for faculty time outside of contractual obligations are also monitored so that faculty expertise is appropriately used and time for scholarly inquiry is protected. Requests for faculty resources are monitored by the Vice President and Dean for Academic Affairs and the Committee on Faculty Affairs.

Core Component 5c: The Organization demonstrates its responsiveness to those constituencies that depend on it for service.

Many of the learning and collaborative initiatives already mentioned in this self-study attest to Fontbonne's responsiveness to its constituencies. Keen attention to its internal and external constituencies results in productive learning experiences, positive work environments, and solid community relationships.

Students: Past, Present, and Future

Graduates of Fontbonne University are members of the largest constituency: the Alumni Association. The Alumni Association serves its members through a range of activities and programs, including reunion weekends, publications, ongoing career services, access to Library privileges, and invitations to campus events. They are represented by an elected board and can network with one another through an online directory. In addition to events that are open to all alumni, department specific events are scheduled, such as an annual event at the Magic House in Kirkwood for alumni of the Department of

Education/Special Education, Communication Disorders and Deaf Education, and the College of Global Business and Professional Studies.

Current students are served in many ways that have been discussed in previous chapters. From initial efforts from the Office of Admissions, to freshman orientation, faculty advising, extra-curricular activities, opportunities for scholarly inquiry, service learning, and experiential learning, the students at Fontbonne enjoy the benefits of university life in the 21st century with the added touch of being known by name by their instructional faculty. Efforts to help them succeed and prosper are many, involving each member of the campus community.

Fontbonne also serves students at other institutions who may, or may never, become Fontbonne students. Through collaborative ventures with other institutions, Fontbonne helps students pursue a seamless education. Articulation agreements with community colleges throughout the Missouri and Illinois region allow students to choose courses that will transfer without undue complications. These articulation agreements require significant work on the part of Fontbonne's admissions personnel and program directors. Keeping up with changing coursework at each institution and maintaining timely guidelines are ongoing tasks. This also requires cooperation from advisors at the community colleges to accurately inform students of transfer possibilities and requirements. Students with particular skills in specific areas may also engage in a prior learning assessment to earn college credit.

Copies of articulation agreements and transfer guide sheets are available in the Resource Room (items 2.2.2-3).

As a signatory institution to the Missouri Coordinating Board of Higher Education, Fontbonne University permits seamless transfer of general education credit to students who have completed all requirements at another signatory institution. A similar agreement has been implemented with community colleges in Illinois. Like all transfer work, cooperation with our colleagues at other institutions is crucial to the success of these agreements.

Fontbonne also collaborates with Washington University in several dual degree programs. In these cases, students begin their work at Fontbonne and transfer to Washington University to complete their program. The most recent collaborative effort is a 3 + 2 dual degree program in occupational therapy. In this program, students may earn credits in either biology or psychology at Fontbonne and transfer to Washington University to earn their master's degree in occupational therapy. A similar program allows students to earn dual mathematics and engineering undergraduate degrees from Fontbonne and the School of Engineering and Applied Science at Washington University in five years.

Certificate programs are available for individuals who have already obtained bachelor's or master's degrees, but who desire additional education in a specific field. Certificate programs are offered in web site development, business or individual taxation, and computer education.

Community Partnerships

Copies of contracts with our community partners are on file in the Resource Room (item 1.3.23).

Copies of contracts with our community partners are on file in the Resource Room.

In collaboration with local businesses, Fontbonne University has provided learning opportunities to employees of these companies. Business leaders have found these programs beneficial to their organizations and their employees. Two examples include SSM Health Care of St. Louis and the Boeing Company. SSM asked Fontbonne to teach graduate degrees onsite, and due to the success of this program requested expansion to undergraduate and graduate degree programs at three additional SSM locations. Four-course packages on specific areas of interest were also developed and delivered to these employees in areas such as Human Resources, Management, Financial Management, Communication, and Law and Ethics. The Boeing Company asked Fontbonne to expand its educational partnership by offering onsite degree programs at two St. Louis area locations and online degree programs. The newest program is a degree in Supply Chain Management with an online component in development.

Fontbonne University is committed to positive community relationships. Fontbonne University was awarded the Clayton Chamber of Commerce Cornerstone Award for its role in the community in 2006. In June 2007, Fontbonne was awarded the Special Ambassadors Award by the Special School District in recognition of its commitment to helping special needs students learn valuable life skills. In March 2008 the Urban League of St. Louis also recognized Fontbonne by presenting Fontbonne with an Award of Merit. It was presented to Fontbonne for its commitment to diversity in its faculty and student body; for providing diagnostic evaluation and treatment services to the community through its speech-language clinic, and its creation of the Career Builders Program designed for adults who are working toward certification in special education. In May 2008 Dr. Dennis Golden, President of Fontbonne University, accepted the Norman Stack Award from the Jewish Community Relations Council. The award honors leaders of the St. Louis community who have made significant contributions to interfaith understanding, intergroup relations, and social justice. Dr. Golden also received the Princeton Award for Service to the Community from the Princeton Club of St. Louis in 2008.

The University also seeks to be seen as a leader in the St. Louis area in diversity, building bridges among diverse communities. For years the OPTIONS program has advertised in the *St. Louis American* newspaper widely distributed in the African American community that features issues of importance to this community. As a result, there has been a high representation of African American students in the OPTIONS programs. Fontbonne's commitment to diversity in its student body is further demonstrated through participation in the Chesterfield Wine and Jazz Festival. In the summer of 2008, the University hosted a "taste of St. Louis" at this event to promote positive relationships within the African American community in the St. Louis region. The Student Affairs office also hosts external and internal diversity awareness activities that have included multicultural festivals, diversity training opportunities, diversity week activities, and ceremonies honoring Martin Luther King, Jr. Campus visits from Erin Davies and David Jay helped raise awareness of alternative lifestyles, and representatives from Webster

University and Washington University were invited to share information about their LTBG groups or black student unions.

Fontbonne's continuing commitment to increasing understanding of diverse populations has been enhanced through the Dedicated Semesters that have been described in earlier sections of this self-study. The focus of these semesters is purposeful in nature, identifying groups or needs that are important to expanding on the vision "to serve a world in need."

Core Component 5d: Internal and external constituencies value the services the organization provides.

Fontbonne University evaluates the services it provides to its constituencies in numerous ways. Through both formal assessment activities and informal conversations, the University learns about the value of its services to its students, its faculty and staff members, and the greater community.

Evidence that students value the services provided by Fontbonne include

A rising freshman retention rate (from 57.5% in 2005-06 to 65% in 2008-09 to 67% in 2009-2010)

Students report satisfaction with extracurricular events and opportunities (reported in administrative assessment reports)

On alumni surveys, 78% of alumni report that their current jobs are related to their college majors

During the 2007-2008 academic year, 60 students participated in service activities through the Office of Campus Ministry, and 57 participated in service trips.

Library circulation numbers have risen 73% since between 2005 and 2009, and the percent of the collection that has circulated in the in that same period has risen from 10% to 32%.

There was a 37% increase in students studying abroad in 2007-2008

55% of Fontbonne's new students in 2008-2009 were transfer students. This high number attests to the strength of relationships between Fontbonne and the local community colleges and the articulation agreements that have been developed.

More than 10% of the 2009 graduating class agreed to continue their relationship with Fontbonne by contributing at least \$25 per year to ongoing institutional fundraising campaigns.

The alumni of Fontbonne University continue to be a part of our campus community long after graduation. They serve as practicum and internship supervisors, participants

on advisory boards, and as guest speakers in classrooms. More formal assessment of these activities would be helpful in accurately understanding the nature of these contributions.

Evidence that faculty members value the services provided by Fontbonne is found in the HERI survey that was conducted in 2007. The results of some key indicators are listed below.

	Percent of Fontbonne Faculty who are satisfied or very satisfied	Percent of all 4-year Catholic college faculty who are satisfied or very satisfied	Percent of all 4-year private college faculty who are satisfied or very satisfied
Job Security	89.4	78.8	75.9
Relationship with Administration	81.3	61.2	63.0
Autonomy and Independence	87.5	83.3	85.7

	Percent of Fontbonne Faculty who responded probably or definitely yes	Percent of all 4-year Catholic college faculty who responded probably or definitely yes	Percent of all 4-year private college faculty who responded probably or definitely yes
If starting your career again, would you still want to come to this institution?	70.2	70.8	73.0
If starting your career again, would you still want to be a college professor?	93.6	90.3	90.5

In addition to the HERI results, faculty and staff members responded to the recent “Now More Than Ever” fundraising drive sponsored by the Fontbonne University Office of Development. Since 2007, one-hundred percent of all full-time faculty and staff members made a financial contribution to this campaign. To the best of our knowledge, Fontbonne University is the only university in the United States to have accomplished this feat.

Faculty and staff members enjoy many benefits of employment at Fontbonne University, including tuition remittance, eligibility of dependents to participate in tuition exchange programs, free or reduced borrowing privileges through the library, physical fitness facilities, wellness programs, and annual recognition celebrations.

Despite the positive responses and benefits listed above, Fontbonne’s faculty members report insufficient time to dedicate to scholarship and teaching. Ongoing commitments to committee service, participation in the activities of admissions and development, and contributions to service activities that further the mission of the institution frequently take time away from other desired activities. A task force on faculty workload examined this issue in 2008-2009. Their conclusions revealed that many of the activities that faculty

deem most important to their work as teachers at Fontbonne are also the most stressful, including advising of students, professional development activities, and service to the university and community. As a direct result of this finding, Fontbonne is committed to improving the balance of commitments of faculty members to ensure that they will continue to be productive members of the campus community and will commence investigation into ways to make this happen.

External constituencies demonstrate their appreciation of Fontbonne's services through public recognition and the giving of time, talent, and treasure.

Local companies have chosen Fontbonne University as a partner in their goals to educate their workforces.

Civic and religious organizations have recognized Fontbonne University as a leader in cultural and religious education.

The Mathews-Dickey Girls and Boys Club recognized Fontbonne University for its collaborative work with Roosevelt High School.

The Brentwood Board of Education in St. Louis County has commended Fontbonne University for its successful partnership and service to its K-12 students.

The current capital campaign has surpassed the 80% mark and has entered its public phase.

Summary of Criterion Five

Fontbonne University serves many constituencies: students, alumni, faculty and staff members, and members of both local and distant communities. Through service to these constituencies, Fontbonne fulfills its vision to "serve a world in need."

Strengths noted in this chapter:

1. Core documents that clearly articulate Fontbonne's commitment to serve its constituencies.
2. Clearly identified and identifiable constituencies.
3. Broad input from all constituencies in planning processes.
4. Commitment of physical, financial, and human resources to meeting the needs of our constituencies.
5. Evidence that constituencies value the services that Fontbonne provides.

Areas of weakness that present challenges for the future:

1. Fontbonne University does not have a systematic method of monitoring the many ways it serves its constituencies, nor does it assess satisfaction across constituencies. A campus-wide monitoring and assessment (students, faculty, and staff) of satisfaction with programs and services would provide valuable data about the scope of our service.

This challenge will require collaboration between all divisions of the institution with support from the Director of Institutional Research and Assessment.

2. Though faculty, staff, and students have demonstrated an ongoing commitment to serving others, there is a lack of coordination in the planning and delivery of services to our constituencies. This has resulted in a strain on human resources, especially among the faculty who report a lack of time to devote to scholarship and teaching.

This challenge is addressed in Strategic Plan goal VIII: We will continue to maintain a supportive community for all who work and study at Fontbonne University, subgoal 1: to “develop and implement a plan that supports and encourages all members of the university community in identifying and utilizing their unique gifts and talents for the betterment of the university and the world beyond.” The recent findings of the Task Force on Faculty Workload must be addressed and its recommendations acted upon.



CHAPTER 7

Change Request

1. What change is being proposed?

a. State the specific change that is proposed.

Fontbonne University requests approval to offer graduate degrees online without individual requests for approval.

b. State the expected outcomes of this proposed change (for example, enrollment growth, enhanced services, financial growth).

The University has previously submitted and received approval for three requests to offer individual graduate degree programs online. This request reflects Fontbonne's belief in the quality of its online graduate degree programs and the desire to continue to invest resources to the ongoing research, development, delivery, and assessment of online graduate degree programs. The primary desired outcome of this change request is to increase online graduate degree programs in response to the needs expressed by current and future students.

c. Project the impact of this proposed change on the organization's current mission, the numbers and types of students to be served, and the breadth of educational offerings.

Fontbonne University's mission states: *Fontbonne University, a Catholic coeducational institution of higher learning sponsored by the Sisters of St. Joseph of Carondelet, is rooted in the Judeo-Christian tradition. The university is dedicated to the discovery, understanding, preservation and dissemination of truth. Undergraduate and graduate programs are offered in an atmosphere characterized by a commitment to open communication, personal concern and diversity. Fontbonne University seeks to educate students to think critically, to act ethically and to assume responsibility as citizens and leaders.*

The proposed change supports and enhances the university's mission statement. Giving a student access to a high quality master's education gives that student access to experiences that are important and unique. Fontbonne hopes to serve students who might be challenged by family or professional responsibilities or by geographic distance from the university.

The online mission statement states that as an extension of its core teaching and public service missions, "Fontbonne University is firmly committed to using the Internet to deliver high-quality educational opportunities to its own students as well as individuals across the country and even throughout the world."

It is expected that Fontbonne will serve a greater number of students (as indicated in the response to 'b' above). The types of students served may also change. Some students wishing to complete an online degree will be from the greater metropolitan St. Louis area; some may even be current undergraduate students who wish to continue their education by completing an online graduate degree. However, some students may come from geographic locations that preclude attending Fontbonne unless the student moved to St. Louis.

d. Identify from this list the Commission's policy/policies relevant to this change.

Change in educational offerings: offer graduate degree programs in an online format.

2. What factors led the organization to undertake the proposed change?

There are several factors that have led to the undertaking of this proposed change. They include, but are not limited to, the need the university has to serve a wider range of students on the local, regional, national, and global levels. To do so, the university must explore alternative delivery models since geographically and physically it is not able to serve a larger student body.

The expansion of online learning opportunities is an organizational strategic initiative approved by the Board of Trustees on April 16, 2005, and continued in the current strategic initiative approved by the Board of Trustees on April 19, 2008. By offering more online educational opportunities, the university believes that the following will occur as part of the overall strategic initiatives: additional learning opportunities will be made available to current and future students; more diversity will be created in the student population; less strain will be placed on existing space; and increased ability to appeal to various learning styles will be achieved as the ability to teach and learn with technology is increased.

Additionally, the university has previously requested and received approval to offer three graduate programs online. The interest in these programs has encouraged us to develop a fourth program, now being considered for approval, and excited the campus to think in terms of offering additional graduate programs online. The quality assurance process has assured academic departments that online graduate degree programs can be offered with the highest standards, and this has energized departments to think of possible offerings to expand the department's reach.

a. Describe the relationship between the proposed change and ongoing planning.

The Fontbonne University Strategic Plan 2008- 2011 was approved by the Board of Trustees at its April 19, 2008, meeting and went into effect July 1, 2008. The new plan emphasizes many of the same goals for offering online courses and degree programs to

our students as stated in the previous 2005-2008 strategic plan. The new plan also emphasizes strengthening and supporting existing programs while at the same time exploring the feasibility of offering new programs. As evidence of the university's commitment to strengthen and support existing programs, a Center for Excellence in Teaching and Learning was launched in fall 2008 to provide professional development and training opportunities for both full-time and part-time faculty in face-to-face settings, as well as strategies for online pedagogy and uses of technology to facilitate instruction. Fontbonne University's commitment to offering academically excellent master degree programs offered through traditional methods in addition to online courses and degree programs remains unchanged.

b. Describe the needs analysis related to this proposed change.

A number of separate barometers were used to ensure that a real and substantial market does, in fact, exist:

In a report entitled, *Growing by Degrees – Online Education in the United States, 2005*, it was stated that 2004 saw a 22.9% overall increase in the number of students taking one or more online courses, and that most schools were optimistic about future growth as well with 74.8% reporting that they expected their online enrollment to increase.

More recently, an article on *InsideHigherEducation.com* entitled *More Online Enrollment* (October 23, 2007) stated "the online sector is still rapidly expanding." The article goes on to mention, "most institutions of higher learning believe that online learning is critical to the long-term strategy of their organizations."

Additionally, the 2008 update to the 2005 report referenced above, *Staying the Course-Online Education in the United States, 2008*, states that fall 2007 showed the fifth straight year of increase in the number of students taking one or more online courses with a 12.9% increase over fall 2006.

Moreover, Fontbonne University has seen an ongoing increase in its own students enrolling in online courses. Enrollment in online courses at Fontbonne University has grown 695% since 2001.

Fontbonne University tracks prospective student inquiries using its student information system, and in the past 24 months, approximately 750 inquiring students have requested online degree programs.

c. Describe the involvement of various constituencies in developing this proposed change.

Fontbonne University has previously sought and been granted approval to offer three online degree programs at the graduate level:

- Master of Art in Education: The Teaching of Reading
- Master of Management
- Master of Science in Computer Education

Additionally, a fourth request to offer the Master of Science in Supply Chain Management as an online degree was approved in August 2009 by the Higher Learning Commission.

Prior to offering the first online degree, the entire process of making online degree programs available included every segment of the university community. These constituencies include the Board of Trustees, the Office of the President (the executive staff), academic and non-academic departments, faculty, staff, and students. Born out of the 2005-2008 Strategic Plan and explored by the Online Learning and Teaching Task Force during the 2004-05 academic year, this proposed change touched every corner of the institution.

During the fall of the 2005-06 academic year, the Online Learning and Teaching Task Force was commissioned as a full committee, co-chaired by a tenured faculty member and a senior staff member. The committee solicited from the university community at-large ideas and concerns that have aided the committee. To ensure that the most up-to-date information is communicated to the entire community, regular open forums were held in large and small formats. Faculty and staff have traveled and taken part in regional and national conferences and workshops to learn of the processes necessary to offer online degrees and/or participated in web-based conferences specially designed for online student services.

The Online Advisory Board (formerly the Online Learning and Teaching Committee) established two different subcommittees to further aid its efforts. These subcommittees include the Curriculum Subcommittee and the Processes and Services Subcommittee. The subcommittees developed, with community support and approval, processes that provide online student enrollment, curriculum and faculty development, and online student services. Formal forums were held where every non-academic department attended workshops to assist the members of the department in the undertaking of webpage design, content preparation and implementation. Members of the Online Learning and Teaching Committee met individually with department heads to aid the ongoing development of department web-based support services.

Furthermore, during the 2006-2007 academic year, the Director of Online Programs was hired. In December 2006, Fontbonne University hosted a two-member team of consultant evaluators from The Higher Learning Commission to review its proposed first online degree program, the Master of Science in Computer Education (MSCE) degree. The visit was a success, and The Higher Learning Commission in spring 2007 approved a Change Request to offer the MSCE in its entirety online. Since that time, two additional programs have received approval for online delivery: the Master of Arts in Education: the Teaching of Reading and the Master of Management.

3. What necessary approvals have been obtained to implement the proposed change?

a. Identify the internal approvals required, and provide documentation confirming these actions.

The university's strategic plan for 2008- 2011, which was approved by the Board of Trustees at its April 19, 2008, meeting includes the goal of developing "new, innovative and modified programs in traditional, non-traditional, hybrid, and online venues" for students as Goal 4a under the second umbrella goal: 'We will make academic excellence our priority.'

Delivering any program in an online format requires the collaboration of many internal units on campus as well. Fontbonne University realizes that moving all of student services online creates a challenge of leading people in new directions. Thus, the distance education leaders on campus, from the beginning, have sought to include all student service areas in the discussion and planning. In preparation for Fontbonne's previous requests to offer the Master of Science in Computer Education online, the Master of Arts in Education: the Teaching of Reading online, and the Master of Management online, the following units were involved in designing and implementing the various components of online academic and student support services that allow Fontbonne students to take an entire program of study in an online format:

Office of Academic Affairs	Director of Graduate Studies
Office of Academic Advising	Kinkel Center for Academic Resources
Office of Admissions	Library
Alumni Affairs	Office of Multicultural Affairs
Bookstore	OPTIONS (adult accelerated programs)
Business Office	Personal Counseling Office
Campus Ministry	Registrar's Office
Career Development	Residential Life
Controller's Office	Student Activities and Leadership
Advancement & Development	Programs
Financial Aid	

With the goal of expanding online services in the above areas through the current website, the university added an additional top-level segment to the official webpage. This portion of the website, Learn Online (www.fontbonne.edu/learnonline), houses information specific to online programs as well as providing condensed and organized access to online services at the university. (Please see the table in section 5c for services available online.)

b. Identify the external approvals required, and provide documentation confirming these actions.

While not an external approval requirement, the university is required to notify the Missouri Department of Higher Education (MDHE) to announce new programmatic offerings and the Department of Education (DOE) as well as the Veterans Administration (VA) to ensure students enrolling in the programs will be eligible for financial aid. Upon receiving approval from the HLC to offer this online degree program, Fontbonne will notify the MDHE, DOE and VA.

4. What impact might the proposed change have on challenges identified by the Commission as part of or subsequent to the last comprehensive visit?

Six challenges were identified during the 2000 site visit to Fontbonne:

The market value of the endowment is only slightly more than half the annual budget, despite recent growth. Therefore, continued attention to building the endowment is essential.

The development of a professional fund-raising effort is still in its early stages. The implementation of the campus master plan beyond Phase One may have to be delayed beyond original expectation.

The number of full-time faculty members should be increased to reduce faculty work load and alleviate the still growing reliance on part-time faculty.

The present organizational structure of the academic affairs division is inadequate to meet the divergent needs of the undergraduate, graduate, and accelerated programs.

Meaningful assessment takes place at the departmental level, but the College lacks an institution-wide assessment program which integrates the academic, planning, and budgeting processes.

While general education requirements are in place and are being reviewed, a more coherent core curriculum reflecting the College's mission, purposes, and values needs to be formulated.

a. Identify challenges directly related to the proposed change.

Of the six challenges identified during the 2000 site visit to Fontbonne, the first five are directly or indirectly related to the proposed change. The responses in 4b below indicate how Fontbonne has addressed each of these challenges since the last site visit.

b. Describe how the organization has addressed the challenge(s).

Many of the concerns regarding the financial stability of the institution have been addressed in Chapter 1 and throughout this self-study. Issues specific to online instruction include:

The number of full-time faculty has increased substantially since the 2000 site visit as discussed in Chapter 3. The increased number of full-time faculty has reduced work load with regard to service on departmental and university-level committees, as well as advising. In addition, the hiring of a full-time Director of Academic Advising in August 2005 has decreased the number of undeclared students advised by full-time faculty, also reducing work load. However, the offering of online programs may not substantially reduce faculty work load. It will allow more flexibility for faculty who wish to dedicate large blocks of uninterrupted time to doing research or other activities. The university is aware, however, that teaching online often requires more preparation and 'contact' time

than face-to-face instructional venues, particularly the first time an online course is taught. Part-time faculty members will continue to play an important role on campus since two large programs, OPTIONS (an accelerated degree program for working adults) and Career Builders (a program which assists paraprofessionals in obtaining teacher certification or alternative certification), depend on working professionals to provide instruction in these programs. By virtue of this fact, the number of adjuncts in these programs is warranted.

Since the 2000 site visit, the academic affairs division has been restructured substantially to meet the needs of undergraduate, graduate, accelerated, and online programs. New positions have been created including the Dean of Undergraduate Studies, the Director of Online Programs, the Director of Academic Advising, the Chair of the Interdisciplinary Studies department, and the Director of Graduate Studies (which increased from a quarter-time position to a half-time position in fall 2006). Both the Dean of Business and the Dean of Education are new positions since 2000.

The Director of Institutional Research and Assessment and the Assessment Committee have coordinated comprehensive university assessment plans. Since the spring of 2005, performance-based assessments of student work completed within the context of their general education courses have been conducted on five of the eight general education requirements with all eight assessed since 2006. In addition, academic departments have submitted assessment plans for each program, including online programs, indicating learning outcomes, measures to determine if such have been met, the agent who is responsible for the assessment activity, the timeline for the activity, and proposed changes. Assessment data are collected annually; trend data are analyzed, and conclusions are drawn which drive changes in the curriculum as determined by the information gathered. Furthermore, all administrative units, including the Office of Online Programs, have designed their own assessment plans which are completed on an annual basis.

5. What are the organization's plans to implement and sustain the proposed change?

More than five years ago, the institution created a line item in the budget of the Office of Academic Affairs to assist in the creation and peer review of online courses; this line will continue to be funded annually. In fall 2006, the Director of Online Programs was hired and an office of online programming established at Fontbonne. Simultaneously, a faculty member with release time was appointed to work with faculty who are developing new online programs. (More about each of these initiatives is explained below.) Furthermore, a substantial sum of money has been allocated as a line item in the budget of the Associate Vice President for Graduate and Adult Enrollment for advertising and promoting the new online graduate programs. In addition, a Graduate Program Representative has been hired to work for the Associate Vice President for Graduate and Adult Enrollment in the recruitment of graduate students in traditional and online programs with particular emphasis on new programs being developed.

Fontbonne has made the decision and committed the funds to purchase the Jenzabar portal system; installation of this system has begun. Following installation, the university

will embark on user training in the fall of 2009 and official implementation in spring 2010. The adoption of the portal will allow perspective students easier access to application materials as well as unified follow up from admission staff. Additionally, the portal will allow current students and faculty easier access to student records, advising, registration, grade reports and analysis, and a variety of information from the university. In addition, the university has also committed to a major upgrade in the Blackboard learning management system to provide students and faculty with the most up-to-date learning environment for online courses. The new Blackboard Learn software (release 9) provides access to the latest web 2.0 tools, enhances collaboration activities and allows for the use of the best technology based learning solutions (podcasting, enhanced PowerPoint, Flash presentations). The Blackboard Learn software is expected to be installed following the same timeline as the portal system with full implementation by fall 2010.

a. Describe the involvement of appropriately credentialed faculty and experienced staff necessary to accomplish the proposed change (curriculum development and oversight, evaluation of instruction, and assessment of learning outcomes).

All new courses, face-to-face and online, follow the same procedure for approval and inclusion into the Fontbonne University catalog. Course development begins in the academic department and course approval is obtained from the appropriate committee(s). If a course is part of a new program, or if the approval of a course affects other departments, then approval must be gained from the Fontbonne University Faculty General Assembly (FGA). Only existing courses may be designed for the online format, that is, if a department wants to design a new course for the online format, it must first receive approval as outlined above.

Faculty members who will design and then teach an existing online course take two initial steps. The first step is to complete a Design Proposal form indicating the course name, section, description and the anticipated semester in which the online course will first be offered. In addition, the form requires the signatures of the designer, the department chair and/or dean and the Vice President and Dean for Academic Affairs. On the form, the designer agrees to proceed through the online faculty development process and permit the final course to be peer reviewed by a team of three colleagues using a rubric sanctioned by the Online Quality Assurance Committee. Fontbonne uses a rubric adapted from the Quality Matters (QM) rubric called QM@FBU. The second step a designer must take is to enroll in FOC 101, a short tutorial on Blackboard, a Learning Management System (LMS). This is the same tutorial that all of our online students are required to take prior to taking their first online course.

Following the successful completion of FOC 101, the online designer meets with the Director of Online Programs during which time he/she receives handouts such as the Online Syllabus Requirement packet and the rubric that will be used to peer evaluate the completed online course. Next, the online designer is registered in an online faculty development course created and taught by the Online Faculty Trainer (OFT). This online course was designed by the OFT during fall 2006. She was granted a sabbatical in order

Online Course Design and Review documents are available in the Resource Room (items 2.5.8-9).

to complete the design of the online course. The online designer is asked to complete six modules during a 4-6 week period. The modules are titled: (1) Getting Started (Presenting a Course Introduction and Overview), (2) Constructing a Course Syllabus and Stating Measurable Learning Objectives, (3) Designing and Presenting Content, (4) Developing Activities and Assignments, (5) Communication in an Online Course and (6) Assessment of Student Learning and Course Quality. After the successful completion of the modules, the designer meets again with the Director of Online Programs during which the Director of Online Programs and the designer map out a plan for the completion of the course design, reflecting on the requirements of the course, teaching preferences and departmental timelines. The actual design of the online course is estimated to take between two and three months.

During course design, faculty have access to numerous training and professional development activities provided by the staff of Information Technology, the Online Advisory Board, the Online Quality Assurance Committee, the Fontbonne library and by the Director of Online Programs and the OFT. Online faculty are encouraged to attend the Blackboard User Group (BUGs) sessions presented by the OFT and Director of Online Programs. Recent topics presented at the BUGs sessions include communications in an online course, specifically blogs, wikis and discussion boards, rubrics used for grading discussion boards, quiz construction and grading, and student and instructor expectations in an online course.

Once the course is ready for peer review, the online designer notifies the chair of the Online Quality Assurance Committee that the course is ready for the formation of a peer review team. Prior to the peer review, the designer completes the Designer Report to Peer Reviewers form and submits the form through the chair of the Online Quality Assurance Committee to the lead reviewer. This form represents the self-reporting component of the peer review process. It was developed for the online course designer to provide the initial and supplemental information about the course that will assist the peer review team.

As part of the design process for an online course, the course designer must preview the course content plan to the appropriate dean, chairperson or his/her designee. The dean, chairperson and/or designee will evaluate the learning objectives to determine if they address content mastery, critical thinking skills and core learning skills. In addition, he/she will determine if the instructional materials have sufficient breadth, depth and currency for the student to learn the subject.

If the course passes the peer review, the course is designated as ready to be taught. If the course does not pass the peer review, then it must be revised and presented for peer review once again. After an online course has been taught the first time, the designer/instructor writes a short summary indicating the strengths of the course and the changes he/she will make the next time the course is taught. The summary is submitted to the Director of Online Programs, who will distribute the form to the appropriate departments.

If an instructor has never taught an online course before and “inherits” an approved online course to teach, then he/she will work with the Director of Online Programs and OFT to learn about the pedagogy of teaching online.

At the completion of each course, the students will assess the course via the standard Fontbonne course evaluation form. The evaluation form is online and returned to the Office of Institutional Research and Assessment. The evaluations are analyzed, and the summaries and student comments are forwarded to the appropriate academic department chair/dean for review before being forwarded to the course instructor. Final determination for the continuation of the course and/or degree program/certificate is the responsibility of the academic department. Information about Fontbonne University’s assessment program is included in the response to question 6 found later in this report.

b. Describe the administrative structure (accountability processes, leadership roles) necessary to support this proposed change.

To sustain the proposed change Fontbonne University has added the following leadership roles:

In fall 2006, the university hired an Online Programs Coordinator (title changed to Director of Online Programs in July 2007) to develop and oversee the Online Programs department, plan and implement training associated with teaching and learning online, advise campus divisions of best practices, trends and recommendations with regard to online programs and services and associated academic technology, and develop, maintain and expand the website in terms of servicing the online student and, by extension, any student wishing to conduct his or her university business through the website.

Also in fall 2006, an Online Faculty Trainer was partnered with the Director of Online Programs to offer online training to faculty selected to design online courses. This trainer developed an online training course while on sabbatical and continues to update the information as research and need indicate.

In summer 2007, Fontbonne University expanded the role of an existing administrator to include marketing and recruitment for graduate and online programs. In 2009, the individuals responsible for these activities were reassigned to report directly to the Vice President of Marketing and the Vice President of Enrollment Management to further benefit from the specialized efforts of those units.

As additional traditional programs are offered fully online, the director of the program, or designee from the department, will be charged with serving as the point person for students, faculty, and marketing/retention. In this role, the director, or designee, will ensure that the department’s intentions and quality expectations are maintained.

In addition to the above positions, the university maintains the Online Advisory Board (formerly the Online Learning and Teaching Committee) and the Online Quality Assurance Committee (formerly the Online Learning and Teaching Curriculum

Subcommittee) that have spearheaded the online initiative since the beginning and who continue to monitor all online offerings. In addition to the work of looking forward, the Online Advisory Board and Online Quality Assurance Committee review the university's practices regarding online programs annually. Based on these reviews, improvements are made to increase the efficiency and effectiveness of online programs and the learning experiences. Improvements that have come from these recommendations include:

- Adoption of portal technologies
- Learning management system upgrade
- Standardization of online syllabus requirements
- Refinement of QM@FBU (peer review rubric for online courses)
- Blackboard course template design

Additionally, the Quality Assurance Committee is charged with leading and participating in the Peer Review process associated with final approval of newly designed online courses.

c. Describe how the organization will make learning resources and support services available to students (student support services, library resources, academic advising, and financial aid counseling).

Fontbonne University has been offering online courses since fall 2000. From the beginning, Fontbonne has required that all first time online students take an online noncredit tutorial focused on the course management software and associated common Microsoft Office applications. This tutorial is called FOC (Fontbonne Online Course) 101. In part, Fontbonne initiated this tutorial because of the university's awareness of difficulties with persistence rates in online education. Fontbonne sought to minimize its dropout rate for online courses using the tutorial which provided hands on experience and software training for potential online students. The persistence rate for Fontbonne online courses is 94.4%, which can be compared to like courses in a traditional setting which have a persistence rate of 94.7%.

Support services for distance learning students will be tantamount to those offered to traditional students. The following chart highlights the services already offered to online graduate students:

Service Area	Student Service	Method(s) of Delivery	Notes
Admissions	Information Request	Online form	All methods of capturing an information request collect the same data from the student so the university is able to assess the effectiveness of marketing strategies.
		Phone request (800 number)	
		In-person request	
	Application to Programs	PDF form	The Online Programs Department has been working on an online form for the graduate application. It is our goal to have this project implemented through the adoption of a university portal, which will integrate our
		Traditional, hard copy, application	

			website and online applications.
	Acceptance to Program	Department letter Online Programs letter	
Advising	Notification of Advisor	Acceptance letter	
	Communication with Advisor	Email Telephone	
Registration	Course Registration	First Semester- via Advisor Subsequent Semesters- via Fontbonne University's Student Information Management website	The university has purchased and is in the process of implementing an institutional portal, which would further streamline Registration and other student services for all students at the institution.
Financial Aid	FAFSA	Link to federal form	
	Fontbonne University Financial Aid Application	Online application	
	Student Loans	Link to resources provided by the Missouri Higher Education Loan Authority	
Student Accounts	View Student Account	Fontbonne University's Student Information Management website	
	Pay Bill	Link to Sallie Mae e-bill website	
	Request 1098-T	Online form	
	Tuition & Fees Information	Annually updated information on Fontbonne University website	
	Federal Perkins Loans Information	Information provided on Fontbonne University website Exit counseling provided by link to mappingyourfuture.com	
Bookstore	Purchase Textbooks	Links to Follett.com/Fontbonne University bookstore	Fontbonne University outsources bookstore services with Follett.
	Purchase Fontbonne University gifts and apparel		
Library	Search Fontbonne University holdings; Search Interlibrary holdings; Access to E-books; Search Electronic Resources for Articles	Links to Fontbonne University search website "How-To" information provided on searching holdings	
	Search Virtual Reference Materials	Links to Fontbonne University Virtual Reference Resources website	
	Request assistance from Reference Librarians	Email form on Library webpage	
	Check Student Library Account	Access Student Library Account online	

Information Technology	Email set-up	Link to Fontbonne University email activation site	
	Blackboard Access	Link to Fontbonne University Blackboard site	
	HelpDesk	HelpDesk can be contacted via phone or email. Although the HelpDesk is not staffed 24/7, the IT department does prioritize responding to issues reported to the HelpDesk.	

The university's planned portal system will link users directly to their student information in the current Jenzabar student information management system. Additionally, the portal will package the online resources (Blackboard and email access, student services) into a single interactive location on the university website.

As resources are developed for the online environment, the primary guiding thoughts are "What do online graduate students need? And how will this resource work for our online graduate students?" These thoughts set the stage for online inclusion; however, the Office of Online Programs is also keenly aware of the need to develop services and expand services that serve the entire campus.

d. Provide financial data that document the organization's capacity to implement and sustain the proposed change (projected budgets, recent audit reports, revenue streams, cost of facilities, and projected facility and equipment costs).

The FY08 and FY09 financial statements provide evidence that Fontbonne has the capacity to implement and sustain the addition of online degree programs. As shown on the Statement of Activities, the university has been able to increase net assets by \$7.7 million and \$4.0 million, respectively, in 2007 and 2008. Among the reasons for this progress are the following:

Financial reports are available in the Resource Room (item 5.1.1-5.1.5)

Steady growth in enrollment. Since 2000, enrollment has grown 44%. Fontbonne's enrollment base is very diverse as represented by traditional programs, the adult degree completion program (OPTIONS), and in long-standing relationships with other institutions, including the Chamberlain College of Nursing and Chrysler, and more recently, Boeing and SSM Health Care. This diversity provides some insurance against declines in any one sector.

Cost control. The University has a long tradition of running annual budgets with a surplus. Most important for a tuition-dependent institution, Fontbonne has been able to maintain a sustainable level of tuition discounts (currently budgeted at 28%).

Low debt levels. As noted in the Statement of Financial Position, Fontbonne's long-term debt totals just \$7.4 million. This places little pressure on annual operating budgets for debt service.

Strong cash flow. The Statements of Financial Position and Cash Flow show the growth in available cash and cash equivalents over the previous two-year period. This strong cash position has allowed the University to self-finance needed renovation projects, including the \$1.45 million improvement to the Dunham Student Activities Center in summer 2006 and several infrastructure improvements in 2007.

Success in fundraising. Substantial progress has been made in the last two years to raise funds for capital projects (such as the renovation of the Science Building), for an endowed chair in Catholic Thought, and for scholarships.

The FY08 budget is the last of a three-year investment in the 2005-2008 Strategic Plan. A total of \$4.0 Million in new expenses was incorporated in the FY06, FY07, and FY08 budgets to fund new full-time faculty positions, add new programs, fund new capital campaign-related expenses, expand enrollment marketing, and to improve facilities. FY09 begins the new, 2008-2011 Strategic Plan, and expenditures at the university continue to support the work of the previous Strategic Plan as well as expand goals through the funding and opening of the Center for Excellence in Teaching and Learning, adding new programs, and opening a new location in Brentwood, MO to respond to growing space concerns.

In 2003-04, the university conducted a complete engineering analysis of all campus buildings and systems and also updated its master plan for facilities. Together, the engineering analysis and master plan form the basis for a \$29 million, eight-year plan for the complete renovation of all instructional and administrative spaces. In addition, the university has evaluated its capacity to develop a new 300-bed residence hall that would potentially replace St. Joseph's Hall and increase the residence capacity to nearly 450 beds from its current capacity of 250.

Currently, Academic Affairs, Information Technology, and Communications & Marketing expend parts of their budgets for online course development, faculty development, technology infrastructure, hardware and software and web development that will assist in the university's offering of online degree programs. Each of these expenditures is summarized below.

For FY06, FY07, FY08, FY09 and FY10 \$30,000 was, or has been, allocated in the budget of the Vice President and Dean for Academic Affairs for development of online courses. In addition, \$45,000 has been put into a separate line in the budget of the Dean of Business for online course development within the College of Global Business and Professional Studies- OPTIONS division (formerly the Department of Business Administration- OPTIONS). Each faculty member developing one of the three-credit courses is paid the equivalent of teaching a three-credit course as an overload (i.e., \$2400 for FY08 and \$2500 for FY09). These allocations are continuing annual lines, not one-time requests.

Information Technology spends approximately \$100,000 annually in license and connectivity fees (e.g., Blackboard Version 6, MS Exchange, Norton Antivirus Enterprise Edition, Packetshaper and Barracuda) and has spent approximately \$580,000 for the purchase and implementation of the following in addition to those examples listed previously as requiring annual licenses/fees: upgrades to the network infrastructure, over 40 'smart classrooms' installed and laptops for faculty. Information Technology has also been granted approval to purchase an institutional portal, which will cost approximately \$300,000.

In the Communications & Marketing unit, approximately \$48,000 is spent annually for vendor support of server hosting, as well as Web site maintenance and enhancement. Additional expenditures of \$84,000 are planned for marketing and promotion of all graduate degrees, and \$57,000 is budgeted for the marketing and promotion of the online degree programs in the FY09 time period. In addition, internal resources, such as copywriting, graphic design, Web design, etc., are also committed to promoting online programs. Fontbonne University has budgeted \$68,000 for the marketing and promotion of graduate degrees and \$41,600 for the promotion and marketing of online graduate degrees in the FY09 and FY10 budgets. Additional funds for marketing and

promotion will be allocated for the OPTIONS general advertising account, which in FY 2009 has a budget of \$616,000.

e. Specify the timeline used to implement the proposed change:

The foundation for the submission of this proposal was laid as early as the 2004/2005 and 2005/2006 school years.

<p>2004/2005 school year</p>	<p>In 2004, the university established an Online Learning and Teaching Task Force with two subcommittees: Curriculum and Student Support Services. The task force became the Online Learning and Teaching Committee in fall 2005. In the summer of 2005, Fontbonne decided to seek NCA/HLC approval for its first online degree.</p> <p>The Online Committee designed a number of forms and policies / guidelines as it moved forward seeking NCA/HLC approval. The forms included:</p> <ul style="list-style-type: none"> Student course evaluation form for an online course Proposal form submitted by an instructor who wants to design an online course. (This was revised in the 2006/2007 school year.) Class observation form for online course <p>The policies and guidelines included</p> <ul style="list-style-type: none"> Mission statement for online courses and programs Proctored testing in online courses Online course ownership policy <p>The Board of Trustees of Fontbonne University granted a sabbatical to a full-time professor to build a comprehensive faculty development plan for online instructors. This person will be referred to as the Online Faculty Trainer (OFT).</p>
<p>2005/2006 school year</p>	<p>The co-chairs of the Online Learning and Teaching Committee met with academic departments that wanted to offer online degrees, Business and Administration Education, and Mathematics and Computer Science. The university decided that the Master of Science degree in Computer Education offered by the Department of Mathematics and Computer Science would be the first degree offered fully online.</p> <p>A meeting was held for all Fontbonne department heads involved with student services to discuss the steps Fontbonne would need to take prior to offering online degrees. A needs analysis was performed to determine online services that must exist before an online degree could be offered.</p> <p>Fontbonne faculty and staff participated in a series of web conferences presented by Academic Impressions on the topic of Creating Successful Online Student Service Programs.</p> <p>The Dean of Business and the two co-chairs of the Online Learning and Teaching Committee, attended a conference in Austin, Texas, offered by Academic Impressions, titled "Strategic Planning for Online Education".</p>

By the summer of 2006, Fontbonne University was immersed in planning for the delivery of its first online degree.

Summer 2006	<p>A search for an Online Program Coordinator was conducted. The person was hired and began on November 6, 2006.</p> <p>The Online Faculty Trainer (OFT) took three online courses, two of which dealt with Instructional Design for online courses. Maryland OnLine (MOL) offered the third course. The online course teaches one strategy for evaluating the design of an online course using the Quality Matters (QM) rubric. The OFT brought this information to Fontbonne and, along with the Quality Assurance Committee, adapted the QM rubric to suit Fontbonne's needs. It is called QM@FBU. Intense work on the design and redesign of the courses in the master's program in computer education began. Instructors met regularly to assist each other with their online course design.</p>
Fall 2006	<p>The Director of Online Programs (initially called the Online Program Coordinator) began on November 6, 2006. The OFT attended the WCET annual conference in Portland, OR, to obtain information about Best Practices in Online Student Services. The OFT attended other conferences in order to obtain information from the HLC about the North Central visit in December 2006.</p> <p>The Director of Online Programs and the OFT, along with the Online Committee, revised some of the documents initially designed by the committee. They refined the online course design process document. They created a training packet for new online designers. And they began to train the first two online designers.</p> <p>In preparation for the NCA/HLC visit the Office of the President and members of his cabinet attended meetings so that they knew the commitment Fontbonne would need to make in order to offer online degrees.</p> <p>Six of the 11 courses in the Master's Program in Computer Education were peer evaluated using the QM@FBU rubric. Each course was evaluated by three online instructors. All passed the peer review process.</p> <p>In December 2006, a visiting team from North Central came to Fontbonne and gave approval to offer our first degree online, the Master's Degree in Computer Education.</p> <p>The OFT completed her online faculty development course.</p>
Spring 2007	<p>During spring 2007, the following steps were taken by the Director of Online Programs and the OFT:</p> <ul style="list-style-type: none"> • The Design Proposal form was redeveloped. • The QM@FBU was updated and refined. • A QM@FBU training form was created. • A Chair Preview form was created. • A Designer Report to Peer Reviewers was created. • Peer reviewers were trained to use the QM@FBU rubric. • Information sessions for instructors of existing online courses to ready them for peer review were held. • Syllabi for all existing online courses were reviewed. • One returning online designer and 14 additional designers were

	<p>trained.</p> <ul style="list-style-type: none"> • Blackboard Users Group (BUGs) meetings were held for all Blackboard users. These were held three times per semester, fall and spring. • The Director of Online Programs worked with the Business Office to ensure students could access needed forms. • Selected web based survey tool for student course evaluations and worked with Institutional Research to implement its use. • Worked with Financial Aid to ensure needed resources were online for graduate students. • Created a "Quick Start in Blackboard" Card for online faculty. • Attended WCET / HLC workshop on "Best Practices in Student Services" February 2007. <p>A senior staff person was appointed as the Associate VP for graduate and online programs. The responsibilities include marketing and recruitment for both online programs and traditional graduate programs.</p> <p>The peer review process for existing online courses began. Four courses were reviewed and approved.</p> <p>Regular meetings of the Director of Online Programs, the OFT, the Associate VP for graduate and online programs and the Director of Graduate Studies were set. The group of four met 4 times during the semester to discuss issues related to the marketing and recruitment of students for the online graduate programs. The group will continue to meet 3 times per semester.</p>
Summer 2007	<p>Final revisions of the online courses to be offered in fall 2007 were made.</p> <p>Proposed changes in the Master of Science in Computer Education curriculum were made. They were submitted to the appropriate committee in fall 2007.</p> <p>The Director of Online Programs and OFT took these steps:</p> <ul style="list-style-type: none"> • Began training 6 additional online designers • Worked with 2 additional returning designers <p>The Director of Online Programs</p> <ul style="list-style-type: none"> • Created Welcome Packets for online graduate students • Created online section of Fontbonne's website at www.fontbonne.edu/learnonline • Drafted online application for online graduate programs • Began strategizing for potential pandemic emergency • Created a team to investigate a portal for the university • Purchased academic software for instructors, Captivate and SoftChalk • Set up mobile lab for online designers using 5 laptops
Fall 2007	<p>The OFT attended two conferences sponsored by Academic Impressions</p> <p>"Retention of Online Students" in September 2007 in St. Louis "A Comprehensive Approach to Designing Online Courses" in Austin, TX, in December 2007</p>

	<p>The Director of the Master's Program in Computer Education / OFT submitted changes in the master's degree curriculum to the Graduate Academic Council. The changes were approved.</p> <p>The Director of Online Programs and OFT:</p> <ul style="list-style-type: none"> • Continued to work with online course designers • Provided feedback to designers on completed courses • Refined Blackboard template • Updated FOC 101, a Blackboard tutorial required of any student taking his/her first online course • Attended the WCET conference in Atlanta, GA, Nov 5-10 • Revised the description of the Online Learning and Teaching Committee. See attached. <p>The Director of Online Programs:</p> <ul style="list-style-type: none"> • Contributed to strategic planning • Updated the Fontbonne website to reflect changes in the Master's Program in Computer Education • Attended the EDUCAUSE conference in Seattle, WA, Oct 22 - 26 • Updated all forms for online programs reflecting changes effective for the 2007/08 school year • Met with the portal team and narrowed potential products to three • The Director of Online Programs attended a variety of Webinars: • Developing Professional Staff Development Online with PowerPoint and Lesson Builder • Blackboard, Lesson Builder and SCORM • Creating a Roadmap for eLearning using instructional events and learning Outcomes <p>Information Technology and Online Programs provided the following Webinar to all those interested on Fontbonne's campus:</p> <ul style="list-style-type: none"> • Podcasting in Online Courses, October 2007 <p>The OFT and Associate VP for Graduate and Online programs:</p> <ul style="list-style-type: none"> • Hired a Graduate Recruiting Specialist to recruit graduate students, in general, and online graduate students, in particular • Began to devise a retention strategy for online graduate students <p>The OFT was elected to the Retention Committee to provide input and obtain data about the retention of online students.</p> <p>The Director of Online Programs was appointed a member of the Academic Council.</p> <p>As of September 30, 2007, 13 online courses had been peer reviewed and passed the review. This does not include the 7 Master's in Computer Education courses that had passed the review in fall 2006. Five courses are in the queue for review. Ten instructors have progressed through the Online Faculty Development course.</p>
--	--

Spring 2008	<p>In spring 2008, the university received approval to offer the Master of Arts in Education: Reading online.</p> <p>The Director of Online Programs and the chair of the Quality Assurance Committee:</p> <ul style="list-style-type: none"> • Led discussion and updated the QM@FBU peer review rubric • Solicited feedback and updated the QM@FBU training rubric (used to train peer reviewers and course designers) <p>Blackboard Users Group (BUGs) meetings were held for all Blackboard users. These were held three times per semester, fall and spring.</p> <p>The Director of Online Programs and the OFT investigated the possibility of bringing podcasting to the university.</p> <p>The director and the OFT met with Apple representatives</p> <p>The director wrote and had approved a proposal for \$8000 in equipment and training specifically for podcasting</p> <p>The director and OFT met with and began a working relationship with a colleague at Concordia Seminary who is already actively involved with podcasting at his institution and willing to serve as a mentor</p> <p>At the close of spring 2008, the university had 58 online courses designed and being offered to students.</p> <p>To ensure courses approved through our quality assurance program maintain the high standards initially set, Online Programs has initiated a "Course Manager" program where each course will have a content expert assigned to it to oversee any updates and manage term to term quality.</p>
Summer 2008	<p>Online Programs purchased three Macbooks available for faculty/ designer checkout when creating podcasts, media files or enhanced PowerPoint presentations.</p> <p>Online Programs purchased two iPods with microphones for faculty/ designer checkout to create audio files of announcements or course lectures.</p> <p>Online Programs hosted an Apple trainer on campus for a day-long workshop on podcasting, an overview and hands-on experience.</p>
Fall 2008	<p>In fall 2008, the Higher Learning Commission granted the university approval to offer the Master of Management online.</p> <p>The Director of Online Programs:</p> <ul style="list-style-type: none"> • Established two formal committees to replace the Online Learning and Teaching Committee and its Curriculum Subcommittee: Online Advisory Board and Online Quality Assurance Committee • Attended the EDUCAUSE annual conference in Orlando, Florida, October 28- 31 • Attended the WCET annual conference in Phoenix, Arizona, November 4- 9 • Updated New Designer packets with the most up-to-date forms,

	<p>articles and QM@FBU materials</p> <ul style="list-style-type: none"> • Updated Learn Online website to reflect Master of Management program <p>The Online Faculty Trainer:</p> <ul style="list-style-type: none"> • Updated online training to reflect the newest best practices for designers • Created online training specific to the needs of OPTIONS designers • Participated in Second Life training course <p>The Director of Online Programs and the Online Faculty Trainer worked together with OPTIONS representatives to design a functional OPTIONS course shell that allows for standardization of appearance for courses across the OPTIONS program online courses.</p> <p>During this semester, the university's Center for Excellence in Teaching and Learning (CETL) opened for faculty and staff use. The first focus of the center, represented by the appointment of a quarter-time faculty associate, was teaching with technology. The following topics were among those explored in the initial semester:</p> <ul style="list-style-type: none"> • Learning Office 2007 • Learning Del.icio.us • Is Online Teaching Right for You? • Learning Flickr • Learning RSS – "The Killer Application of the Decade" • How to Promote Active Learning with PowerPoint • Blackboard Workshops • Blackboard Users Group (BUGs): Blogs; Digital Dropbox and Assignment Manager
Spring 2009	<p>At the beginning of the spring 2009 semester, the university hired its first Vice President of Information Technology, making this position a cabinet-level position. Since being hired, the new Vice President has made plans to</p> <ul style="list-style-type: none"> • Upgrade the university broadband from 9 MB to 20+ MB • Upgrade the university Blackboard system from version 6.3 to Blackboard Learn (release 9) • Upgrade the student information system, Jenzabar • Install a university portal for increased access to student and course records <p>The Director of Online Programs and OFT:</p> <ul style="list-style-type: none"> • Served on the Vice President of Information Technology hiring committee • Working with the Online Quality Assurance Committee, moved "Syllabus Guidelines" to "Syllabus Requirements" with the Dean's approval and created informational materials for online designers • Held Podcasting information sessions in conjunction with CETL • Initiated iTunesU association • Attended WIMBA information sessions at University of Missouri-St. Louis, February 26, 2009

	<p>CETL offered the following teaching with technology sessions to the university:</p> <ul style="list-style-type: none"> • Learning PowerPoint 2007 • Podcasting 101 • The Snow Day Solution (Blackboard seminar) • Still in Your First Life? (Second Life seminar) • Blogs in – PowerPoint Out • Learning Excel 2007 • Potpourri of Web 2.0 Tools <p>At the close of spring 2009, the university had 81 online courses designed and being offered to students.</p>
--	---

6. What are the organization's strategies to evaluate the proposed change?

a. Describe the measures the organization will use to document the achievement of its expected outcomes.

The organization will measure outcomes in these areas:

- Online program and course design quality
- Marketing / recruitment success
- Persistence
- Satisfaction with student services
- Satisfaction with Information Technology

Online course design quality will be assessed by the Director of Online Programs, the Online Faculty Trainer (OFT) and by a review team of three peers assigned to review each online course before it is taught the first time. Department chairs/deans are asked to evaluate the course content, not the course design. Subsequent evaluations will take place by the appropriate department chair/dean or designee and the Director of Online Programs.

Online Course Design and Review documents are available in the Resource Room (items 2.5.8-9).

Students enrolled in an online course will evaluate the teaching of the course each semester. The evaluations are submitted online and sent to the Office of Institutional Research and Assessment where they will be analyzed and sent for further review to the appropriate department chair/dean and then on to the faculty member.

Lastly, online program success will be evaluated using data on successful degree completion rates, persistence rates, and employment placements. The Office of Institutional Research and Assessment will collect this data through graduate survey information.

The success of the marketing/recruitment of online degree programs will be evaluated by the analysis of data which includes, but is not limited to, enrollment numbers, inquiry numbers, numbers of hits on the web page, referral source success and conversion rates. This enrollment data will come from the Fontbonne University's Jenzabar system.

Jenzabar is a sophisticated student information system that allows the university to track inquiring student requests. Data will be provided by the Vice President of Enrollment Management.

Because the university understands that online persistence rates are a challenge to universities nationwide, Fontbonne requires students to complete a free, pre-course tutorial on using the course management software, and persistence rates are evaluated regularly. At this point, online and traditional course persistence rates are analogous at just over 94%. Additionally, academic departments offering online degrees will obtain data about degree completion in order to evaluate the success of the department's online program(s).

Satisfaction with Student Services will be determined in a number of ways. The Library has added an alumni survey to assess its service to students. The Kinkel Center for Academic Resources will assess student satisfaction with tutoring in English, Mathematics and Business. In addition, each semester the Center will survey students who receive ADA services. The Online Program Department will assess student satisfaction of the following student service areas: Registrar, Business Office, Information Technology, Financial Aid and the Bookstore.

b. Describe how the assessment of student learning is integrated into the assessment program.

Course Evaluations: All courses, whether delivered online or in traditional format, are evaluated at the end of the semester by students. Instructors are evaluated on a number of issues relative to course content, delivery, methods, and organization. Students enrolled in online courses are sent an e-mail with an active link to the assessment survey, which uses Zoomerang software. Data is analyzed by the university assessment office and course evaluation data is reviewed by the Vice President and Dean for Academic Affairs, the department chair, and the course instructor.

Currently the university's Institutional Research and Assessment office is moving from Zoomerang web-based survey software to Class Climate web-based survey software to increase the ability to analyze data. The process by which students access the web-based course evaluation will remain the same as the current process.

Department and Program Assessment: After program assessment training during the 2005-2006 academic year, each department submitted an assessment plan in the fall of 2006. These plans were reviewed by the university assessment committee. The department assessment plans included assessment methods for assessing both undergraduate and graduate students. Data documenting student learning outcomes was collected during the 2006-2007 academic year. Each academic department submitted their first annual assessment report to the university's assessment office during the month of October 2007. The university assessment committee reviews the department assessment data and if appropriate provides suggestions for improvements in the assessment of student learning for the future. This cycle is repeated annually.

Graduate Program Assessment: Each graduate program must identify student learning outcomes for their students. These outcomes must be matched to assessment methods for measuring student learning and reported in the department assessment plan. Particular attention is also paid to the end-of-course student and faculty surveys and the end-of-program surveys.

The following table highlights the variety of services currently available to online graduate students, and the various expansions of these services the university community envisions and is working toward.

Services for Online Graduate Students

Prospective Students	Current Practice	Future Planning
General Program Information	Program information for all online programs is provided online in a dedicated section of the Fontbonne University website (http://www.fontbonne.edu/learnonline)	While the current website information will continue to be utilized, the University is also investigating a portal environment to have the ability to tailor materials more closely to individual users.
Specific Program Information Request	A web based request form is available through the program information pages of the "Learn Online" segment of the website (http://www.fontbonne.edu/learnonline/onlineprograms/programinquiry/olpinformationrequest.htm). This form is forwarded to the appropriate department graduate office for follow-up. Follow-up technique is based on the requests of the prospective student (phone call, mail catalog, email). Basic student information is entered into student information system manually by department administrative assistants.	Information Request form will be expanded to incorporate additional online programs as they are NCA/HLC approved. Depending on functionality of potential portal product, record of request and initial data gathering could go directly into student information system as entered by prospective student.
Application to Program	Application materials are available online in PDF format (http://www.fontbonne.edu/learnonline/onlineadmissions/). Prospective students print application and mail or fax the document to the appropriate program director. Prospective students may choose to email self statements and letters of recommendation to program directors; email addresses are made available within application materials.	Online application materials have been drafted, but have not yet replaced PDF application materials as the university investigates how best to implement new applications with the incoming portal.
Application Processing	Applications are processed by appropriate department graduate office. Completion of application materials is monitored by department administrative assistants who also are able to advise program candidates as to the status of their application materials. Program directors notify program applicants of acceptance or rejection.	Program applicants will be able to submit and track their application materials and process through the application process by logging into University portal.

Accepted Students	Current Practice	Future Planning
Assignment of Advisor	Accepted students are assigned an advisor and informed of this assignment by program director.	Although there are no plans to change this process, it would be possible to add an additional information point into the university portal and create a “workflow” scenario where advisors could easily interact with advisees through the portal.
Advising	Graduate students are advised prior to each semester via phone, email or other agreed upon method. Students must obtain advisor’s permission to register.	This process could also be handled through a “workflow” scenario in a portal environment.
Registration	Students are able to register for classes using the Student Information Management website (http://facultyweb.fontbonne.edu/carserv)	This process would be transformed by the adoption of a portal product.
Financial Aid	Financial Aid office hired an IT Coordinator who works specifically with online students. Financial Aid information for online graduate students is provided in a dedicated location on the University website (http://www.fontbonne.edu/learnonline/financialaid/) with links to pertinent forms. Educators’ Discount form has been deployed online with procedures for ensuring proper verification of educator status.	This process could also be handled through a “workflow” scenario in a portal environment.
Bookstore	Textbooks, computer software and limited gifts, apparel and graduation regalia are available through the Follett website which is linked to the University website.	
Student Information	Students are able to view password protected information concerning University account, transcripts, grades, course schedule, graduation audits and financial aid using the Student Information Management website (http://facultyweb.fontbonne.edu/carserv).	This process would be transformed by the adoption of a portal product.
Tuition Payment	Tuition can be paid online through the Business Office web pages (http://www.fontbonne.edu/campusdirectory/businessoffice/). Additionally students can find information on Perkins Loans, e-bill, tuition and fees, 1098-T and FERPA rights through this page.	The tuition payment process is another that may be transformed by the adoption of a portal product. Pertinent information could be tailored to the needs of the specific user in a portal environment, allowing for targeted distribution.

Library	<p>The library offers extensive resources to online and distance students.</p> <p>Using the Library's website (http://www.fontbonne.edu/academics/library/) and in particular the Library website for online students (http://www.fontbonne.edu/academics/library/onlinestudents/), students are able to access the Fontbonne University Library collection of books and the interlibrary loan collection of books. Books from these two collections are delivered to students via UPS Ground delivery complete with return mailing label. Students are able to renew books already on loan using the web or by calling the library.</p> <p>In addition to the traditional collections available, Fontbonne University Library also makes electronic resources available to students using NetLibrary e-books, electronic databases for journal articles and newspaper articles in a variety of subject matters (http://www.fontbonne.edu/academics/library/electronicresources/) and virtual reference materials (http://www.fontbonne.edu/academics/library/electronicresources/virtualreference/).</p> <p>Because using the resources of a university library can be a challenge to any student, the Fontbonne University Library has been careful to include "How To" resources on the website so students are able to easily obtain instructions on how to check out books or complete research tasks. Additionally, the reference librarians are also available to online and at-a-distance students in need of assistance via email.</p>	
Tutoring Services/ ADA Accommodations	<p>The Kinkel Center for Academic Resources provides tutoring support and assistance with ADA accommodations to students. The Center extends these services to online and at-a-distance students via email. Email tutoring is available for writing (both writing courses and writing assignments across the university curriculum), math and business courses. The Center also provides access to the Director of the Kinkel Center to arrange accommodations for those students with ADA concerns. Further, the Kinkel Center for Academic Resources provides proctored testing for St. Louis area students (which can be scheduled online at the Kinkel Center webpage http://www.fontbonne.edu/academics/academicresourcesandadaacc/) and instructions to locate other proctored testing locations for students outside the Greater St. Louis area.</p>	

Other Services	Current Practice	Future Planning
Campus Ministry	<p>Campus Ministry maintains resources for students in a dedicated location on the University website (http://www.fontbonne.edu/studentlife/campusministry/); resources include prayer and spirituality resources, Bible resources, volunteer resources, and links to Catholicism, other religions and peace and social justice.</p> <p>Students may also read/participate in Prayer Lists and request to be added to the University Prayer List.</p>	Campus Ministry would like to provide resource materials for how students at a distance from St. Louis can become active in their own communities in houses of worship and volunteer organizations.
Career Development	Career development services are offered to students through the website (http://www.fontbonne.edu/studentlife/careerservices/). Students have access to career guides, resume writing advice, employer websites and a job search engine among other links.	Career development services could be expanded to include self assessment tools and career counseling using video conferencing tools.
Diversity		Fontbonne University launched a new initiative to increase the awareness of the diversity of our environment. Efforts in this area will be extended to those in the online environment.
Personal Counseling	Web resources for free online mental health screening and access to community resources are provided for students on the University website (http://www.fontbonne.edu/studentlife/personalcounseling/).	Due to the legal and ethical issues surrounding providing personal counseling, the University is not seeking to expand its personal counseling services into the online environment. However, the University will seek to improve and provide resources for students to use when deciding if mental health services are needed and where services might be obtained.
Student Activities	Currently there are no student activities available to online graduate students.	The Graduate Academic Curriculum Committee plans to organize a Graduate Student Organization in which online graduate students could participate.



CHAPTER 8

Federal Compliance

1. Credits, Program Length, and Tuition

Fontbonne University provides opportunities for students to pursue their educational goals in two formats. Both formats use credit hours to measure student learning experiences. The first of these follows a traditional semester framework. Sixteen-week semesters (or their equivalent to

accommodate holidays and breaks) are scheduled from August-December and January-May each year. A small number of inter-term sessions are scheduled in May, and eight week terms are scheduled each summer from the beginning of June until the end of July. Within these frameworks, some courses have different start or end dates, condensing the equivalent amount of seat time into a shorter time frame. Any aberrations to the standard start and end dates are approved in advance and published in the course schedules which are widely distributed in both hard copy and via the Internet.

For adult learners, accelerated programs are offered through the OPTIONS and Career Builders programs. Students are notified in advance of start and end dates for class sessions, which may run from five to eight weeks in length. These courses are not published in the course schedule or online to prevent confusion among the students in the traditional programs who may register for one of these courses by mistake. OPTIONS curriculum has been delivered to cohort groups of students who progress through the coursework together with start and end dates of five- or six-week courses unique to their group. Beginning in October 2009, the OPTIONS program will initiate five standardized eight-week sessions and two inter-term sessions per year with set start and end dates. Students already in the OPTIONS program may elect to remain with their cohort group and complete the program as planned, or may switch to the new format.

Students in bachelor degree programs, whether traditional or accelerated, must earn a minimum of 128 semester credit hours to graduate. Each traditional undergraduate program area provides students with a Curriculum Guide Sheet which provides students a plan for completing all requirements within four academic years if they carry 15-16 credits per semester. Many students, in consultation with their individual academic advisor, elect to extend their education to accommodate work schedules, to reduce academic loads, or for other personal reasons. Students in accelerated programs meet with advisors to determine the optimal balance of work-school commitments. Students in the OPTIONS program schedule their entire curriculum at an initial registration meeting;

beginning in October 2009 students in this program will register for four sessions at a time.

Graduate programs vary in credit requirements depending upon specific program needs, discipline-specific outcomes, and accreditation requirements from external agencies. All programs publish their requirements in the University Catalog.

Tuition and fees are approved annually by the Board of Trustees in January to provide sufficient time for students to plan for the following year. They are published in the course schedule and on the Financial Aid website. Tuition and fees for OPTIONS students are set at the date of matriculation and are frozen throughout the length of the program.

2. Organizational Records of Student Complaints

Records of student complaints are kept in secure files within the operational units responsible for resolving those issues. Complaints regarding academic issues are housed in the Office of Academic Affairs. Within this unit, the Dean for Undergraduate Studies and the Director of Graduate Studies specifically maintain records regarding grading, instruction, and advising. Policies and procedures are in place for resolving complaints. The policy manuals and Griffin Scratch provide information for students wishing to pursue their concerns. The Office of Student Affairs maintains files of complaints regarding housing and dining service. The Office of Finance and Administration maintains files regarding anti-discrimination and sexual harassment. Aggregate data for student complaints is available in the Resource Room.

3. Transfer Policies

Articulation agreements and transfer guide sheets are maintained by the Office of Enrollment Management. Transfer policies are included in the University Catalog that is available in hard copy or online (page 18) and partnership agreements with local community colleges are available online.

4. Verification of Student Identity

All Fontbonne University students who enroll in online course offerings, whether through an online degree program or as part of face-to-face programs, may only access course materials, assignments, and assessments through the Blackboard course management system. Each student receives a unique password to gain access to the course site and must use this password each time he/she logs on to the site. Fontbonne University is aware of the potential for misrepresentation of personal identity in online courses, and therefore limits the enrollment to 15 students in online courses to maximize faculty-student interaction and personal responsibility among the students.

5. Title IV Program and Related Responsibilities

General Program Requirements

The most recent A-133 Audit (June 30, 2008) received an Unqualified opinion and reports that the University complied in all material respects with the program requirements of Title IV. There were, however, some instances of non-compliance which were reported to the University and the DOE as three findings. The first of the findings related to the University's inability to produce quarterly financial statements (a voluntary activity not required under Title IV) during a period of significant staff transition in the Controller's Office. With full staff in FY09, the University produced quarterly financial statements on a regular basis. The second finding noted that the University failed to notify some students or parents within 30 days before and after a loan disbursement about their rights to cancel all or part of the loan. No costs were associated with the finding and the University's Financial Aid Office corrected its process to comply with the requirement. The third finding was the most significant and reported that the University failed to return Title IV funds on a timely basis for students in the OPTIONS program who failed to actively participate in maintaining satisfactory academic progress. At the time, OPTIONS was a non-term program which made attendance and enrollment tracking more difficult because of the ease with which students entered and exited courses. As a result of this finding, the University was required to repay \$6,921 in interest to the DOE and to post a Bank Letter of Credit for \$91,744 for a two year term. To prevent a recurrence of this finding, the University formed a multi department task force to address the issues during 2009. This process has contributed to significant changes in the OPTIONS format, has improved internal reporting, and clarified administrative roles for each unit. The University has also engaged its administrative software provider to implement changes in the software that support changes in its administrative process and reporting.

Financial Responsibility Requirements

Outside of the Department of Education's response to the FY08 A-133 audit, the University has not received notice from the Department regarding its review of the institution's composite ratios and financial audits.

Default Rates, Campus Crime Information and Related Disclosure of Consumer Information, Satisfactory Academic Progress and Attendance Policies

Fontbonne University strives to maintain complete and accurate records in compliance with federal and state requirements. The Office of Enrollment Management and the Office of Finance and Administration maintain all copies of pertinent documents in appropriately secured areas. Fontbonne University is authorized to participate in the following federal and state financial aid programs:

Federal Pell Grant

Federal Supplemental Education Opportunity Grant

Access Missouri Grant
 The Academic Competitive Grant (ACG) and SMART Grant Program
 Federal Work Study Program
 Federal Perkins Loan
 Federal Subsidized Stafford Loan
 Federal Unsubsidized Stafford Loan
 Federal Parent Loans for Undergraduate Students (PLUS)
 National Science and Mathematics Access to Retain Talent (SMART)
 Teacher Education Assistance for College and Higher Education (TEACH)
 Missouri Bright Flight Grants

Fontbonne has programs in place to fully inform students of their rights and responsibilities as borrowers. Each student is required to complete an Entrance Interview prior to receiving their first loan disbursement at Fontbonne. The Entrance Interview informs them of their rights and responsibilities as a borrower. This is an electronic process completed by the student at the following web site:
www.mappingyourfuture.org.

Upon graduating or withdrawing from Fontbonne each loan recipient is asked to complete an Exit Interview. This process reminds them of their rights and responsibilities regarding repayment of the loan. The exit Interview is an electronic process also and can be completed at the following web site:
www.mappingyourfuture.org. Default rates are as follows:

	FY07	FY06	FY05
Default Rate	2.8%	1.6%	1.5%
Number in Default	22	29	13
Number in Repayment	760	1166	843

Campus crime statistics are published annually as required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crimes Statistics Act and the Student Right to Know Act. This information is posted on the Campus Security website and is updated each October 1 for the previous year. Sixty-Day reports are posted outside of the campus security office in Ryan Hall, the main administration building. Postcard notifications are mailed to students and distributed to employees regarding the availability and location of safety reports.

In order to maintain the academic integrity of its academic programs, Fontbonne University encourages regular attendance of its students. The attendance policy and academic progress policy is available in the University Catalog in hard copy and online. All students in traditional (non-accelerated) programs receive mid-term reports from their instructors. These reports are sent before the midpoint of a term and indicate if an instructor is concerned about excessive absences, missed assignments, or otherwise poor performance in the course. Students are encouraged to meet with their instructors and advisor to discuss any concerns.

Contractual Relationships

Students receiving a degree from Fontbonne University must complete at least 50% of the degree requirements at Fontbonne, as articulated in the University Catalog (page 48). Transfer students may not transfer more than 64 credits from a community college (page 18), and a minimum of 32 credit hours must be taken at Fontbonne to satisfy the residency requirement (page 48). Interinstitutional agreements and joint degree programs with other institutions are available to students and are explained in pages 45-47 of the University Catalog.

6. Advertising and Recruiting Materials

It is Fontbonne's intent that all published materials, both in hard copy and online, be accurate in their representation of Fontbonne's mission, its academic programs and policies, and related education opportunities. The development and publication of the Fontbonne University Catalog is overseen by the Office of Academic Affairs on a two-year cycle. Information in the catalog is provided by academic departments, program and department administrators, and other University personnel. The Catalog is made available to students and other interested persons in hard copy and online. In this publication, the Higher Learning Commission is identified as a Commission of the North Central Association of Colleges and Schools. The address and telephone number of the Commission is provided (see page 4 of the 2009-2011 Catalog).

Course schedules, University publications, recruitment materials, and advertising copy do not include references to the Commission. Several sections of the Fontbonne website make reference to the Commission, and all these pages include the address and phone number.

7. Relationship with Other Accrediting Agencies and with State Regulatory Bodies

Fontbonne University maintains relationships with numerous accrediting agencies as listed on page 4 of the University Catalog. All programs are in compliance with the requirements of those agencies, and no actions, sanctions, suspensions, or terminations have been levied against Fontbonne.

8. Public Notification of Comprehensive Evaluation Visit and Third Party Comment

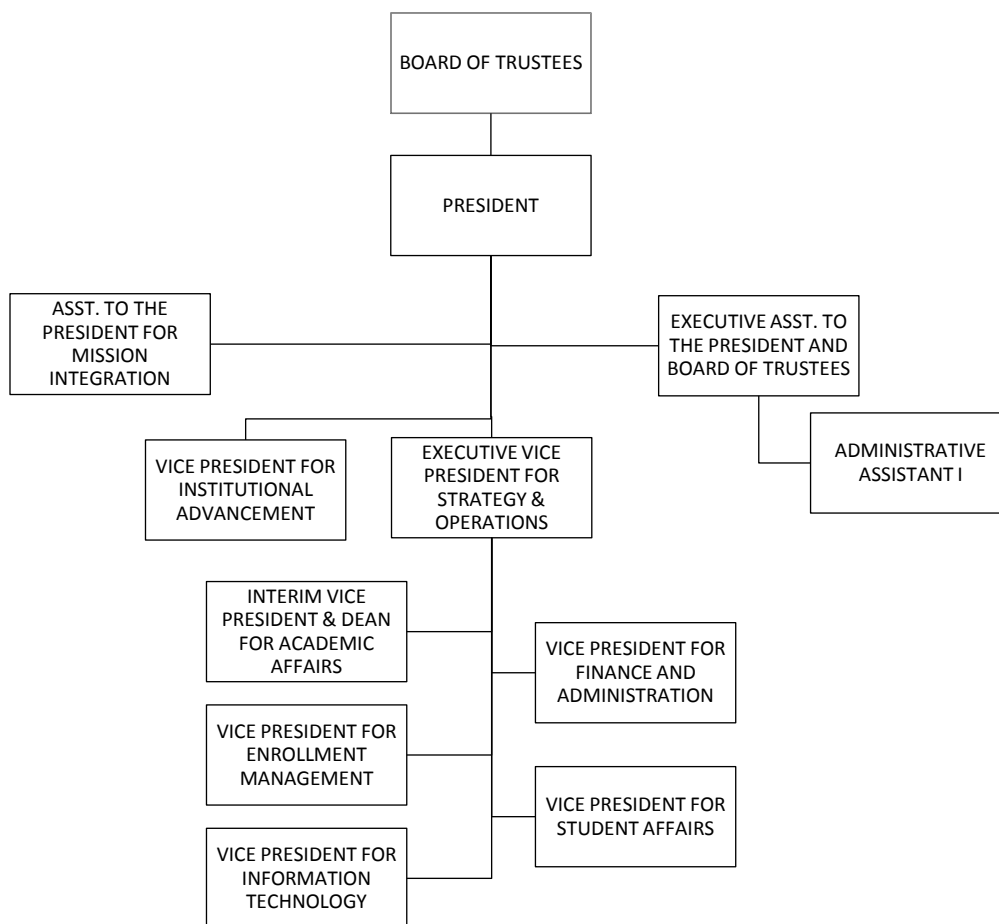
Fontbonne University has actively sought input from numerous constituencies during the preparation for the Comprehensive Evaluation Visit. Over sixty individuals from the campus community were involved in the preparation of the self-study and offered input into the conclusions reached during this process. Drafts of the self-study were made available to the public beginning in July 2009 on the Fontbonne website with readily available links to offer comments (<http://www.fontbonne.edu/about/accreditation/>). Advertisements that were modeled after the examples made available by the Higher

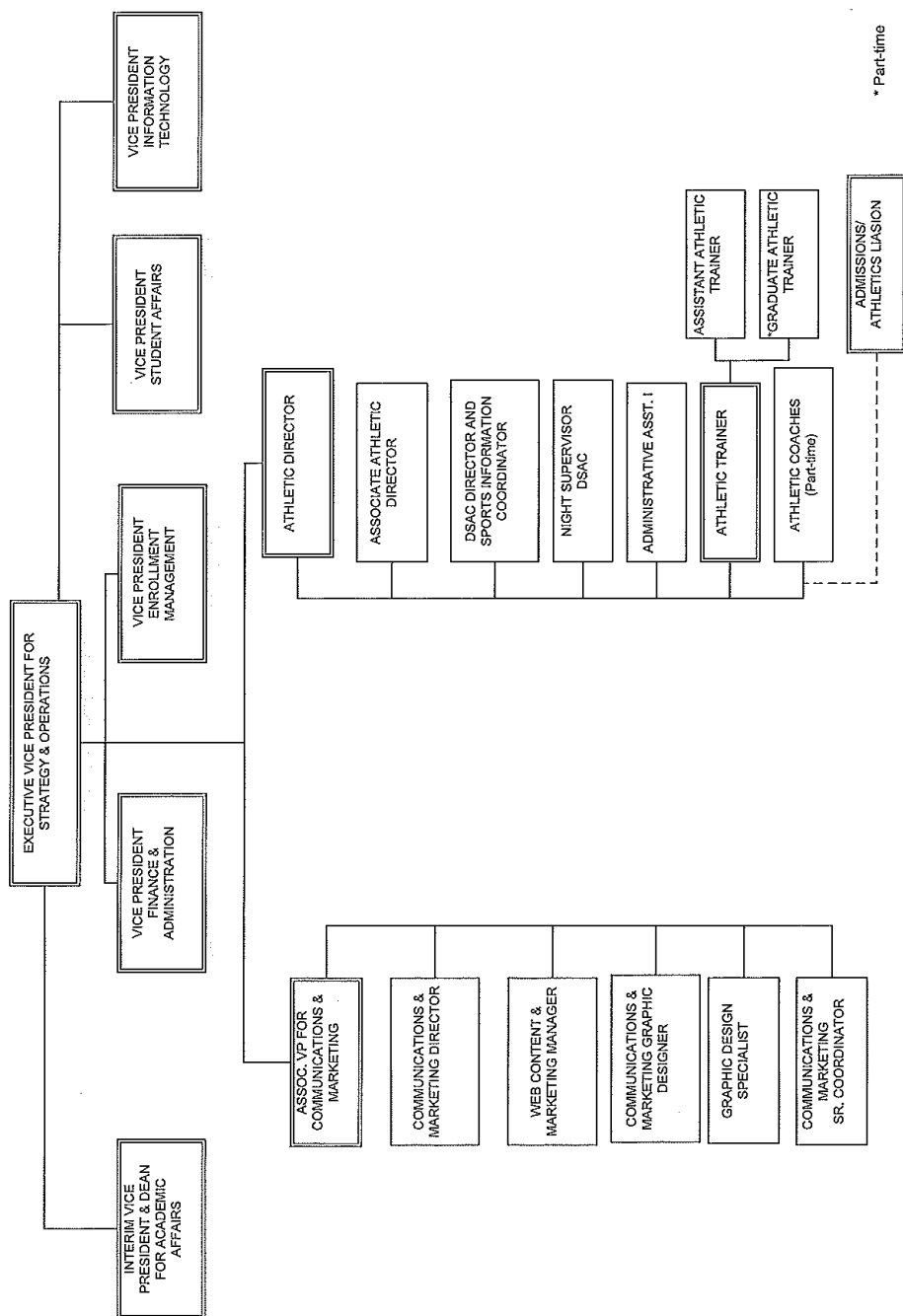
Learning Commission were placed in the St. Louis Post-Dispatch and in the Fontbanner, the student newspaper, in November 2009 to encourage third-part comment. Notification was also placed in *The Link*, a publication for alumni, and on the Fontbonne Community Message Board so that all individuals with Fontbonne e-mail addresses would receive this opportunity to comment.

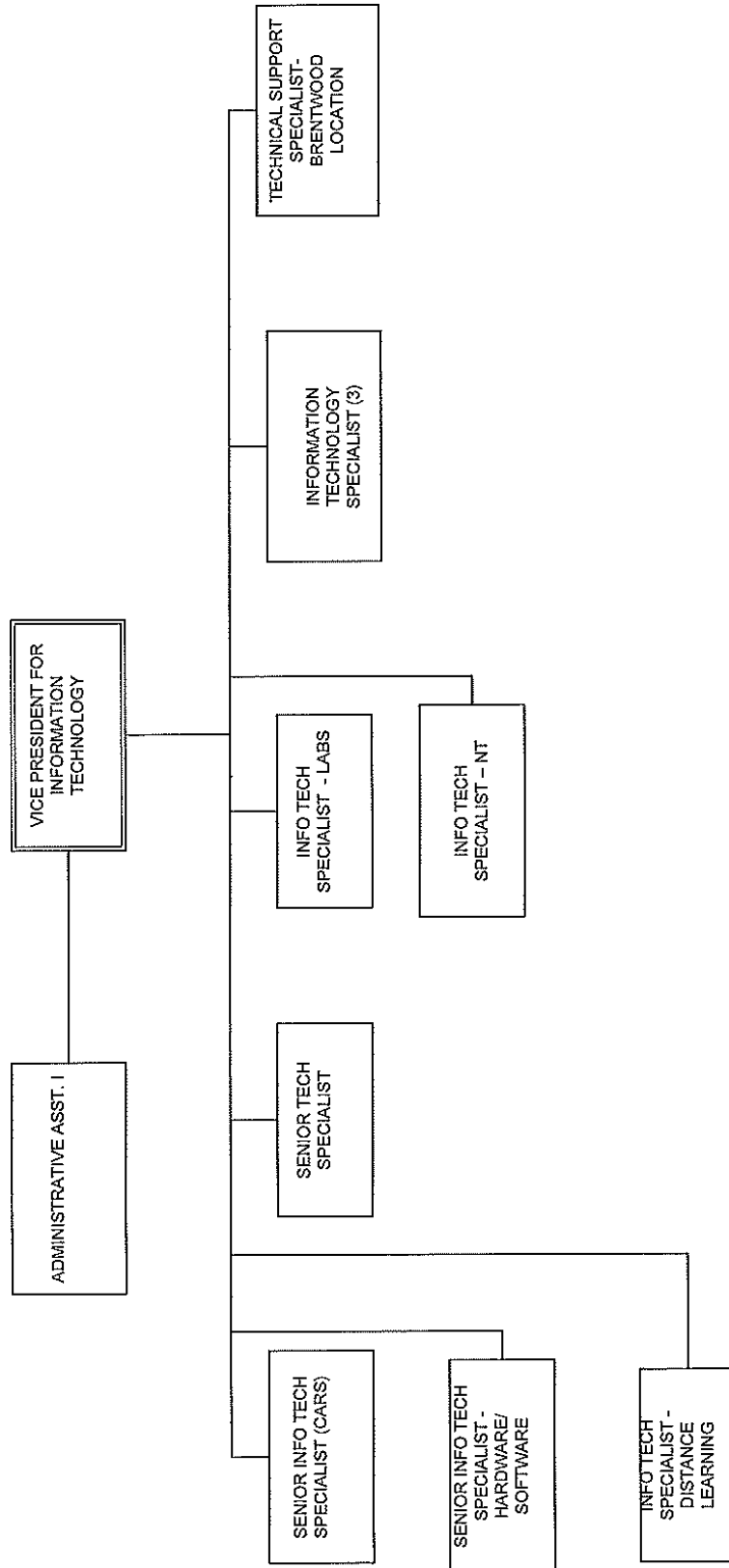


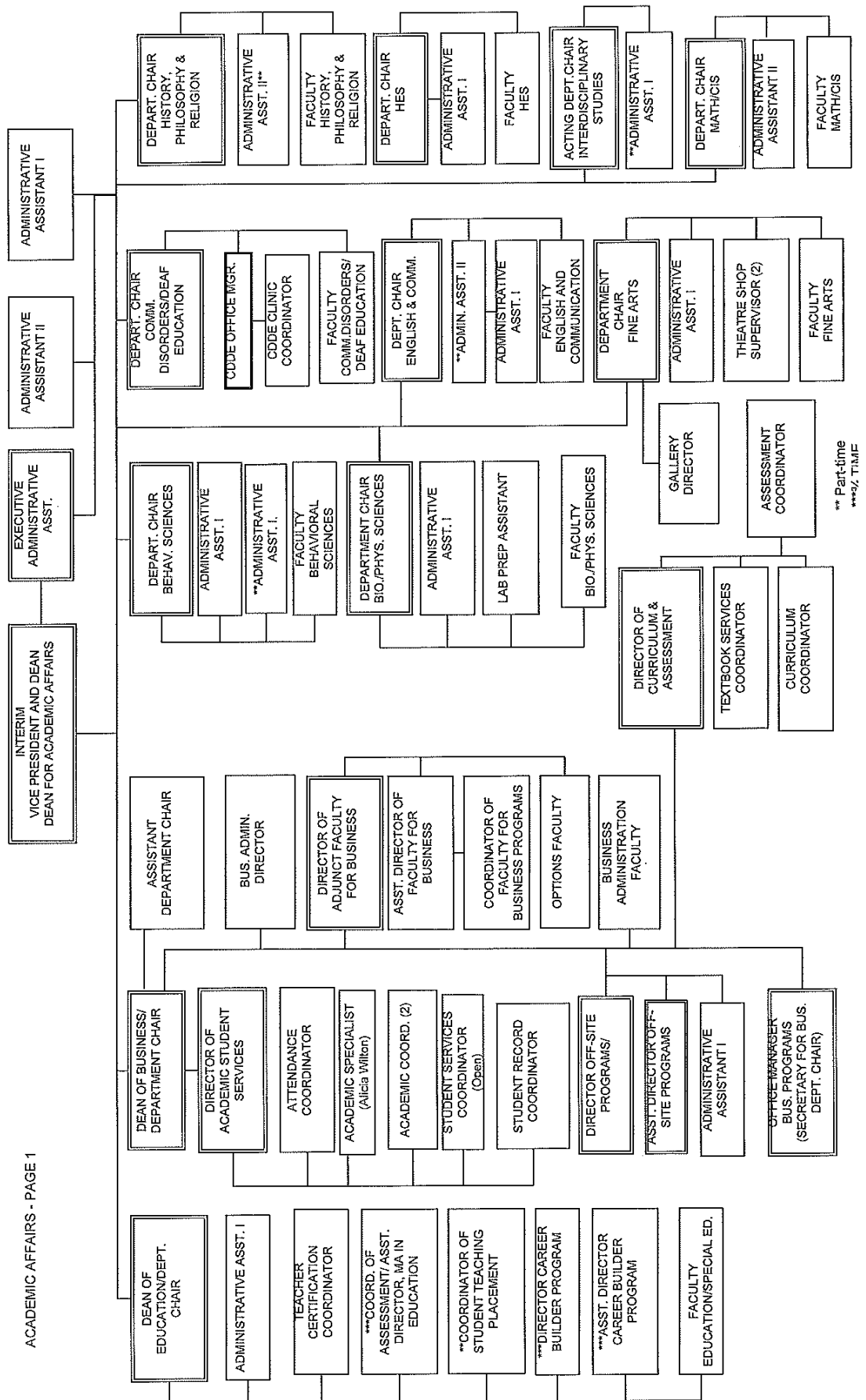
Appendix A: Organizational Charts

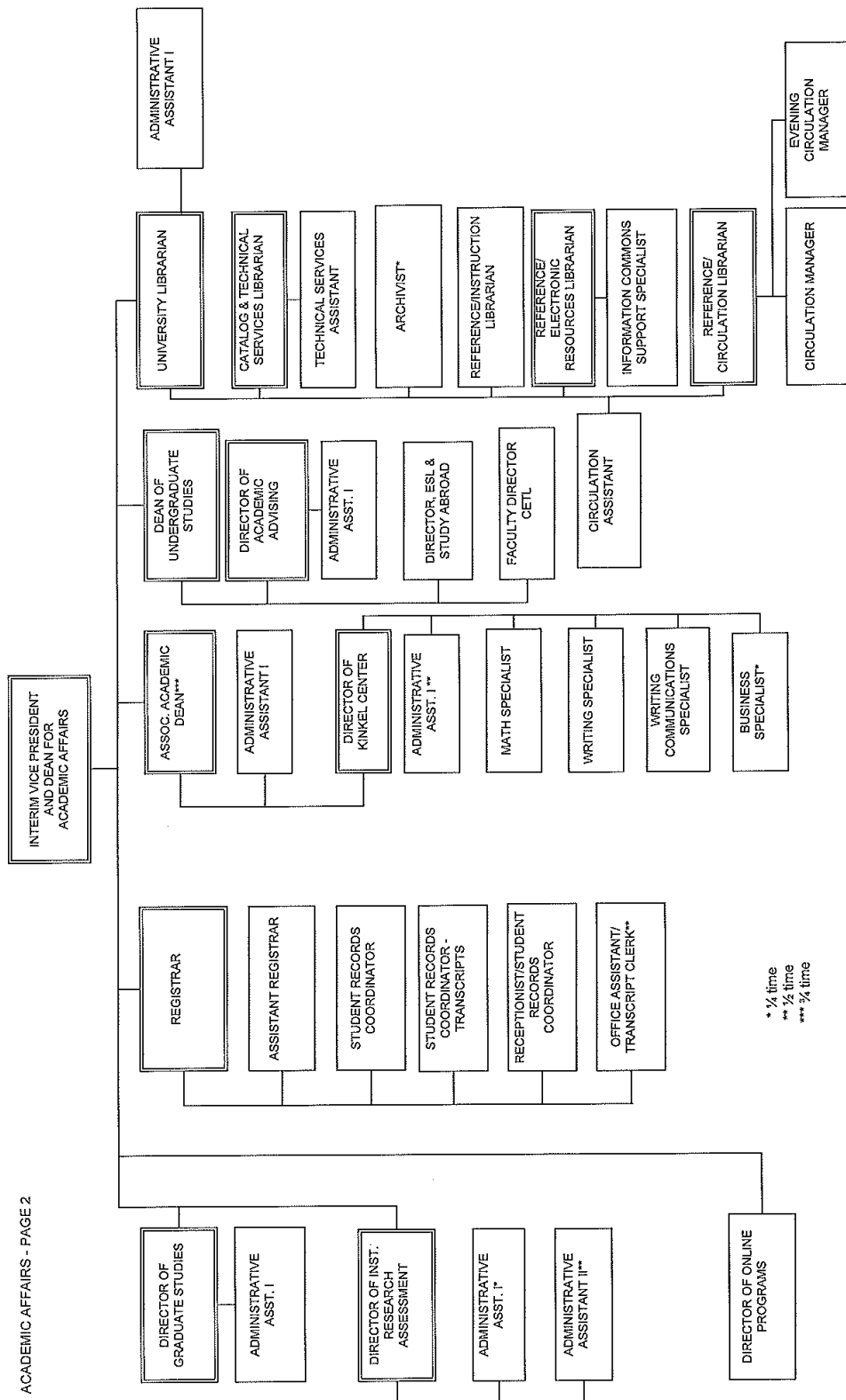
THE EXECUTIVE STAFF

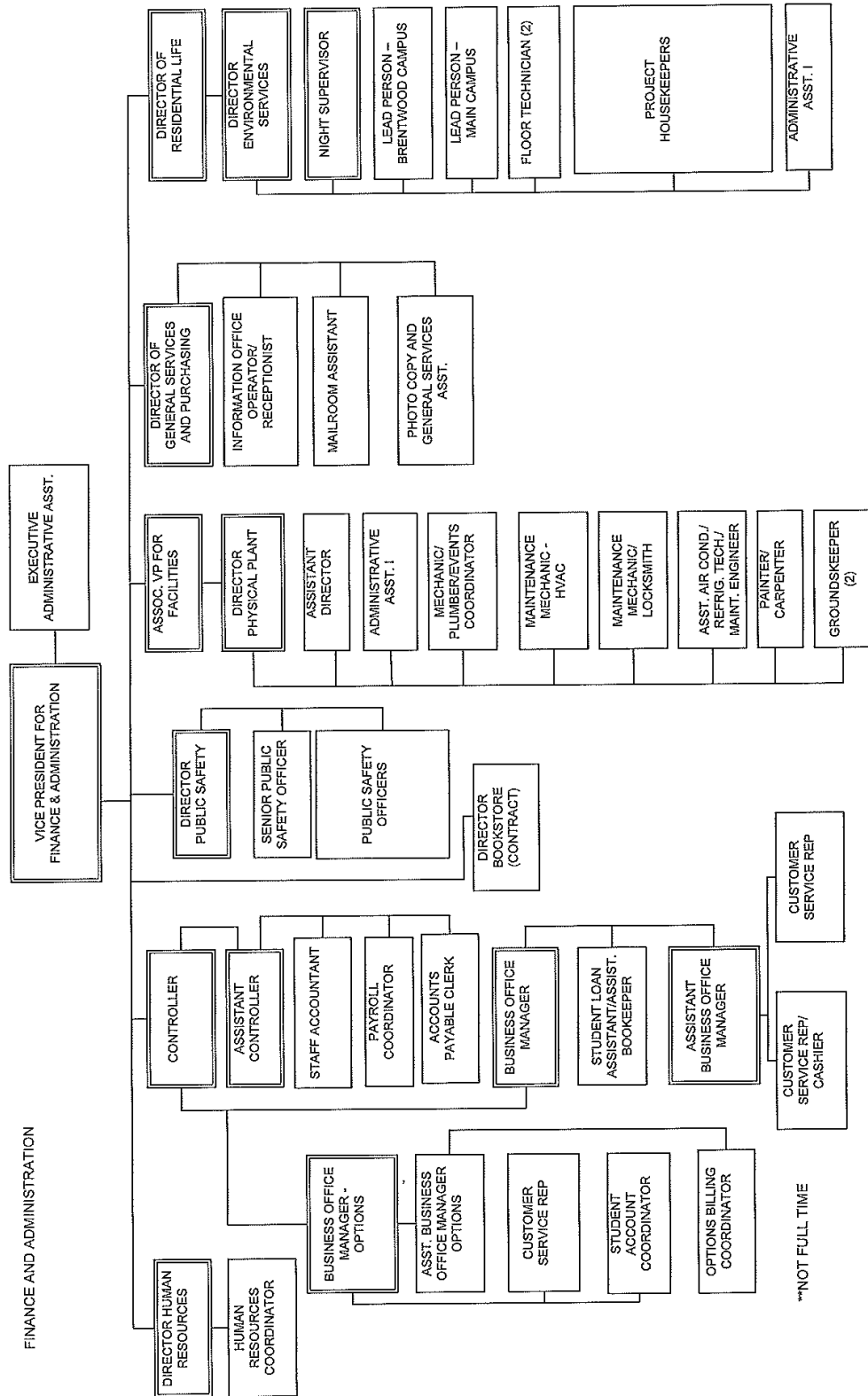


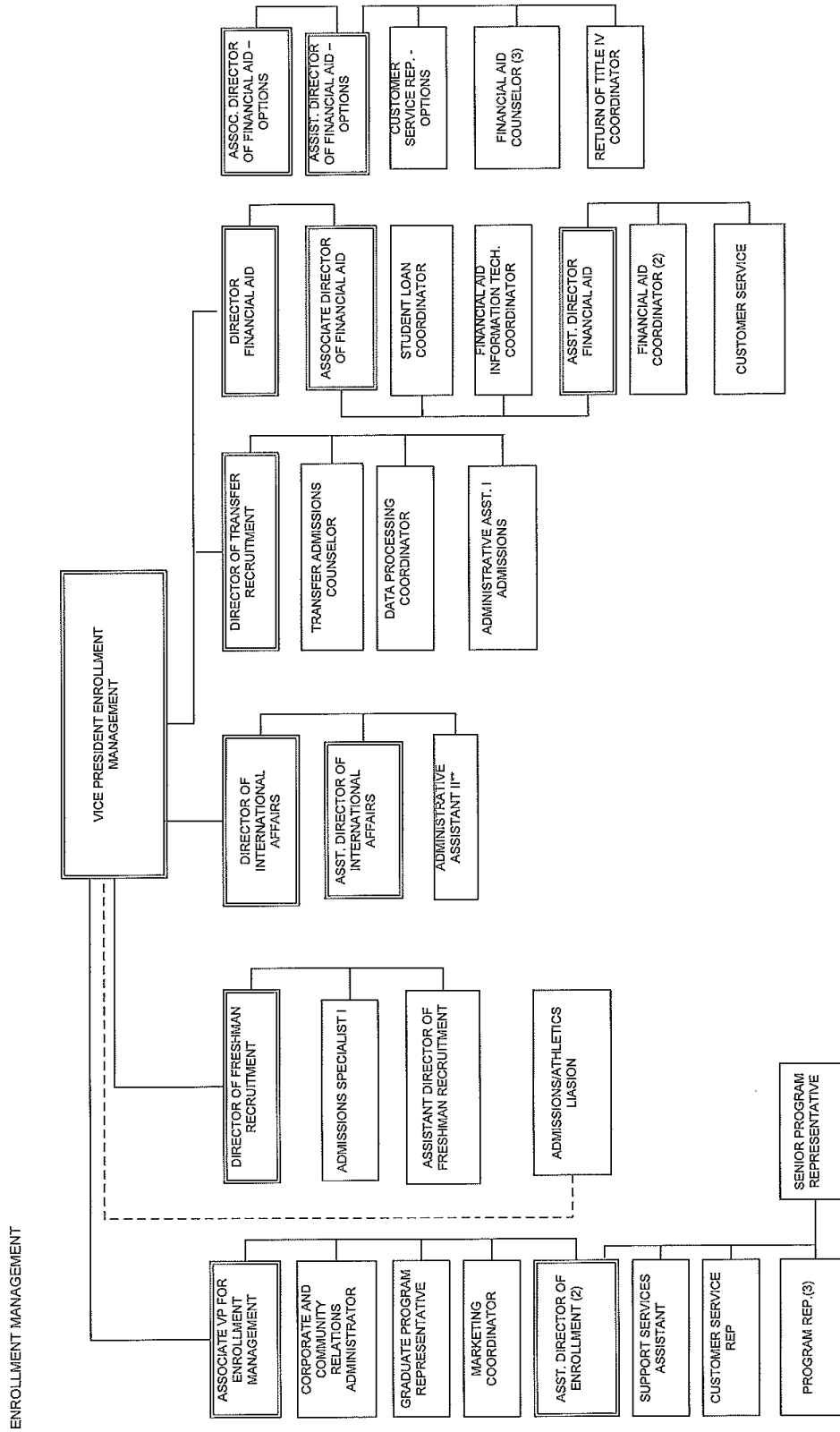


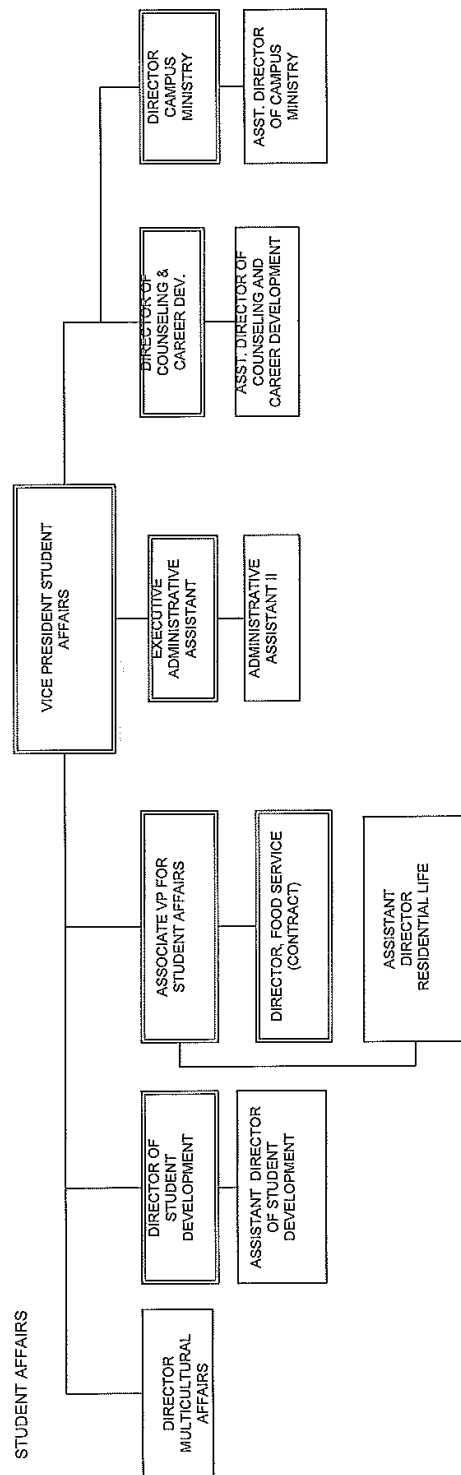




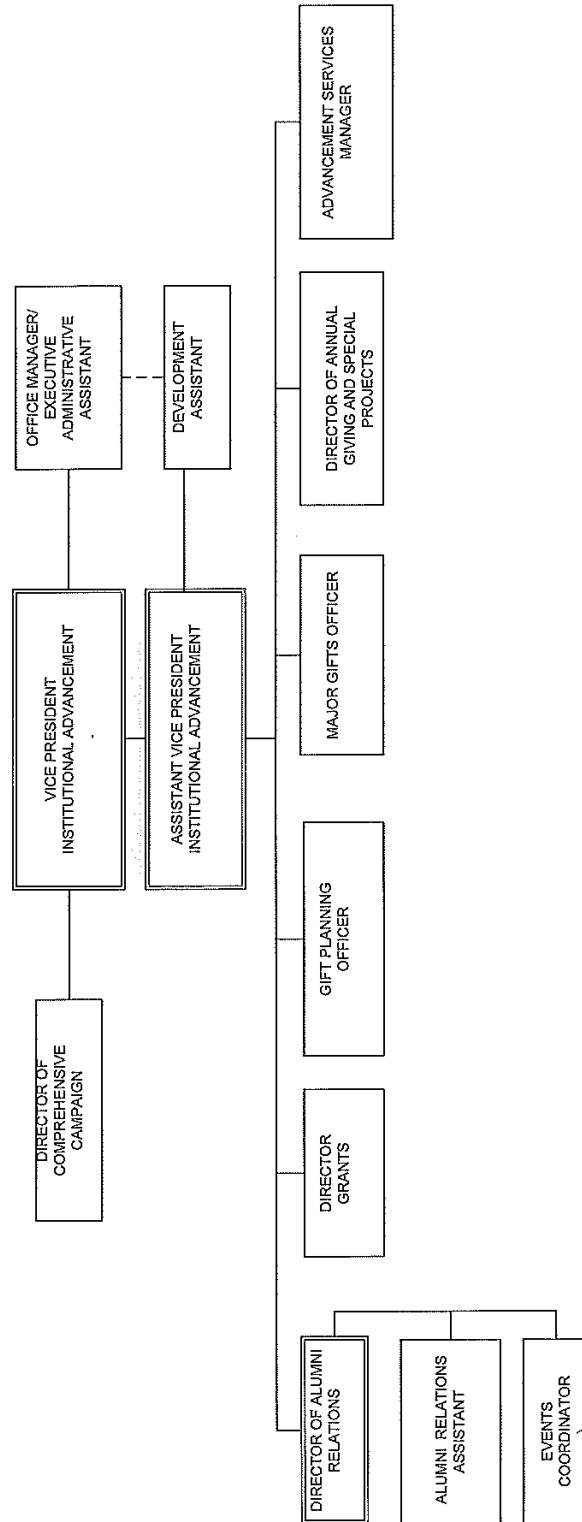








INSTITUTIONAL ADVANCEMENT



** PART TIME



Appendix B: The Bylaws

FONTBONNE UNIVERSITY

AMENDED AND RESTATED BYLAWS

Approved by the Board of Trustees on October 17, 2009

ARTICLE I

Corporate Name, Office, Purposes, Mission, Values

1.1 Corporate Name

The name of the corporation is “Fontbonne University.”

1.2 Purpose

The University exists for the purpose set forth in its Articles of Acceptance under the General Not-for-Profit Corporation Act adopted in 1967, as since amended by the Missouri Non-Profit Corporation Act (“Act”). The University’s purposes are charitable, educational, religious and scientific within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, so as to permit the University to operate and maintain, on a not-for-profit basis, the University to further higher education and ancillary purposes. The University shall conduct and operate an educational and scientific institution in the County of St. Louis, State of Missouri and at such other locations within and without the State of Missouri as the Board of Trustees may, from time to time, determine, to confer upon the graduates of the University such collegiate and academic degrees and honors as are usually granted by similar institutions of learning and as may be determined by the Trustees of the University to be appropriate, and to otherwise enjoy all rights, privileges and powers exercised by similar institutions of learning consistent with the Act.

The University is sponsored by the Sisters of St. Joseph of Carondelet, St. Louis Province and, consistent with the congregation’s apostolate, exists to serve academic, religious and cultural needs of its students and those of the larger civic community.

1.3 Mission

The University, a Catholic coeducational institution of higher learning sponsored by the Sisters of St. Joseph of Carondelet, St. Louis Province, is rooted in the Judeo-Christian tradition. The University is dedicated to the discovery, understanding, preservation and dissemination of truth. Undergraduate and graduate programs are offered in an atmosphere characterized by a commitment to open communication, personal concern and diversity. The University seeks to educate students to think critically, to act ethically and to assume responsibility as citizens and leaders.

1.4 Office

The principal office of the University is 6800 Wydown Boulevard, St. Louis, Missouri 63105.

ARTICLE II

Definitions

2.1 Definitions

The following terms used in these Bylaws shall have the meanings set forth below:

- A. “Act” means the Missouri Nonprofit Corporation Act, as amended.
- B. “Annual Meeting” means the annual meeting of the Board of Trustees as defined in Section 4.1.
- C. “Board” or “Board of Trustees” means the Board of Trustees of the University.
- D. “Elected Trustees” shall mean the voting Trustees of the Board as provided in Section 3.1.
- E. “Trustee” means an individual serving on the Board.
- F. “University” means Fontbonne University.

ARTICLE III

Board Of Trustees

3.1 Election and Appointment of Trustees

A. The Board of Trustees (the “Board”) shall consist of no fewer than eighteen (18) and no more than thirty-three (33) persons, sometimes referred to as the “Elected Trustees.” No fewer than two-thirds (2/3) of the Elected Trustees shall be Catholic. At least one-third (1/3) of the Elected Trustees shall be nominated for election by the designated liaison of the Sisters of St. Joseph of Carondelet, St. Louis Province; and each classified group of Trustees, as determined in Section 3.1.B. below, shall include not less than two (2) Elected Trustees who were so nominated. Failure of the Sisters of St. Joseph of Carondelet, St. Louis Province, to designate a person for election as Trustee shall not require a reduction in the number of Trustees.

B. The Elected Trustees shall be classified into three (3) groups so that approximately one-third (1/3) of the Elected Trustees shall stand for election each year. At the Annual Meeting, the Elected Trustees, other than those whose terms have expired, shall elect by majority vote of the quorum the persons to fill the positions of the Elected Trustees whose terms shall expire. Elected Trustees shall serve three (3) year terms and, until their successors are elected and qualified, may succeed themselves in office. However, Elected Trustees who have served for three (3) consecutive terms (including any partial term), shall not be eligible for re-election until one (1) year has elapsed after the end of their third term.

C. Any vacancy on the Board may be filled by the remaining Elected Trustees through a special election at any regular or special meeting of the Board.

D. No person shall be eligible for election as a Trustee prior to attaining the age of eighteen (18) years.

3.2 Trustees Emeriti

An individual who (i) has served for a minimum of three (3) terms as an Elected Trustee or (ii) has served for a minimum of two (2) terms as an Elected Trustee and has attained the age of sixty-five (65) years, may, upon recommendation of the Committee on Trustees, be elected by a majority vote of the quorum of the Board as a Trustee Emeritus. This position shall be reserved for those individuals who were Elected Trustees with records of distinctive service.

Trustees Emeriti shall be elected for three (3) year terms and may be re-elected without limit. Trustees Emeriti shall be entitled to receive notices of all meetings of the Board, to attend and speak at all meetings of the Board, to receive minutes of all meetings of the Board and the Executive Committee, and to be elected to be members of all committees of the Board, except the Executive Committee. Trustees Emeriti shall not have voting powers in meetings of the Board or any committee of the Board.

3.3 Powers of the Board of Trustees

The management, control and operations of the business and affairs of the University is vested in the Board of Trustees, which shall exercise ultimate institutional authority as set forth in these Bylaws and in such other documents that the Board deems appropriate. These Bylaws and other Board policy documents shall take the precedence over all other institutional statements, documents and policies.

A. Without limiting the forgoing powers and subject to Subsection B, the Board shall have the following powers and responsibilities reserved exclusively to the Board and no attempted exercise of any such power or responsibilities by anyone other than the Board (or the Executive Committee pursuant to Paragraph 5.3) shall be valid or have any force or effect whatsoever:

1. To authorize the Mission of the University and to monitor its effectiveness.
2. To amend, restate or modify the Articles of Incorporation and the Bylaws of the University.
3. To approve the appointment or removal of the President of the University.
4. To approve any acquisition, purchase, sale, mortgage, lease, transfer or encumbrance of any interest in real property by or capital expenditure for the University that exceeds \$400,000, or such other amount that may be established by the Board from time to time.
5. To approve the purchase of all lands and buildings for the University and the construction of new buildings and/or major renovations of existing buildings in excess of \$400,000.
6. To approve the acquisition, creation, consolidation, merger or dissolution of the University, or any subsidiary corporation.

7. To dissolve or terminate the existence of the University and to approve and determine the distribution of all assets upon such dissolution or termination.

8. To approve aggregate borrowing of the University for any single purpose in excess of \$400,000. For purposes of these Bylaws, the term “borrowing” shall mean any commitment for the payment of money pursuant to any contract over time.

9. Subject to agreement by the Sisters of St. Joseph of Carondelet, to approve or amend the Sponsorship Agreement with the Sisters of St. Joseph of Carondelet, St. Louis Province.

B. Upon approval of two-thirds (2/3) of the Elected Trustees:

1. Amend the Articles of Incorporation or Bylaws of the University as provided in Section 10.1.

2. Merge or consolidate the University with or into any corporation or other legal entity.

3. Subject to agreement by the Sisters of St. Joseph of Carondelet, amend the Sponsorship Agreement with the Sisters of St. Joseph of Carondelet, St. Louis Province.

C. The Board of Trustees shall either directly or by delegation unless prohibited by the University’s Articles or these Bylaws have the following duties and responsibilities:

1. Maintain the viability and financial well-being of the University and maintain the effectiveness of the University in fulfilling its purposes and Mission.

2. Monitor the effectiveness of the University in fulfilling its stated Mission.

3. Approve, monitor and support long range planning which strengthens and improves academic programs, student needs and physical facilities.

4. Approve and support the functions of the University; approve the initiation or discontinuation of academic degree programs; and provide ongoing review of degree and non-degree program activity.

5. Recommend, if necessary, the appointment of an Acting President during an absence or vacancy; delegate the administration of the University to the President; annually assess the performance of the President; and support the President in the implementation of approved plans and policies.

6. Make the final decision regarding the award of faculty tenure or promotion in faculty rank based on the recommendation of the President or his delegate.

7. Authorize the granting of earned academic degrees upon the recommendation of the University’s faculty and administration; and authorize the award of honorary degrees.

8. Approve the acceptance of any gift made to the University, except for gifts of cash, marketable securities or personal property that do not impose any material conditions on the University in relation to acceptance.

9. Approve an annual budget; review recommendations of the Finance Committee regarding fiscal policies; ensure adequate financial management and provision of financial resources; authorize the President and other designated agents of the University who may sign financial documents and engage in transactions on behalf of the University; review and accept an annual financial audit; authorize the construction of buildings, major building renovations, building or land rental, subject to the approval of the Members, to the extent required by these Bylaws.

10. Sell, transfer, mortgage, convey or otherwise dispose of all or any major part of the property of the University.

11. Authorize any change in tuition of the University.

12. Review and approve major fund raising, developing, endowment and fund investment plans.

13. Annually assess the effectiveness of the Board's and individuals Trustees' performance.

14. Recommend appointment and/or reappointment of Trustees.

15. Recommend to the Trustees changes in the Bylaws that relate to the Trustees.

16. Establish an Executive Committee and additional committees as necessary to implement the Trustees' duties and responsibilities.

17. Elect or remove Officers of the Board.

18. Perform such other acts as may be reasonably required to carry out these powers and fulfill these responsibilities.

19. Approve such policies that contribute to the establishment of the best possible environment in which students may learn and develop their abilities.

20. Approve such policies that protect academic freedom and contribute to the best possible environment in which faculty can teach, pursue their scholarship and perform public service.

21. Except as otherwise limited by the Articles of Incorporation and these Bylaws (specifically Subsections A and B), the Board may delegate any part of its authority over the affairs of the University to the President or other officer of the University.

3.4 Removal of Trustees

Upon at least thirty (30) days prior notice, any Trustee may be removed from office at any meeting of the Board by an affirmative vote of two-thirds (2/3) of the Trustees that comprise a quorum; provided, that the affected Trustee, prior to such removal, shall be given notice and an opportunity to be heard in writing prior to his or her removal by the Board.

3.5 Duties and Responsibilities of Trustees

The Board may amend from time to time the Statement of Duties and Responsibilities of Trustees, which may include, among other things, requirements for attendance at Board meetings.

ARTICLE IV

Meetings Of The Board Of Trustees

4.1 Regular Meetings

The Board shall hold at least three (3) regular meetings annually on such date and at such place as may be designated by the Board, the Chair of the Board, one third of the Elected Trustees, the President or the Secretary. One meeting shall be designated the "Annual Meeting." Unless otherwise stated in the notice of the meeting, all meetings shall be held at the primary office of the University in the City of Clayton, Missouri.

4.2 Special Meetings

Special meetings may be called by the Chair, by the President, or upon the written request of one third (1/3) of the Elected Trustees to the Secretary. The notice of a special meeting shall state the purpose or purposes for which it is called, and no other business shall be transacted at such special meeting.

4.3 Quorum

A majority of the Elected Trustees then in office shall constitute a quorum for the transaction of business at all meetings of the Board, unless a different quorum is expressly required by these bylaws, the Articles or the Act. If at any meeting of the Board, a quorum shall not be present, the Elected Trustees present may adjourn the meeting from time to time, without notice other than announcement at the adjourned meeting, until a quorum shall be present. At any meeting at which a quorum is present, a majority vote of the Elected Trustees present shall be required for approval of proposed actions unless otherwise provided.

Trustees of the Board may participate in a meeting of the Board by means of telephone or video conference, or similar communication equipment that enables all persons participating in the meeting to hear one another, and participation in a meeting in this manner shall constitute presence in person at the meeting.

4.4 Notice of Meetings

The Secretary shall provide written notice of all meetings of the Board to each Trustee at least forty-eight (48) hours prior to the date and time of a regular or special meeting of the Board, unless a greater period of notice is required by the Act in a particular case. Notice may be given by mail, facsimile transmission, courier service, or email or similar electronic transmission, to the Trustees' last known address. Notice shall be deemed given on the date sent or transmitted. A notice of meeting shall specify the place, day, and time of the meeting and any other information required by the Act. In lieu of notice, any Trustee, before or after a meeting, may sign a written waiver of notice. Attendance at a meeting shall constitute waiver of notice, except when a Trustee attends a meeting for the express purpose of objecting at the beginning of the meeting to the transaction of any business because the meeting was not lawfully called or convened.

4.5 Actions without a Meeting

Any action required or permitted to be taken by the Trustees or a committee thereof under any provision of law, the Articles of Incorporation or these Bylaws may be taken without a meeting if each Trustee or committee member allowed to vote on such action signs a written consent which sets forth the action taken. Such action by written consent shall have the same force and effect as a unanimous vote of the Trustees or committee members. The Secretary shall file the consents with the minutes of the meetings of the Board or such committee.

ARTICLE V

Board Committees

5.1 Committees

The Board, by resolution adopted by a majority of the Trustees comprising a quorum, may establish standing and special (or ad hoc) committees as it deems appropriate, consisting of two (2) or more Trustees, to serve at its pleasure and to have such powers and to discharge such responsibilities as designated to it. The Chair shall be an ex officio voting member of all standing, special and ad hoc committees. The President shall be an ex officio member, without the right to vote, of all standing, special and ad hoc committees, except for the special committee described in Section 7.1.E. All committees shall keep a record of their proceedings and report to the Board as required. The delegation of any authority of the Board to any committee shall not operate to relieve the Board or any Board member of any responsibility imposed by law. When requested, all officers and employees of the University shall attend meetings of the Board and of its committees.

5.2 Standing Committees

A. The Chair, at the Annual Meeting of the Board, or as soon thereafter as practicable, upon consultation with the Board, shall nominate members to each of the standing committees and designate the Chair and Vice Chair of each standing committee; and such nominations and designations shall take effect after approval by the Board.

Each committee member shall serve at the pleasure of the Board. Subject to the foregoing, members, Chairs and Vice Chairs of standing committees shall serve from appointment until the next Annual Meeting and until their successors shall have been duly appointed. Except as otherwise specified in these Bylaws, each standing committee shall consist of at least three (3) Trustees, plus the Chair of the Board and the President, ex officio. Such administrative personnel as agreed upon by the President and the Chair of the Board shall staff each standing committee. In the case of a vacancy on a committee occurring during a term, the Chair of the Board may appoint a new member for the unexpired term. In the case of a Trustee being elected or appointed other than at the Annual Meeting, the Chair of the Board may appoint him or her to standing committees for the balance of the term. Attendance at a meeting by two Trustees shall constitute a quorum for the transaction of business at all committee meetings except for the Executive Committee.

B. Unless otherwise determined by a vote of a majority of the Trustees of the Board then in office, the standing committees of the Board shall be the Executive Committee, the Finance Committee, the Facilities Committee, the Committee on Trustees, the Academic and Student Affairs Committee, the Committee on Institutional Advancement, the Investment Committee, the Audit Committee and the Committee on Mission Integration.

C. Any standing committee shall have the authority to consider and recommend to the Board any matter delegated to the committee under these Bylaws or any matter referred to that committee by the Board. Matters determined to be appropriate for consideration by more than one standing committee may be referred by the President, Chair of the Board, or the Chair of the Executive Committee to one or more committees for consideration, jointly or serially, in his or her discretion.

D. The Chair of each standing committee shall have the authority to establish such subcommittees as he or she deems necessary or desirable to properly discharge the committee's responsibilities and to appoint advisory or voting members from the student body, the faculty, the alumni or the public at large to attend and participate in the meetings of the standing committee or its subcommittees.

E. At the discretion of the Chair of a committee, Trustees may participate in a committee meeting by means of telephone or video conference, or similar communications equipment that enables all persons participating in the meeting to hear one another, and participation in a meeting in this manner shall constitute presence in person at the meeting. Any action which may be taken at a committee meeting may be taken without a meeting, if taken in accordance with Section 4.5 above.

F. Except as provided below with respect to the Executive Committee, the Audit Committee and as otherwise delegated by specific resolution of the Board, authority to act on all matters is reserved to the Board, and the authority of each standing committee shall be only to consider and to report or make recommendations to the Board upon appropriate matters.

G. All standing committees shall meet at least twice annually.

5.3 Executive Committee

A. The Executive Committee shall consist of the Chair of the Board, the Vice Chair of the Board, up to five (5) other Elected Trustees of the Board appointed by the Chair of the Board, subject to the approval of the Board, and the Chairs of each standing committee of the Board, with vote. At least two members of the Executive Committee must be Trustees nominated to the Board of Trustees by the Sisters of St. Joseph of Carondelet, St. Louis Province. The President shall be a member of the Executive Committee, ex officio, without vote, and shall not be counted as a member of the Executive Committee for purposes of determining quorum.

B. The Executive Committee shall meet upon the call of the Chair of the Board, the President or notice issued by three voting members of the Executive Committee. Special meetings of the Executive Committee may be called upon 48 hours' notice by the Chair of the Board or the President, or upon the written request of three (3) members of the Executive Committee to the Secretary.

C. A majority of the members of the Executive Committee then in office shall constitute a quorum.

D. The Executive Committee is authorized to act on behalf of the Board between meetings of the Board. Except as otherwise provided by the Articles of Incorporation, these Bylaws, by resolution of the Board, or by the Act, the Executive Committee shall have and may exercise all of the powers and authority of the Board in the management of the University, including the appointment and removal of Elected Trustees. The Executive Committee shall report its actions at the next meeting of the Board.

E. The Executive Committee shall not, unless specifically authorized by the Board of Trustees, take any action inconsistent with a prior act of the Board, award degrees, amend the Bylaws, locate permanent buildings on tax-exempt property held for University purposes, remove or appoint the President, change the general educational policy of the University, establish a new academic department, school or college, close an existing academic department, school or college of the University.

F. Minutes of the meetings of the Executive Committee shall be taken and shall be distributed promptly to each member of the Board following each meeting of the Executive Committee.

5.4 Finance Committee

A. The Finance Committee shall have jurisdiction over matters and policies pertaining to finance, business, operating and capital budgets, insurance, employee relations, contracts and grants, tuition and fees, and the long-range financial planning and development of the University.

B. The Finance Committee shall report upon the financial condition of the University at each regular meeting of the Board, and shall require the Chief Financial Officer to prepare and deliver to the Board an annual report on the financial condition of the University.

C. The Finance Committee shall meet upon the call of the Chair of the Finance Committee, the Chair of the Board, or otherwise as determined by the Board.

5.5 Academic and Student Affairs Committee

A. The Academic and Student Affairs Committee shall have jurisdiction over matters relating to educational policies and programs of the University, including, without limitation, principles and policies pertaining to the following: recruitment and admissions of students; degrees and academic programs; the structure of schools, colleges and departments; honorary degrees and appointment, tenure, promotion and retirement of faculty.

B. The Academic and Student Affairs Committee shall have jurisdiction over matters relating to student life, activities and welfare, student government, conduct and responsibility, operation of student residence halls and student health.

C. The Academic and Student Affairs Committee shall meet upon the call of the Chairperson of the Academic and Student Affairs Committee, the Chair of the Board or otherwise as determined by the Board.

5.6 Facilities Committee

A. The Facilities Committee shall have jurisdiction over matters relating to the acquisition and use of the grounds and buildings of the University, including without limitation:

1. Evaluating and recommending policies with respect to the acquisition, use and development of physical plant and grounds, the use and allocation of space, and equipment needs of the University.

2. Recommending to the Board the approval of projects and plans for new buildings, or for major alterations or additions to existing buildings or grounds, including facilities and grounds used for athletic and recreational purposes; the awarding of contracts to planning, design and engineering professionals; and the awarding of contracts for capital improvement projects.

3. Recommending to the Board from time to time master facilities plans for the University that serve to carry out the University's academic plan and mission.

B. In the event of an emergency affecting the facilities or grounds of the University, the Facilities Committee may act on behalf of the Board to address the emergency.

C. The Facilities Committee shall meet upon the call of the Chair of the Facilities Committee, the Chair of the Board or otherwise as determined by the Board.

5.7 Committee on Trustees

A. The Committee on Trustees shall have jurisdiction over matters relating to the appointment of trustees including, without limitation:

1. Assess and appraise the organization, operation and membership of the Board, and recommend to the Board, from time to time, ways and means to achieve maximum effectiveness of the Board, including, but not limited to, the development of a Statement of Duties and Responsibilities of Trustees, orientation programs for new Trustees, and ongoing programs to apprise the Trustees of issues confronting the University and high education.

2. Nominate candidates for election as Elected Trustees and Trustees Emeriti.

B. The Committee on Trustees shall meet upon the call of the Chair of the Committee on Trustees, the Chair of the Board or otherwise as determined by the Board.

5.8 Committee on Institutional Advancement

A. The Committee on Institutional Advancement shall have jurisdiction over the following:

1. Monitor the overall effectiveness of institutional advancement.

2. Collaborate with the President of the University and other University officers to develop and implement programs to raise funds for the support of the University and assist in the implementation of programs necessary to realize development goals in the areas of annual support, capital plans, endowment enhancement, planned giving, identification of available grants and other development resources for the University.

3. Provide voluntary support and positive public relations among the University's various constituencies to enhance alumni relations and fund raising.

4. Ensure that Elected Trustees are encouraged to meet their personal development responsibilities and commitments for cultivating additional fund raising relationships.

5. Perform any/all other activities, as requested by the Board, that relate to the oversight of the University's alumni relations, public relations and institutional advancement.

B. The Committee on Institutional Advancement shall meet upon the call of the Chair of the Committee on Institutional Advancement, the Chair of the Board or otherwise as determined by the Board.

5.9 Audit Committee

A. The Audit Committee shall have jurisdiction to review the University's financial practices, internal controls, financial management and standards of conduct. This will include, without limitation, the following:

1. Reviewing the University's financial statements.
2. Advising the Board regarding whether the financial statements accurately reflect Fontbonne's financial condition.
3. Approving and recommending approval of the financial statements by the Board of Trustees.
4. Advising the Board on the adequacy of internal controls surrounding financial information systems.
5. Monitoring adherence to Fontbonne's conflict of interest policy and reporting on this to the Board.
6. Reviewing the work of the external auditors, including hiring and firing the auditors and approving the terms of the annual audit engagement letter; and
7. Reviewing compliance with regulatory matters.

B. The Audit Committee shall meet upon the call of the Chair of the Audit Committee, the Chair of the Board or otherwise as determined by the Board.

5.10 Investment Committee

A. The Investment Committee shall have jurisdiction over the following:

1. Recommending to the Board policies for the development of a sound investment policy, the selection of investment advisors and implementing plans for investment fund growth consistent with the policies and resolutions adopted by the Board.
2. Perform any and all other activities that relate to oversight of the University's investments.

B. The Investment Committee shall meet upon the call of the Chair of the Investment Committee, the Chair of the Board or otherwise as determined by the Board.

5.11 Committee on Mission Integration

A. The Committee on Mission Integration shall have jurisdiction to promote the ongoing integration of the mission of the Sisters of St. Joseph of Carondelet and the Catholic identity of the University throughout the University community. On at least an annual basis, the Committee shall review and acknowledge current mission integration efforts and report on the status of the University's accomplishments to meet the

requirements of the University's Mission Statement, Vision Statement, Statement of Values and Commitments and Catholic Identity Statement.

B. The Committee on Mission Integration shall meet upon the call of the Chair of the Committee on Mission Integration, the Chair of the Board or otherwise as determined by the Board.

5.12 Special Committees

From time to time, the Chair of the Board may appoint special (or ad hoc) committees to perform such duties and report to the Board on such matters as may be referred to them. The Chair shall set the terms of office of all such special committees and their members.

ARTICLE VI

Officers of the Board

6.1 Number and Election

The officers of the Board shall include a Chair of the Board, a Vice Chair of the Board, and a Secretary. The Board may approve the appointment of other officers (one or more Assistant Secretaries and such other officers as the Board may determine) upon recommendation of the Chair. Such officers shall hold office at the discretion of the Board and shall be subject to removal by the Board. The same person may hold any number of offices.

6.2 Chair of the Board

The Chair of the Board shall be elected for a three-year term by the Board, subject to renewal consistent with the limitation of Section 3.1(B) and until replaced by a successor. The Chair shall preside at all meetings of the Board, and in the event of the Chair's absence at such a meeting, the Vice Chair shall act in the Chair's place. If both the Chair of the Board and the Vice Chair of the Board are absent, an Elected Trustee shall serve as Chair appointed by the Chair. In general, the Chair of the Board shall perform all duties incident to the office of Chair of the Board and such other duties as may be assigned by the Board. The Chair of the Board shall have the right to vote on all questions and shall appoint to all committees the members who are not appointed by the Board.

6.3 Vice Chair of the Board

The Vice Chair of the Board shall be appointed on the recommendation of the Chair or Chair of the Committee on Trustees, and election by the Board, for a term to be determined by the Board but not to exceed three years. In the absence or disability of the Chair of the Board or when so directed by the Chair, the Vice Chair may perform all the duties of the Chair and, when so acting, shall have all the powers of and be subject to all the restrictions upon the Chair. The Vice Chair shall perform such other duties as may be assigned by the Board or the Chair.

6.4 Secretary of the Board

The Secretary may be an Elected Trustee or an employee of the University and shall be appointed on the recommendation of the Chair or Chair of the Committee on Trustees and elected by the Board. Subject to the oversight of the Chair, the Secretary (or an Assistant Secretary, if any) shall provide notice of all meetings of the Board and its committees, shall attend all meetings of the Board and its committees, and shall prepare and keep minutes and records of all such meetings; shall have custody of such books, papers, documents, policies, records and other property deposited in the Secretary's office, shall be the custodian of the corporate seal and shall cause its imprint to be affixed to documents wherever appropriate; shall ensure that the Board is acting in accordance with these Bylaws; and shall perform such other duties as may be assigned by the Board or the Chair of the Board or the President. Any of the duties or powers of the Secretary may be performed by an Assistant Secretary who shall be responsible to and report to the Secretary.

6.5 Assistant Secretaries

In the absence or disability of the Secretary or when so requested by the Secretary, the President or the Chair of the Board, an Assistant Secretary shall be appointed to perform the duties of the Secretary. Each Assistant Secretary shall perform such other duties as may be assigned by the Chair of the Board, the President or the Secretary.

6.6 Compensation of Trustees

Trustees shall serve without pay or other compensation. Trustees may be reimbursed for reasonable expenses incurred in the performance of their duties and authorized by the Board.

ARTICLE VII

Officers of the University

7.1 President

A. The President shall be the chief executive and administrative officer of the University and any person appointed, other than on an acting or interim basis pursuant to Section 3.3(C)(5), shall be Catholic. In this capacity, the President is responsible for carrying out and enforcing the policies and regulations adopted by the Board for the operation of the University, and has and may exercise such executive and general supervisory powers as are necessary for the appropriate governance of the University under the authority of the Board. The President shall preside at all University exercises; shall be an ex officio member of all committees of the Board (except for the special committee described in Section 7.1.E. below), without vote; shall be the primary spokesperson for the University; shall direct, coordinate and implement planning, development and appraisal of all activities of the University and be directly responsible to the Board for its operation; shall advise the Board on issues affecting the University;

shall keep the Board fully informed to meet its policy-making responsibilities; shall appoint such officers as may be appropriate for the operation of the University; shall execute all documents on behalf of the University consistent with Board policies, except in cases in which the Board has delegated or authorized the delegation of such authority to some other officer or agent of the University; and shall perform such other duties and responsibilities as may be assigned by the Board or as may be appropriate for carrying out the foregoing.

B. During the absence or disability of the President, the Board may, if it deems it appropriate, designate a person to act as President.

C. The President shall appoint the Vice Presidents of the University following consultation with the Board or Chair of the Board. During the absence or disability of any other officer of the University, the President may appoint a substitute who shall act during the absence or disability of such officer.

D. In the event of a vacancy in the office of President, the Board shall promptly elect an acting President who shall have the powers of and exercise the duties and responsibilities of President until the election and installation of a successor.

E. In the event of a prospective or existing vacancy in the office of President, the Chair of the Board shall appoint a special committee, the members of which need not all be Trustees, that pursuant to policies and procedures adopted by the Board, shall seek and evaluate candidates for the office of President. The special committee shall recommend one or more candidates to the Board. After consideration of such candidates, the Board shall vote by ballot or voice vote, as determined by the Chair of the Board. To be elected President, a nominee must receive the affirmative vote of at least two thirds of the Elected Trustees of the Board that comprise a quorum.

F. The President shall be removed from office only upon the affirmative vote of a majority of the Elected Trustees of the Board. No resolution to remove the President shall be considered at any meeting of the Board unless the Secretary or Chair of the Board, at least ten (10) days before the meeting, shall have delivered to the Trustees at his or her last known address, written notice that such a resolution is to be presented.

7.2 Vice Presidents

Each Vice President shall have such duties and responsibilities, and may have such special titles, as the President may designate from time to time. In case of the absence or disability of the President, the duties of that office shall be performed by the person designated by the Board of Trustees, or in the absence of any such designation, by the Executive Vice President and, if there is no Executive Vice President, in the absence of other criteria established by the Board, by the Vice President with the greatest length of service to the University. Each Vice President shall perform such other duties as may be assigned by the Board or the President. Each Vice President may be removed by the President.

7.3 Chief Financial Officer

The Chief Financial Officer (“CFO”) shall be a Vice President and serve as Treasurer and be responsible for carrying out the mandates of the Board of Trustees and its Finance Committee in overseeing the financial resources of the University including, but not limited to, cash, securities, stocks, bonds and all other property, personal or real, owned by the University. The CFO shall assure that all books and accounts are accurately kept and, furthermore, shall present a full and detailed financial statement, properly audited by an independent certified accountant, to the Board at its fall meeting and, if requested, at any other meeting of the Board of Trustees or any meeting of its Finance Committee or the Executive Committee. The CFO shall perform such other duties as may be required by the President or the Board and may be removed by the President.

The CFO shall monitor the investments of the University, including all funds and endowments, as recommended by the Finance Committee and approved by the Board of Trustees. In addition, the CFO may be required to furnish a bond for the faithful performance and discharge of these duties, as may be directed by the Board or required by Act. The CFO shall be an ex officio member of the Finance Committee.

7.4 Associate or Assistant Treasurers

In the absence or disability of the CFO or when so directed by the CFO, the President or Chair of the Board, any Associate or Assistant Treasurer may perform all the duties of the Treasurer, and when so acting shall have all the powers of and be subject to all the restrictions upon the Chief Financial Officer. Each Associate or Assistant Treasurer shall perform such other duties as may be assigned by the Board, the President or the Chief Financial Officer.

ARTICLE VIII

Indemnification

8.1 Representative Defined

For purposes of this Article VIII, “Representative” means any (i) Trustee, officer, employee or agent of the University, (ii) an individual serving at the request of the University as a director, officer, partner, fiduciary, or trustee of another domestic or foreign corporation for profit or not-for-profit, partnership, joint venture, trust, or other enterprise, or (iii) any person who is or was, at the request of the University a guarantor of any debts of the University.

For purposes of the definition of Representative, “other enterprises” shall include employee benefit plans; “serving at the request of the University” shall include any service as a representative of the University that imposes duties on, or involves services by, the Representative with respect to an employee benefit plan, its participants or beneficiaries; excise taxes assessed on an individual with respect to any employee benefit

plan shall be deemed “fines”; and action with respect to an employee benefit plan taken or omitted in good faith by a Representative in a manner he or she reasonably believed to be in the interest of the participants and beneficiaries of the plan shall be deemed to be action in a manner that is not opposed to the best interests of the University.

8.2 Third Party and Derivative Actions

The University shall indemnify any Representative who was or is a party (which includes giving testimony or similar involvement) or is threatened to be made a party to any threatened, pending or completed action or proceeding, whether civil, criminal, administrative or investigative, formal or informal (including an action or proceeding by or in the right of the University), by reason of the fact that he or she was or is a Representative of the University, against any expenses (including reasonable attorneys’ fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by him or her, in good faith and in a manner the Representative reasonably believed to be in or not opposed to the best interest of the University in connection with the action or proceeding, and, with respect to any criminal action or proceeding, had no reasonable cause to believe the conduct was unlawful. If a Representative is not entitled to indemnification for a portion of any liabilities to which he or she may be subject, the University nonetheless shall indemnify him or her to the maximum extent permitted by law and this Article for the remaining portion of the liabilities. This indemnity only applies to actions by third parties or actions brought on behalf of the University in a derivative capacity. The indemnity does not apply to actions initiated by the University.

8.3 Advancing Expenses

The University shall pay expenses incurred in defending any actual or threatened civil or criminal action, suit or proceeding within the scope of Section 8.2 in advance of the final disposition of such action, suit or proceeding upon receipt of an undertaking by or on behalf of the Representative to repay such amount if it is ultimately determined that such Representative is not entitled to be indemnified by the University as authorized in this Article VIII or otherwise.

8.4 Indemnification by Authorization of Board for Employees

Any indemnification other than under Section 8.2 above (unless ordered by a court) shall be made by the University only as authorized in the specific case upon a determination that indemnification of the Representative or employee is proper in the circumstances because such Representative or employee has met the applicable standard of conduct set forth in Section 8.2. Such determination shall be made (i) by the Board by a majority vote of a quorum consisting of Trustees who were not parties to such action, suit or proceeding; or (ii) if such a quorum is not obtainable, or, even if obtainable, a quorum of disinterested Trustees so directs, by independent legal counsel in a written opinion. Furthermore, indemnification shall only extend to any settlement of a claim if such settlement is formally approved by the Board of Trustees.

8.5 Supplementary Coverage

The indemnification and advancement of expenses provided by or granted pursuant to this Article VIII shall not be deemed exclusive of any other rights to which an individual seeking indemnification or advancement of expenses may be entitled under the Act or any bylaw, vote of the disinterested Trustees, agreement or otherwise, both as to action in his or her official capacity and as to action in another capacity while holding that office. Section 9.1 (relating to interested Trustees or officers) shall be applicable to any bylaw, agreement or transaction authorized by the Trustees under this Section 8.5.

8.6 Duration and Extent of Coverage

The indemnification and advancement of expenses provided by or granted pursuant to this Article VIII shall, unless otherwise provided when authorized or ratified, continue as to an individual who has ceased to be a Representative of the University and shall inure to the benefit of the heirs and personal representatives of that individual.

8.7 Representative

Any Representative indemnified under this Article by the University authorizes representation by counsel selected by the University who may act to jointly represent the University and the Representative, and any Representative who accepts indemnification authorizes the University to settle any claim on behalf of the Representative provided that the Representative shall not be required to make any payment personally for settlement.

8.8 Savings Clause

In the event that any provision of this Article VIII shall be held invalid by any court of competent jurisdiction, such holding shall not invalidate any other provision of this Article VIII and any other provisions of this Article VIII shall be construed as if such invalid provision had not been contained in this Article VIII.

ARTICLE IX

Conflicts Of Interest And Confidentiality

9.1 Purpose

Trustees, officers and employees of Fontbonne serve the public trust and have a clear obligation to fulfill their responsibilities in a manner consistent with this fact. All decisions of the Board of Trustees and the employees of Fontbonne should be made solely on the basis of a desire to promote the best interests of the institution and the public good. Fontbonne's integrity must be protected and advanced at all times.

9.2 Policy

Each trustee, officer and employee is expected to manage his or her personal and business affairs so as to avoid situations which might lead to conflict or appearance of conflict and is expected to disclose to the Board of Trustees any activities that could result in a possible conflict of interest. A conflict of interest may be defined as any situation in which an individual's private interests conflict or are incompatible with his or her responsibilities to Fontbonne University. A conflict of interest could involve an outside personal, family or business relationship between an individual and the institution which could cause Fontbonne to be legally or otherwise vulnerable to criticism, embarrassment or litigation in the opinion of responsible persons. An individual with a conflict of interest should not continue to serve as a member of the Board of Trustees or should recuse himself from acting on any matter for which there is a conflict of interest. Some persons who serve other educational institutions may serve from time to time as Trustees so that the Board may benefit from their expertise and experience. The vote of the Board accepting such a person as a trustee shall constitute a standing waiver of any conflict from the mere involvement of such a person in another educational institution.

9.3 Confidentiality

While serving and thereafter, board members shall keep confidential all matters of record or reference, whether or not communicated or discussed in meetings or among those serving, until such time as such matters are officially publicized. Trust, sensitivity and candor shall be observed.

9.4 Responsibility

It is the responsibility of those covered by this policy to ensure that the Board of Trustees is made aware of situations which involve outside personal, family or business relationships that could be troublesome. Each trustee and officer of Fontbonne University (including the president and vice presidents) will be expected to review this policy annually; to disclose any possible personal, family or business relationships which, when considered in conjunction with the person's position with or the person's relation to the respective organizations, could give rise to conflict involving Fontbonne; and to acknowledge that he/she is acting in accordance with the purpose and spirit of this policy. This responsibility will be met in part by completion of the Conflicts of Interest Questionnaire.

ARTICLE X

Amendments

10.1 Amendments

The Board may amend these Bylaws at any regular or special meeting of the Board by the affirmative vote of two-thirds (2/3) of the Elected Trustees of the Board, provided that written notice of the proposed amendment shall have been provided to the Trustees at least ten (10) days prior to the meeting at which the amendment is to be considered, and provided further that the amendment is not inconsistent with the Act.

Approved by the Board of Trustees on October 17, 2009