

THE LOG

Divine Word College

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A Bulletin for the Divine Word College Community

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THE PRESIDENT *Fr. Tom Ascheman, SVD*

DWC through Other Eyes

SERRA is a movement of Catholic laity named after St. Junipero Serra, OFM, a missionary to Mexico and California. The group is dedicated to the encouragement of vocations to the priesthood and religious life. They also look to further Catholicism by animating its members to fulfill their Christian vocation, through fellowship and education.



Several times a year, the Serra Club of Dubuque, invites students, faculty and staff from Divine Word College to participate in their events. On Sunday March 31, a number of Serrans were invited to the College to share a “culture dinner” hosted by the Colossians formation group. Afterwards, they joined us for Sunday Vespers.

What do you think was their reaction to spending an evening with us?

I received the letter below from Mr. Chuck Olson the president of the Serra Club of Dubuque just a couple of days after their visit.

Dear Fr. Ascheman,

Once again, thank you for inviting the Serrans to share an evening of food and fellowship with the students and staff of Divine Word. It truly is always a great treat for us. The food was excellent and provides a good witness of the variety of cultures represented at Divine Word.

Entering into conversation with the students is enlightening. Learning of their backgrounds is especially interesting. But what struck me most during this visit was Evening Vespers. It was very reverent and seemed to radiate a strong community spirit. There was a strength of faith and commitment that indicated a great joy of everyone present. The participation of everyone in the singing really added to the power of the prayers.



Know that one fruit of the evening is an increased awareness and appreciation of all that is being done at Divine Word. We will keep you in our prayers and ask God to continually bless the work of Divine Word College and the missionary work of the Society of the Divine Word.

Sincerely,

Chuck Olson President
Serra Club of Dubuque

Good food, great company, a moment of prayerful inspiration. The ingredients of a wonderful evening!

HLC Recommendations and DWC Responses

The Higher Learning Commission is the agency to whom we turn to help evaluate the education we offer to students at Divine Word College. In April 2016, some instructors and administrators from other colleges came for a visit, and wrote a 70-page report of their observations and suggestions. At the conclusion of the process, DWC received another ten-year accreditation.

Assurance Argument. In the fall of this year, we are planning to receive HLC visitors once again for the regular 4th year comprehensive review. In preparation, a number of faculty and staff members have been preparing a report on our programs at DWC. In the language of HLC, it is an "Assurance Argument." We look forward to seeing the draft of their report in the coming weeks.

HLC Recommendations and Response. We have also been paying close attention to the suggestions and issues raised in the report of the 2016 visit. Dr. Mathew Kanjirathinkal carefully combed through the report, identifying 32 recommendations to improve our programs. I have attached a document with those HLC recommendations, and the actions we have taken in response.

The document was prepared by the Board of Administration to share with the faculty, staff and students of the college. *Do you have some further suggestions or corrections?* I would be very happy to get your feedback.



Annual Data Collection on Faculty Professional Development (2018)

Deadline Extended: Friday, April 12, 2019

In order to accurately document that all faculty are actively engaged in ongoing professional development activities, the Office of the VP for Academic Affairs compiles and publishes an Annual Report on Faculty Professional Development for submission to the Board of Administration and the Board of Trustees. All faculty, excluding adjuncts, are kindly requested to briefly list their professional development activities during calendar year 2018 (January 1 – December 31) using the six categories indicated below. If there was no activity in a particular category, simply write “nothing to report.” Please email your report to me no later than noon on Friday, April 12, 2019. Thanks in advance for your collaboration.

- Professional Memberships
- Publications
- Presentations
- Conferences Attended
- Performances, Exhibitions
- Other (personal study, research, webinars, etc.)

Dates to Remember

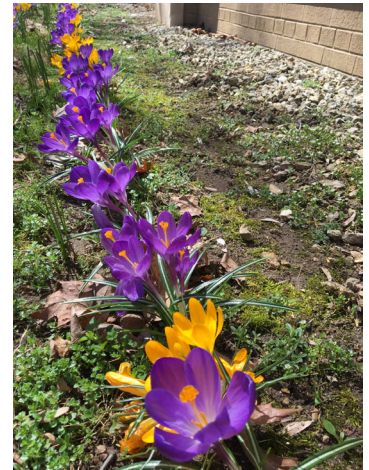
Registration for Undergraduate Students for the Fall 2019 Semester

- Wednesday, April 10 – Friday, April 12, 2019
- Undergraduate students are reminded to meet with their Academic Advisors to register for the Fall 2019 Semester.

Institute of Pastoral Studies at Loyola University Chicago

- Students interested in learning about graduate studies at the Institute of Pastoral Studies at Loyola University Chicago (<https://www.luc.edu/ips>) are invited to an information session at 12:30 p.m. on Friday, April 12, 2019 in room 143 with enrollment advisor Ms. Mariclare Kanaley.

Remember all those flower bulbs
Fr. Tom planted?



VICE PRESIDENT FOR FORMATION DEAN OF STUDENTS

Fr. Bang Tran, SVD

- A friendly reminder that on Wednesday, April 10, **Ministry Reflection** will replace formation meetings. All the formation groups will gather together at 7:30 P.M, in conference room 107 for group ministry theological reflection. Fr. Bang Tran, SVD will help us understand how to do theological reflection in the context of ministry. Those students involved in ministry are expected to come, prepared with one of your ministry experiences as requested. After ministry reflection, a social will follow in the Pour House.
- Saturday, April 13, is scheduled for **ESL ministry** to visit the congregation of the sisters of St. Francis in Dubuque. Those ESL students involved in this ministry please gather at the front entrance at 9:20 A.M.
- Sunday, April 14, begins the **HOLY WEEK**. The schedule will be posted soon on the Student Board. Please be on time and participate actively and prayerfully. Pray that our active participation in this year's HOLY WEEK will enrich our experience of the great truth of God's mercy and love for us and bring us profound peace and joy.
- On Wednesday April 17, all students are required to attend the annual **Lenten reconciliation service** that will be held at 7:30pm in the main chapel. Sr. Carol Welp, SSpS will lead the service.

MINISTRY COORDINATOR

Fr. Long Phi Nguyen, SVD

Ministry Reflections

Ministry Site: **Community Meal in Methodist Church**
(by Marc DeClama)

Since 2015, I came to Divine Word College, I've been given countless opportunities to develop my awareness of my own gifts and use them in the service of others. Over the years, I've been involved in several ministries, usually with the poor in the homeless shelters and the sick in the nursing homes. Through these ministries, I have learned that doing ministry is not merely about going to help others, but rather being with the people, sharing my life and vocation, listening attentively to their stories and accompanying them in their struggles. Each ministry was an instance for me to grow more deeply in my own identity as a disciple of Christ. I have learned that in serving others, even with small things, if I do it with all my heart, it brings joy to their hearts, hope to their spirits and smiles on their faces. All of these experiences have enriched my life and made me who I am today as a servant of others. As I am moving forward to discerning my religious vocation, I pray that God may continue to be at work in my life, guide me and help me to serve others with humility, caring and patience.



Ministry Site: **Lantern Center**
(By Friday Onoja)

I give thanks to God for my successful ministry assignment this semester. I work at the Lantern Center. It is a non-profit organization sponsored by the Sisters of the Presentation since 2002 whose primary service is to provide hospitality, educational opportunities and advocacy to more than 1,000 newcomers (immigrants), especially women, who are striving to better their lives in a new country.

Right from the beginning of my ministry I was about to call for a change because I was afraid that I might not be able to do it. I was afraid that the people I meet may not like the way I tutor them or they may be better than I am. Since I was assigned to work with two students, Jesus and Stephen, I realized that it was truly a blessing for me. Tutoring these two young men for the past few months has really challenged me and yet helped me a lot. It was amazing to see how excited they were when they just learned a new vocabulary that is of help to them in their working places and how grateful they were to receive my help. Often I wonder how much I taught them but I know I learned so much from them by just being with them. One lesson I learned from my ministry is humility. This ministry made me humble with those I encounter both in ministry and in my life. I believe that only in our humility we are able to love and accept them as they are. That is why our Lord Jesus Christ says 'Love one another just as I loved you.' Sometimes leaving the college for ministry was a big deal because I was tired after a long day and I did not feel like going anywhere, but immediately as we set on our way, I feel a great sense of comfort and strength. As a group, we started our ministry with a short prayer. I thank God for giving us this opportunity to serve others. I also thank God for my ministry group members for their mutual support because I can't do it on my own but with them and with God's grace and love, we can make a difference in those we serve. Pray that God may continue to help us and grant us peace.

Ministry Site: **Hills and Dales**
(By Sr. Florence Muturi, LSOF)

For the past two years I've been assigned to do ministry at Hills and Dales. It is a human services organization that provides services to children and young adults with severe and profound mental and physical disabilities. I remembered vividly on the first day of my ministry as I left the facility, I couldn't help but questioned "God, why did you create these children like this?"

This question lingered in my mind after seeing the children who were both disabled cognitively and physically. Genesis 1:31 insight answered my question as it said after God created everything He saw it was good. Working with the disabled children was not easy but it has changed my life and my way of thinking, seeing things and needs of others including myself in the world at large. First, it has given me the courage and chance to experience a new ministry that I have never imagined in my life. Secondly, it has opened me to the diversity of people and ministry that make up the body of Christ with various needs. Third, as a missionary it has taught me to embrace Christ with love and presence in the different ways the world presents Him to me. Last but not the least, it has taught me the value of love. As St. Joseph Freinademetz said, the greatest language that all people can understand is the language of love.



DEVELOPMENT DIRECTOR *Fr. Linh Pham, SVD*

Donor Appreciation - On behalf of the Development Staff, I would like to express our heartfelt gratitude for your assistance and participation in making our guests and benefactors feel at home in the 2019 Donor Appreciation Mass and Luncheon. Our benefactors at today's event certainly left for home having experienced plenty of God's love and mercy.

We are grateful for the presence at the liturgy and luncheon of Fr. Tom Ascherman and Fr. Adam MacDonald and SVD brothers and priests given their busy schedules and commitments.

We cannot fail to mention the hard work of Ms. Brenda and the kitchen staff, student singers and choir under the direction of Prof. Evelyn Dias and the Chaplain, Fr. Sonny deClass, as well as students welcoming guests and benefactors.

Thank you all! The Development Staff



A Note from the College Counselor

Dear Colleagues and Students,

I would like to let you know that I will go back to my home country upon the completion of this academic year. In the past few years, the condition of my parents has necessitated my frequent contacts and visits with them. Their health has been deteriorating quickly and has prompted me to reconsider my original plan of serving and working here at DWC for as long as I can.

It's been an invaluable experience to be able to share community life with all of you the past six years.

To my colleagues, it's been a pleasure to have been able to work with you, especially those with whom I have had the opportunities for mutual support and close collaboration. Thank you very much!

To our students, I feel so blessed to have been in your service. It is indeed an honor to have been part of your life journey at DWC. Thank you for your openness and trust, which have allowed me to accompany you, especially at the beginning of your new life at DWC and at moments when you needed someone to confide your struggles and challenges. I am very grateful to each of you!

To my SVD brothers, your fraternal love, care, and constant support have made my life at the College more enjoyable and memorable. Words cannot fully express my indebtedness to you!

Please continue to keep my parents and myself in your prayers as I embark on a new phase of my life journey.

Blessings to all of you!

GRATITUDE IS THE MEMORY OF THE HEART

Fr. Pablito Tagura, SVD

Tempus fugit! Time flies! When someone is engaged into something that he/she enjoys doing and finds legitimate pleasure in it – he/she becomes oblivious of the passing of time. One could be “lost” and enthralled by a musical piece, a gripping, suspenseful and thrilling movie, a closely contested game or simply engrossed conversing with friends who are dear. When we enjoy doing something and are passionately engaged with it, then we lose track of time and when it ends, we simply say, time is short! But boredom and disinterestedness make one feel time as dragging, dull and onerous.

My teaching stint at DWC may generally be considered as playful and joyful – arguably, I am in my best element in the classroom, like fish to water. I hardly noticed that almost two years have gone by because I am engaged in something that I enjoy doing. But as they say, all good things must come to an end. After the current semester, I will be going back to the Philippines to either teach in the SVD run Christ the King Mission Seminary in Manila or work, either at the University of San Carlos or Holy Name University, both SVD owned and located in Southern Philippines. I always believe that God will lead me where He needs me.

I have learned to love the unique and special ministry of the SVD here at DWC and it is with a heavy heart that I leave this place. THANK YOU for your welcome, friendship and kindness! My gratitude goes to Fr. President, Tom Ascherman, SVD for facilitating my second “tour of duty” here at DWC, especially when he was still Provincial Superior of the SVD Chicago Province; my heartfelt thanks to Fr. VPAA, John Szukalski, SVD for trusting me to be the chair of the Theology and Philosophy Department for two years.

To all the Faculty, Staff, SVD confreres and especially my students, a sincere THANKS from the bottom of my heart! My stay here afforded me valuable and positive lessons in the beauty of life – from your simple smiles, words of affirmations, greetings, welcome to acts of concern and understanding. I will always keep you in my prayers.

As they say, if it is truly very good, you keep coming back for more! When Michael Jordan, the legendary and probably the greatest basketball player of all time, was asked if he would entertain the idea of coming back to basketball after he announced his first retirement, he said: “I would never say never.” Who knows, three to five years down the road, I will make a third “tour of duty” here at Divine Word College, where it feels like you belong to a FAMILY!

VICE PRESIDENT FOR OPERATIONS

Mr. Steve Winger

Computer Issue – During Spring Break week we had a hardware failure in one of our servers. That hardware failure caused us to have about two days of difficulties. The hardware failure was repaired and all should be working as normal now.



April 18-21	Holy Week Triduum
May 2	DWC Recognition and Award Luncheon
May 3-4	Board of Trustees Meeting
May 4	Local Alumni Event
May 10	Classes End
May 13-16	Final Exam Week
May 17	Commencement
May 31	ESL Placement Testing/Registration for Summer ESL Classes
June 3	ESL Summer Classes begin

Responses to HLC Recommendations – Visit of 2016
Board of Administration Review March 2019
(2019-04-09)

	HLC Recommendation	DWC Responses
1.	<p><i>Graduation and Persistence Rates.</i> “Since only 50% of students are actually seeking to graduate with a bachelor's degree, the calculations of graduation and persistent rates for the federal government could be revised to a higher amount if the total number of enrolled students included only those planning to graduate with a bachelor's degree were used instead of including those students in the ESL program and special students.” (p. 5)</p>	<p>Academics and Admissions have recently revised and defined how students are classified as to undergraduates and ESL. The “special” students category will no longer be used. With the reclassification, an accurate IPEDS report can now be generated through Populi. Mr. Uhal also noted that HLC recommended two systems, one for IPEDS reporting and another internal report for tracking students as to whether they completed the studies they enrolled to do at DWC. Fr. Szukalski said that these students could be tagged in Populi so they would not be counted in IPEDS but would be included in a special report for internal purposes of tracking students to completion.</p> <p>Fr. Ascheman cited the following points:</p> <p>A recent review of the 197 exiting students over the past four academic years: 66 were for ESL only and 13 were part-time auditors.</p> <p>In all 118 studied full-time in the undergraduate program. Of these:</p> <ul style="list-style-type: none"> • 74 graduated with a BA or an AA. • 10 completed post-baccalaureate studies in pre-theology. • 8 completed post-baccalaureate studies as part of an orientation to ministry. • 16 withdrew. • 10 transferred to other schools. <p>In summary, 92 of 118 (77.9%) completed the undergraduate-level studies they planned.</p>

2.	Open communication. “The college has an opportunity and responsibility to ensure future decision making processes are participative, open, and well communicated, as it seeks to strengthen trust and cooperation going forward.” (p. 11)	This was addressed by the Task Force on Shared Governance. The LOG has become the official tool for sharing information. It has proven to be an effective means of promoting greater participation in decision-making.
3.	Admissions policy. “What seems less clear from published materials is the criteria for admission.”(p. 12)	Mr. Uhal noted that the criteria is well defined, but agreed that he needs to reorganize the admissions policy. His target date for completion is July 1.
4.	College catalog. “... [T]he catalog comes out once every three years.” (p.12)	The Catalog is published every year and updated on the website throughout the academic year when changes are approved.
5.	Catalog and website. Lack of consistency between catalog and website. (p. 12)	Complete - The recommendation has been addressed by establishing a Website Advisory Committee to make needed updates. This committee should meet at least once in the Spring and Fall, or more often as necessary. Fr. Ascherman spoke to the chair of the committee and the policy description will include the scheduled meeting.
6.	Updates. Update key materials (Catalog, faculty handbook, website, etc.). (p.12)	The Catalog and Website are complete. The handbook updates are in process.
7.	Faculty development. “Activities to raise faculty awareness of best practices in regard to teaching research skills, fostering academic integrity, or conducting research are sporadic.” (p. 17)	These activities have been addressed by the Faculty Senate and at the Faculty Institute. Faculty participation in conferences has improved. It is also being addressed in academic writing.
8.	Academic honesty. “There is no articulation in the catalog of the process involved when it has been determined that an academic violation may have occurred. It will be important for the policy on academic honesty to be articulated and easily accessible to students in the catalog, including	There is a policy in place. The Academic Appeals Committee is interim at this time and will not be finalized until Fall 2019.

	information on how to appeal the allegation.” (p.18).	
9.	English language instruction. “Students who struggle in their development of ESL skills face challenges as they move more deeply into the curriculum, which is one of the issues the college has identified, especially given recent changes regarding the system of "levels" within the ESL program. This issue of language preparation needs continued attention to ensure students are ready and able to move into their undergraduate studies following ESL instruction.” (p. 23).	The implementation of the 8-week, 8-level curriculum in ESL is helping to improve the situation.
10.	Faculty reviews. “While budgets for faculty professional development have not been fully utilized in recent years, leaving a surplus of funds at the end of the year, a recent emphasis has been placed on annual performance reviews and continuing professional and scholarly activities. The reviews were cited as one source of friction between some faculty and the administration, with faculty members noting that their primary role is teaching rather than scholarship and research. However, it should be noted that the faculty handbook section on faculty reviews includes a commitment to effective teaching that is weighted more heavily than other categories, in addition to the emphasis on engagement with scholarly and professional activities and service. Engagement by students with creative work or original research was not presented as an element of the curriculum.” (P. 23)	In process.

11.	<i>Student satisfaction.</i> “The HLC Student Opinion Survey shows that overall students are satisfied with their experiences at DWC (mean of 4.12) and only 2 areas (availability of courses and enrollment communication) with scores slightly less 4.0 (3.71 and 3.89.” (p. 24)	An internal review of Theology and Religious Studies was completed recently. Some good suggestions for the program came from this review.
12.	<i>Compliance.</i> “We especially encourage the institution to become much more aware of, and attentive to, ensuring that all Federal, State and HLC compliance requirements are met and adhered to in the future. Hiring a full-time HR and compliance officer was a good first step but her efforts to meet and address compliance requirements must be supported from the top down.” (p. 25).	<p>Ongoing – The hiring of a full-time HR person proved ineffective. A reorganization of the office of the Vice President for Operations and the use of consultant resources, such as Cottingham & Butler and SafeColleges training, has proved more effective.</p> <p>Fr. Ascheman asks each Vice President to compile a list of compliance efforts that are required within their area/office. A combined list of compliance requirements includes dates for reporting and responsibility. It will be published in the LOG.</p>
13.	<i>Food service.</i> “Concerns were expressed about the food which, from our point of view, have merit due to the internationality of the student body. It was suggested that efforts to be more attentive to the dietary needs of students from different cultures would be appropriate.” (p.26).	<p>Ongoing – DWC hired a new food director. There is a standing Food Committee. Food surveys are periodically distributed. More vegetable choices are available. A student kitchen was installed near the student community wing.</p> <p>The Board suggested that the Food Director may want to periodically inquire from the students about what they have liked or disliked on the menu. She could put a suggestion box in the lunch room for two weeks and ask students to put their comments in the box.</p>
14.	<i>Academics and formation.</i> “One of the tensions we learned about is the relationship of advising and the formation process where the approach with a student may be thought of differently from the perspective of an academic matter and formation matter. In fact, the relationship between the educational mission of the academic program and	Ongoing – there are issues with students feeling burdened with many requirements and some say that they do not have enough time for study. Also, in some cases, faculty do not have a very complete understanding of the personal formation program.

	the mission of the formation program is a topic which is currently being discussed given the overlap and different perspectives that may have an impact on the students.” (p.26).	
15.	<i>Cultural events.</i> “Students are exposed to regularly scheduled speakers, cultural events and activities that add to and are part of the non-academic portion of the DWC experience. While most students felt these activities were informative and worthwhile to their formation, several of the nontraditional aged sisters who have completed some or all of their vows expressed a desire to be given the opportunity to decide if attendance was necessary as they may not apply to them as directly as other students.” (p.28).	<p>The current Cultural Events Committee is dormant. Our earlier experience of cultural events was not appealing to students, especially scheduled speakers. More recently, other optional events have been scheduled such as Art Gallery openings, musical presentations. The regular DWC celebrations of Mission Sunday, Our Lady of Guadalupe, St. Josephine Bakhita, and Lunar New Year have offered opportunities for cultural events and speakers that do not further burden the schedule.</p> <p>The question of ongoing formation for Sisters in perpetual vows is currently being addressed by the Formation committee. They are discussing a formation program more appropriate to the needs of Sisters who have completed initial formation.</p>
16.	<i>Co-curricular assessment.</i> “The Religious Formation Program is arguably an example of both a curricular and a co-curricular program, and it has a detailed and intensive process to measure and document the growth of students towards the intended outcomes. However, there has not been an identification of assessment activities in relation to any other co-curricular endeavors at DWC.” (p. 33).	Not all co-curricular activities benefit from assessment. A wide variety of co-curricular activities are discussed in the formation program reviews, and they sometimes emerge in the exit interviews for particular comment.
17.	<i>Assessment report.</i> “What is less clear from the presented documents is what were the findings of previous assessment efforts and how did those specific findings lead to the recent changes (vs. general acknowledgments that past assessment tools had not been effective). It has also been	The College has hired Mr. Paul Stamm as the Director of Educational Technology and Institutional Effectiveness, who chairs the Assessment Committee, which has been reorganized. The committee is making progress toward publishing an annual assessment report.

	<p>acknowledged that there is not a history of generating a campus-wide annual assessment report that might provide an overview of progress and identify how the institution is being responsive to what it is finding. While the Assessment Committee is receiving assessment reports from each program, the next phase will be the development of a campus-wide annual assessment report to summarize the overall progress of assessment at DWC.” (p. 34).</p>	<p>The Assessment Committee reviews progress in the areas of the undergraduate program, Intensive English Language Institute [IELI], religious formation program and operations.</p> <p>Institutional Assessment is tracked especially through the strategic plan, approved by the Board of Trustees. The Board receives updates on the Strategic Plan twice a year.</p> <p>An Annual Assessment Report will be generated in October 2019 with committee review. The President will address this in his report to the Board of Trustees in May 2019.</p>
18.	<p><i>ESL and undergraduate persistence.</i> “The college has provided ample evidence that it is tracking and addressing retention and completion among its degree-seeking students. Data provided during the site visit suggest half of DWC students are not formally in the undergraduate program, with 29% of current full-time students committed to the ESL program, and another 21% being “special students” attending DWC on a temporary basis (mostly within the ESL program as well). This includes an established 60% target rate for retention and a stated strategic planning goal to set and address a graduation rate. It was less clear whether parallel efforts exist to track and analyze patterns of persistence among the other half of its students.” (p. 36).</p>	<p>As noted in response to No. 1:</p> <p>A recent review of the 197 exiting students over the past four academic years: 66 were for ESL only and 13 were part-time auditors.</p> <p>In all 118 studied full-time in the undergraduate program. Of these:</p> <ul style="list-style-type: none"> • 74 graduated with a BA or an AA. • 10 completed post-baccalaureate studies in pre-theology. • 8 completed post-baccalaureate studies as part of an orientation to ministry. • 16 withdrew. • 10 transferred to other schools. <p>In summary, 92 of 118 (77.9%) completed the undergraduate-level studies they planned.</p> <p>Of the 66 students who enrolled for ESL only, 1 withdrew, 2 transferred out, 63 completed the studies they initiated.</p> <p>Of the 118 students who studied in the undergraduate program, 73 matriculated from ESL.</p>

		<ul style="list-style-type: none"> • 61 moved from ESL into a BA or AA program • 4 from ESL moved into pre-theology • 8 from ESL moved into orientation to ministry
19.	<i>Graduation and persistence measures.</i> “Given the unique characteristics of the student body with only one half of the students in an undergraduate degree program, DWC should document progress towards student retention, persistence, and completion in more detail and use measures that are more suitable to their student populations.” (p. 37).	Same response as in No. 18 above.
20.	<i>Technology.</i> “Technology, although sufficient, was mentioned as an area students would like to see improvement.” (p. 38).	In accord to the Strategic Plan, a campus-wide survey was conducted in Spring 2019. The computer needs of the College will be incorporated into the Capital Improvement Plan (CIP). A new server was recently purchased.
21.	<i>Faculty professional development.</i> “A weakness of DWC is the lack of emphasis on the importance of the professional development of faculty and staff. (p. 39). In fact, the faculty development budget for attendance at meetings and conferences retains a surplus most years.”	<p>Professional Development is now included in faculty evaluations. Department chairs are asked to encourage professional development within their departments.</p> <p>The Vice President for Academic Affairs collects reports from faculty on professional development and produces a report that is shared with the DWC faculty and Board of Trustees.</p>
22.	<i>Staff professional development.</i> “While annual reviews are beginning to occur for the faculty and the new compliance officer is attempting to institute annual reviews for staff that seek professional improvement which will benefit the student experience, there has been considerable resistance to such efforts. The team found no evidence of administrators attending conferences or developing relationships with peer institutions	<p>Staff job appraisals also include a listing of professional development. A dedicated line has been added to the budget within respective departments for staff development. The Vice President for Operations gathers the information on professional development and reports it to the Board of Administration.</p> <p>The president includes a summary of the professional development reports for faculty, staff, and administration in the LOG and shares it with the Board of Trustees.</p>

	to learn about best practices, Federal/State/HLC compliance changes, and requirements or methods for better managing their areas of responsibility.” (p. 39).	When the professional development report is published, it will be separated into faculty, staff, and administrators. The report for 2017-2018 did not separate administrators from the faculty.
23.	<i>From consensus model to professional model.</i> “While the ‘family’ culture that has marked the DWC experience in the past is laudable, higher education today requires all institutions, no matter the size, to be in compliance with an increasing number of regulations and requirements. It was apparent that a level of tension exists between faculty/staff and the Boards of Trustees/Administration due to significant changes made by the Boards of Trustees/Administration. The Boards believe these changes are necessary for DWC to grow and achieve its mission. Change is hard, and not everyone agrees with the actions taken including performance reviews and policy changes such as adding one week to each semester to address Carnegie classification requirements.”	<p>The Trustees and Administration approved changes to move to a more professional environment for DWC to grow and achieve its mission. This includes the performance reviews and policy changes.</p> <p>Adding one week to each semester meets accepted professional standards and credit-hour definitions for Higher Education.</p>
24.	<i>Communication and transparency.</i> However, the tension is exacerbated by the perceived lack of communication and transparency when matters of consequence are decided. Staff and faculty reported that once the explanations were offered, after the fact, they began to understand the decision but argued it would have been so much better if they had been informed and input sought before the final decision was made. Students who spoke eloquently about the positives of the educational experience also stated that DWC is “not perfect” and suggested better communication	<p>Communication is greatly improved, especially in areas of policy changes with the community.</p> <ul style="list-style-type: none"> • The weekly LOG has become the official communication vehicle. • The Board of Administration publishes a summary of its meetings in the LOG. • The Faculty Senate is frequently asked to submit comments to proposed policy changes that affect them. • A survey of food service is conducted from time to time, noting the students comments and sharing the results with the kitchen staff.

	would be welcome listing the food as one area of concern.”	
25.	<i>Increase consultation.</i> “Several of the recently approved policies and procedures also add to the friction that exists between faculty and staff and administration including annual performance reviews, changes to the professional ethics policy, length of the semester, removal of a faculty member from the Board, faculty rank, status of the ESL (or IELI) program and its relationship to the curriculum and, finally, the relationship between the academic and formation programs that are both integral to the DWC educational experience. These are all matters that must be addressed internally using the appropriate committees, including the Faculty Senate, as well as communication between the affected parties including the Board of Administration with final approvals by the Board of Trustees and Board of Directors. The tensions were acknowledged and understood at all levels with an acknowledgement that much work needs to be done to address these concerns.” (p. 42).	These concerns are being addressed through communication and shared governance. Consultation in major areas is wide-spread, particularly through College committees and committees of the Board of Trustees.
26.	<i>Presidential succession.</i> “One issue that may prove to be an obstacle for moving forward is the role of the president who, may or may not continue in this vitally important role next year in 2017. Members from the Boards of Directors, Trustees and Administration were not aware of any succession plan for the president which could delay progress for addressing some or all of the issues mentioned.” (p. 42)	An effective Presidential Recruitment Committee was established in the year prior to the election of the new President in May 2017. The chair of the Board of Trustees Strategic Planning committee chaired the committee. Members included trustees, administration, faculty, and formation personnel. Surveys were sent to many stockholders, including alumni. Two town hall meetings were held with the faculty, staff, and students. The two candidates gave a presentation to all the DWC community. The community was given the opportunity to meet the candidates and ask questions. A thorough process took place for the election of the new President, Fr. Tom Ascheman, SVD.

27.	<p>Faculty Senate. “But it must be noted that the newly constituted Faculty Senate is just beginning to define what it can/cannot do and the limits of its authority. In terms of the importance of shared governance, the newly formed Senate will provide insight as to how much progress has been achieved in addressing faculty concerns. Very limited information about the Faculty Senate was found in the various handbooks and documents available to the team.” (p. 42).</p>	<p>The Senate has established its By-Laws, which are included in the Handbook, and is functioning.</p> <p>Minutes of the Faculty Senate are to be posted on the “Cyclops” shared drive.</p>
28.	<p>Handbook updates. “The team learned of efforts by previous students to update the student handbook were moving in a positive direction but ended after they graduated. A review of all handbooks suggests that major attention and revisions to update policies and procedures to ensure compliance and continuity among the various documents should be undertaken as soon as possible. By the next review, DWC is expected to have all administrative, student and faculty handbooks updated and revised. Evidence should be given to show how all constituencies were appropriately engaged, particularly stakeholders.” (p. 42).</p>	<p>A review of the Student Handbook is a priority and is being addressed by members of the Formation Committee.</p> <p>Three other handbooks, faculty, employee, and administration, are being combined into a single DWC handbook. This will facilitate an ongoing review of policies, in consultation with the affected stakeholders.</p>
29.	<p>Strategic planning. “Within the past two and a half years a member of the Board of Administration was authorized to develop a strategic plan which has been accomplished and includes goals, strategies for achieving those goals, timelines and listing of the individuals responsible for accomplishing the goals. The team learned that progress has been made in</p>	<p>Given the small size of the College, most elements of the current strategic plan do not require significant changes in the budget.</p> <p>Major expenses are included in the new Capital Improvement Plan (CIP) which itself is a project of the Strategic Plan. This includes academics, the building and grounds, and IT.</p>

	implementing and achieving goals outlined in the strategic plan but very little attention was paid to linking the strategic plan with the operating budget. In fact the strategic plan is not tied directly to the budget, although the goal is to incorporate strategic and budget planning in 2017.” (p. 43).	
30.	<i>SVD Province subsidy.</i> “This decrease in subsidy from the SVD Province will require significant enrollment and development efforts to offset any decline in support from the Province.”	<p>There is no movement to decrease the Province subsidy; it is not tied to enrollment. DWC is not a tuition-driven institution.</p> <p>The Province has subsidized the seminary since 1912. A decrease in subsidy in recent years is due to great success in fundraising by the Development Office.</p>
31.	<i>Compliance issues.</i> “In many ways, DWC, is unique in its mission, dual purpose of combining academic and spiritual formation and its rich community of culturally diverse learners. Although all of these elements are very positive and a source of great and legitimate pride for DWC they have created a sense of insularity where they have not paid as much attention to outside forces and influences that may and have impacted their sense of "family" including three EEOC claims—all resolved, Federal and HLC compliance issues including lower than expected CFI score 2 years in a row. The team learned that the Board of Administration is aware of these issues and are addressing them. One key example is their decision to hire a full-time HR and Compliance Officer.” (p. 43)	<p>The three EEOC claims were extraordinary in the 55-year history of the College and were dismissed.</p> <p>The reorganization of the administration and appointing the VP for Operations for HR has been effective, in addition to the contractual agreement with Cottingham & Butler Consulting Services.</p> <p>The CFI scores were incorrect due to a clerical error and have since been corrected. The correct score was 3.0 The current CFI score is also 3.0.</p>
32.	<i>Long-term threats.</i> “Consequently, any updates to the strategic plan must incorporate even broader scans of the horizon for potential threats to their	A report to the Board of Trustees last October addressed several wider and longer-term scans of potential threats. It examined three issues: SVD enrollment, SVD subsidy, and SVD personnel. The

	<p>ability attract, retain and graduate students with both a solid undergraduate education and formation experience.” (p.44).</p>	<p>report was shared at the Society’s Provincial Chapter; the members of the Society were satisfied with the conclusions and firmly support the college program.</p> <p>Threats to international students could impact enrollment significantly. Immigration restrictions could affect enrollment at DWC and the work of the SVD in North America.</p>
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