

Tempest Fugit

There is no doubt that most of you have endured the sometimes rankling, sometimes amusing stereotypes about life in the higher education environment. The ones we suffer most this time of the year come as well-intentioned questions and comments: "Are you enjoying your summer break?" "When will school be opening?" "I guess things are kind of slow up there at the college, with the students gone."

Of course, everyone reading this newsletter is aware that healthy colleges and universities operate actively over the summer months, not only to wrap up business from the previous academic year but to prepare for the upcoming fall term(s). (Even the 9-month faculty members are not really "off" between May and August, as some of you know well!). Because we are such a successful university, Lindenwood's "summer break" is perhaps the busiest time of its calendar year. This season, we have accomplished numerous projects aimed at both ensuring the excellent operations for the coming year and building for overall progress of the school into the indefinite future. Among other many other undertakings, we have accomplished the following this summer:

- Our new Master of Science in Information Technology Management was approved by the Deans' Council and the President for its debut this fall quarter.
- We applied for and commenced the necessary processes to seek ACBSP (Association of Collegiate Business Schools and Programs) accreditation for our Business Administration programs.
- We began investigating requirements and options for offering a doctoral degree in the area of business and management.
- Lindenwood's Social Work program completed Benchmark III of the CSWE (Council on Social Work Accreditation) accreditation process and will be visited by a Council representative early this fall.
- The University completed the hiring of 24 new professors – 14 women and 10 men – to start the upcoming academic year, with more than half of those individuals filling new positions.
- Jann Weitzel, Rick Boyle, and our Communications Office combined efforts to produce the University's (*Presenting Our*) *New Faculty* booklet, the first of its kind in at least three decades; copies will be available to all members of the Lindenwood Community in about two weeks.
- Our impressive Weldon Spring facility opened its doors with two successful grand openings – on July 26 (for LU Board members, business leaders, and other community dignitaries) and August 4 (for the public), respectively.
- Our Institutional Advancement Office planned or renewed fundraising campaigns for the new residence halls (Dorms G and H), the Boone Campus Education and Visitor's Center, Harmon Hall Expansion, the Belleville Theatre, a Lindenwood Trap and Skeet Range, MasterCard Mathematics Education Grants, and many other initiatives.

- We initiated construction of the Howell House and nearly completed construction of the Flanders Callaway House at our Boone Campus.
- We engaged a developer (DESCO) to conduct preliminary steps toward construction of the retail center (a.k.a. Campus Town) adjacent to our St. Charles Campus.
- We added a beautiful wheelchair-accessible entrance ramp to the front door of Roemer Hall.
- Lindenwood's contractors expanded the bridge over Boschert Creek to two lanes.
- The Office of Student Development (formerly Campus Life) and our physical plant workforce (Housekeeping and Maintenance) cleaned, upgraded, and prepared our residences and residence halls for the imminent influx of more than 3400 residential students.

There are, of course, too many projects and accomplishments to acknowledge in this chronicle. One would be remiss, however, for failing to mention that we are in the midst of adding amenities and some new furniture to one of our students' favorite gathering places – the Loft (in the lower level of Butler Hall). You might wish to pay a visit there in a couple of weeks (when the project will be complete) and view the improvements.

Also noteworthy is the addition of a first-rate coffee shop, **Java 201**, to the Margaret Leggat Butler Library. We anticipate the new shop will draw a brisk business and add another classy touch to a university library that surely has become the envy of the Midwestern higher education community. Congratulations to Liz MacDonald and her adept team for all of the recent enhancements in Lindenwood's library services.

Finally, our Board of Directors approved, in principle, a gradual expansion of our Day College, at the rate of about 75 full-time day students per year (50 residents and 25 commuters), beginning in the fall of 2008. The expansion will include the construction of a 45,000-50,000 square-foot Lindenwood Commons Hall, which will be a combined auxiliary dining hall and student center. The dining hall will hold about 50% of the number of students we can accommodate at mealtime in the Spellmann Center. The student center level could have a music listening room, a couple of game rooms, a fireplace, several sitting areas, and offices for LSGA and Student Activities (among other features yet to be conceived). We will build apartment-style units to house the new resident students. These units will be located on the back campus and likely will be constructed in clusters of five at a time. Each unit probably will contain five apartments, with each apartment accommodating two students. Between 2008 and 2016, the plan is to build 40 such units to accommodate a total of 400 additional resident students.

Faculty and Staff News

Speaking of congratulatory matters, please join me in expressing kudos to Dr. Ed Morris for the publication of his scholarly analysis of some of the philosophical and business concepts contributing to Lindenwood's success since 1990. His work, titled *The Lindenwood Model: An Antidote for What Ails Undergraduate Education*, is 202 pages long and goes beyond mere edu-economics. In fact, it boldly opens and discusses fundamental questions about the relative value of timeworn customs and beliefs in

American Higher Education. Lindenwood employees are entitled to a 50% discount on the price of the book, and I'll bet Dr. Morris would be willing to sign your copy.

Congratulations are also in order for Dr. David Knotts, who has been appointed to the position of Dean of the Boone Campus. Dr. Knotts, who reports to the V-P for Academics and the V-P for Operations and Finance, has considerable career experience in operating outdoor education and educational tourism programs. As a member of the Deans Council, he will work with our academic deans to expand and enhance higher-education programs at the Boone site.

Dr. C.W. Stewart has been appointed to the position of Director of Corporate and Major Gifts and reports to the V-P for Institutional Advancement. Dr. Stewart is a veteran fundraiser in the higher-education arena and will appreciably strengthen our institutional advancement operations.

Mr. Kerry Cox, one of our first Christian Ministry Studies graduates, has joined us as Director of Student Activities. Mr. Cox replaces Eric Click, who left his Lindenwood post to pursue doctoral studies. Mr. Cox, who had been a founding Associate Pastor at Wentzville Crossing Church, comes to us with many interesting ideas for making Lindenwood's student activities program more meaningful, engaging, and effective. He will be assisted by Amanda Buckingham and Megan Teal. This new Student Activities team looks forward to working cooperatively with you to enrich the college experience of all of our students. Welcome, Kerry!

Please be sure to congratulate Randy Biggerstaff for receiving the College-University Athletic Trainers' Committee's NAIA Head Athletic Trainer of the Year Award. He received the award at a ceremony held as part of the CUATC annual meeting this summer.

First Year Programs

We have to admire the excellent job Dr. Shane Williamson, Director of First-Year Programs, has done – and continues to do – to create an engaging and informative experience for our freshmen. Not only has she lengthened and strengthened the Community Living class (LUL 101), she has conducted training sessions for all instructors offering that course.

Dr. Williamson also has put the finishing touches on the first pre-semester Freshman Orientation Program the University has sponsored in more than two decades. She has scheduled a full slate of educational and developmental sessions, events, and activities, including (but not limited to) the following:

- Orientation sessions for the FY students and their parents
- Residence hall and commuter receptions
- Initial LUL 101 meetings with emphasis on team building
- Assessment sessions to ascertain student interests and expectations
- Various special barbecues and other social sessions
- Writing assessments

- Academic Division receptions
- An informational event regarding student organizations at Lindenwood
- Individual sessions between students and their advisors
- Athletic events
- An ecumenical worship service on Sunday, August 26
- Many other experiences

The whole campus community, including you, will be involved in this growth-promoting series aimed at helping our first-year students maximize their success in college. Dr. Williamson has also assembled an orientation program for freshman who will be joining us in January. These exciting new initiatives should produce measurable changes in student achievement and graduation rates at Lindenwood.

Government Watch

If you have been even casually following the adventures of the U.S. Congress in its proceedings aimed at reauthorizing the Higher Education Act, you are aware that proposals were made that would have seriously jeopardized the quality of American Higher Education. Specifically, it appeared that the U.S. Department of Education would collaborate with the House and Senate to foist a one-size-fits-all mission and purpose on all institutions of higher education in this country – including independent universities. Another feature of the early proceedings was a proposal for the abolition or trivialization of peer-evaluation systems of accreditation that have been the core of America's superior system of higher education. The reauthorization bill that the Senate just completed, however, backs off considerably from the draconian propositions broached earlier.

There are two major implications for Lindenwood stemming from the Senate's version of the bill:

1. Regional accrediting organizations – the Higher Learning Commission, in our case – will be required to more stringently scrutinize how universities assess student achievement, in terms of both quality and mission relevance. Our successful assessment system will have to grow and improve even more to meet the new guidelines.
2. Regional accrediting organizations will be required to review the adequacy of each university's transfer of credit policy, to ensure that the university has a clearly written policy and makes it public. We will have to communicate and implement our policy with greater precision and consistency.

We will not have a problem satisfying these new strictures. However, these changes will likely not be the whole story of the revised congressional act. The House will craft its own version of the HEA in September, and its product might be more complex and demanding than the Senate's. After the House and Senate agree on the HEA, President Bush will review it and presumably sign it into law.

State of the University, as Regards Enrollments

Lindenwood continues to show growth in most of her programs. Here are some examples:

- LCIE enrollments grew 7%, 6%, 8%, and 7% in the F, W, S, and Su quarters of 2006-07 when compared to corresponding terms in 2005-06.
- Extension programs in Teacher Education were up by 12% this past spring when compared to spring of 2006.
- We started our new Doctor of Education degree program with 122 students last January and will double that number this fall when we add new students here with as many as 100 doctoral matriculants in our Southwest Missouri extension program.
- Daytime summer enrollments (where one enrollment equals one student taking one class) exceeded 4,000 for the first time in the University's history.
- Our residential-student accommodations were more than full by the end of July this year, with all 3491 beds spoken for by that time, and we have more than 100 students on a waiting list (or "in the pipeline," as we are wont to say).

What's more, we have objective data demonstrating inarguably that the quality of admitted students continues to improve. This positive change is a tribute to this campus community as a whole and should not be attributed to any particular persons or office – past or present. You all help Lindenwood attract progressively better students by what you contribute every day. It's all about supply and demand, and demand is strong because we treat people well and offer a high-quality higher education experience.

Although we are virtually out of room for additional residential students, we can accept a few more commuters for this fall semester. Also, a student who wishes to apply for residential status now may do so; he or she would have to start the term as a commuter but might advance to a residential slot during the course of the semester as normal attrition takes place.

Momentous Moments in Lindenwood History

Every university that has been in existence very long at all has its heroes, kings, queens, and notable characters. Those perceptions and images form the emotional core and folklore of a campus culture. As well, every mature campus has one or more saviors in its history. Almost everyone presently at Lindenwood is cognizant and deeply appreciative of the life-saving intervention wrought by the advent of Dennis Spellmann and his management system and team during the 1990s. Dennis was one of Lindenwood's saviors.

Those of you who have been here many years or who had enough intrinsic interest to study the distant past of this University are aware of other heroes and saviors. In particular, we often acknowledge Colonel Butler for keeping Lindenwood afloat early in the 20th century, by virtue of a generous monetary gift. He believed in our mission (which is fundamentally the same now as it was in his day), and he did what was necessary to ensure the vital continuation of that mission. Colonel Butler was one of Lindenwood's saviors.

What many of you might not know is that our Lindenwood College for Individualized Education (LCIE) saved the University in the 1970s. Without the creation of LCIE and

its consistent success, there would have been no Lindenwood for us to turn around in the 1990s. Little did I know, upon arriving at Lindenwood in 1974, that this charming, picturesque college had been cannibalizing its endowment for several years and had almost nothing left on the bones. At the first faculty meeting I attended, President Franc McCluer stated in no uncertain terms that unless there was a drastic change in Lindenwood's situation, the school would close permanently no later than 1979. That was a rude awakening for a new assistant professor of psychology, who was still naïve enough to believe that bad things do not happen to good institutions.

A few months after I suffered my first reality shock as a young professional, Lindenwood's Board of Directors engaged a new President, Dr. William Spencer, an Easterner who had presided over another liberal arts college prior to accepting the lead position here. Faced with a dire financial challenge and holding little faith in the strength of the market for a liberal arts education, President Spencer decided to try out a model of adult higher education that was a melding of new systems being used at Antioch College and Goddard College – an accelerated evening program for people who work full-time during the day. He engaged a consultant named Craig Eisendrath, a young man with a Ph.D. in American Studies from Harvard and some experience with the Antioch and Goddard models. Craig and his wife, Polly, began meeting with several of us throughout the winter and spring of the 1974-75 academic year. The task force was chaired by Dr. Boyd Morros (Lucy Morros' spouse) and included Dr. Linda Nelson (another assistant professor of psychology), Dr. Ed Balog (assistant professor of history), yours truly, and a couple of other participants who met with us from time to time. Craig also called in other consultants on occasion.

The Lindenwood faculty was quite suspicious of a program that was very progressive and relatively untested at the time – and that had been the brainchild of the College president rather than springing from a faculty initiative. There were several faculty meetings in which this radical new idea was debated, dissected, and, at times, scorned. Realizing the severity of the school's financial problem, however, the faculty finally voted to implement the LC 4 (as LCIE was first named) project on a trial basis, with Craig Eisendrath serving as its first dean. The plan was to offer this accelerated delivery format at three sites initially: St. Charles/St. Louis, Washington, DC, and Santa Monica, California. The vision was that each center would grow to serve a maximum of 450 students. (Presently LCIE serves about 1800 to 2000 students per term.)

The Santa Monica program started out reasonably healthy, but eventually we had to dismantle it due to insufficient enrollments. Despite amassing viable enrollments, the DC campus, which was located in a beautiful old building on DuPont Circle, was too far away to be monitored for quality control purposes. Consequently, we decommissioned that center as well – but for reasons of intellectual integrity, not for financial reasons. The St. Charles/St. Louis venue has prospered since its inception. It provided enough additional cash flow to enable us to continue operations through the 1980s. There is no doubt that this University would not be in existence now had President Spencer's idea not been accepted and implemented. LCIE is one of Lindenwood's saviors.

The Lindenwood faculty of the 1970s was so skeptical about the ability of an accelerated program to maintain adequate quality standards that it established a new committee on academic standards, called the LC 4 Academic Standards Committee. Only the LCIE curricula and faculty members were subject to the scrutiny of this watchdog committee. Perhaps as a result of this exceptional surveillance, LCIE became a paragon of rigor in its early days and still requires more reading and writing than many college students would be able to handle.

It is ironic that the one part of Lindenwood's academic operation that initially was most doubted by our faculty has been the program most frequently praised by the Higher Learning Commission. The HLC has consistently characterized the LCIE division as a "model for adult higher education." Of course, the success of the approach is well known to all of us today. I believe it sets the standard for "accelerated" evening programs in this region.

Graduating to Best Usage

The use of the verb "graduate" is changing. "Graduate" was a *transitive* verb in its oldest expression: Example: "The university will graduate the student in 2009" (that is, confer a degree upon the student in that year).

Recently the transitive form of the verb has reversed the direction of the expressed action. Thus, we hear some of our students say: "I graduated high school in 2005 and expect to graduate college in 2009 or 2010." Now instead of conveying that the institution is conferring a degree to the student, the verb implies that student is conferring some status on the institution – if you take the literal meaning of the statement. In other words, this newer parlance is nonsensical. Although today's grammarians hesitate to proclaim that any usage is incorrect, what some of them will say is that this newer transitive form of the verb is "least preferred" or "most likely to be condemned." Allow me to expressly "condemn" today's misuse of "graduate."

The *intransitive form* of the verb is preferred and is the usage we should encourage in our students: "I graduated from high school in 2005 and expect to graduate from college in 2009 or 2010."

Looking Forward to the Fall Terms

In light of the overflow of full-time day students cited above, you might be wondering how we plan to accommodate the mealtime demands of our daytime student population. After all, there were long lunch lines at the Spellmann Center last August and September. Julie Mueller and Ralph Pfremer have planned the following provisions:

- Each meal period will be long again this year, spanning at a three-hour interval Monday through Thursday, to accommodate several waves of students.
- For lunch, grab-and-go box lunches will be available at the Loft and the Chuck Wagon (lower level of the Spellmann Campus Center) and perhaps at a third location yet to be determined.
- Additionally, lunches will be presented on the Quadrangle of the Heritage Campus under a tent-top pavilion that can handle 100 students at a time. This

“Tentalizing” option will feature daily themes, such as brand-name burger sandwiches on some days, pizza on others, submarine sandwiches on still others, *et cetera*. Shall we call it “Soiree at Middy”?

The latter arrangement is an option we feel will please many of our students. It is the *esprit de corps* generated by such challenges that demonstrates the true meaning of the adage, “That’s a good problem to have.”

We are about to enter a time of the year when positive affect on a campus approaches the level associated with baccalaureate and commencement. Is there any place on Earth where such ebullience is more fitting than at Lindenwood University?