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Lindenwood College Self-Study, Spring 1984

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*LINDENWOOD COLLEGE
ST. CHARLES, MISSOURI*

SELF - STUDY

Spring, 1984

WORKSHEET FOR STATEMENT OF AFFILIATION STATUS

INSTITUTION: LINDENWOOD COLLEGES
St. Charles, MO 63301

DATE OF REVIEW: A comprehensive evaluation for continued accreditation
at the Master's degree-granting level

DATE OF THIS REVIEW: April 2-4, 1984

DATE OF SAS: October 26, 1982

DESCRIPTION: Lindenwood Colleges are a private, not-for-profit
institution affiliated with the United Presbyterian
Church.

Institution Recommended Wording: Lindenwood College is a private, non-for-profit
institution with fraternal, but non-legal, ties with the Presbyterian
Church.

Team Recommended Wording: _____

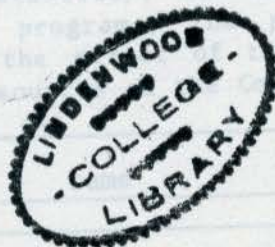
Executive Bd. Recommended Wording: _____

STATUS: Lindenwood Colleges are accredited by the Commission
on Institutions of Higher Education of the North
Central Association of Colleges and Schools.

Institution Recommended Wording: Lindenwood College is accredited by the Commission
on Institutions of Higher Education of the North Central Association

Team Recommended Wording: _____

Executive Bd. Recommended Wording: _____



EDUCATIONAL
PROGRAMS:

The College offers programs leading to the Associate's (vocational-technical curricula); Bachelor's (arts and sciences and professional curricula); and Master's (professional curricula) degrees. They also offer credit and non-credit courses not part of these programs.

Institution

Recommended Wording: same

Team

Recommended Wording: _____

Executive Bd.

Recommended Wording: _____

LOCATIONS:

The Colleges' programs are offered at its campus in St. Charles, Missouri. They also offer credit and non-credit courses at various locations in the St. Louis and Clayton, Missouri area.

The College's programs are offered at its campus

Institution

Recommended Wording: in St. Charles, Missouri. It also offers credit and non-credit courses at various locations in the St. Louis Metropolitan area.

Team

Recommended Wording: _____

Executive Bd.

Recommended Wording: _____

CONTINGENCIES:

The College must address in its self-study report for the next comprehensive evaluation (a) the effects of administrative changes, including the selection of a new President, on the institution, (b) progress in achieving financial stability, and (c) enrollment in the Master's degree programs, the proliferation of these programs, and the effect of this proliferation on the mission and resources of the Colleges.

Institution

Recommended Wording: same

Team

Recommended Wording: _____

Executive Bd.

Recommended Wording: _____

REPORTS REQUIRED: None.

Team Recommended Wording: _____

Executive Bd. Recommended Wording: _____

FOCUSED
EVALUATIONS: None.

Team Recommended Wording: _____

Executive Bd. Recommended Wording: _____

COMPREHENSIVE
EVALUATIONS: Lindenwood College's most recent comprehensive
evaluation occurred in 1981-82. Its next
comprehensive evaluation is scheduled for 1983-84.

Team Recommended Wording: _____

Executive Bd. Recommended Wording: _____

19
1971
1977
1984

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LINDENWOOD COLLEGE
St. Charles, Missouri

SELF-STUDY

Spring 1984

Ref.
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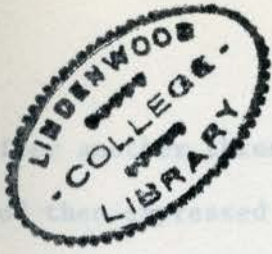
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This review occurred in 1978. While it was a partial review of graduate
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The report of the 1978 team gave high marks to the academic program at
Lindenwood, both undergraduate and graduate. The team did express great
concern over the financial condition of the College and asked for a full



Preface

Lindenwood College is scheduled for a comprehensive evaluation by a North Central Association visiting team in April of 1984. This Self-Study has been developed in preparation for that visit. It has been in process for about one year.

Lindenwood is no stranger to North Central evaluations. In 1970, Lindenwood was evaluated comprehensively and received a normal undergraduate accreditation for a ten-year period. That evaluation came hard on the heels of a decision to admit male students and to create a different calendar and curriculum. Lindenwood itself asked for a new comprehensive evaluation in 1975 to validate the offering of master's level work. On the basis of that evaluation, North Central did extend Lindenwood's accreditation to encompass graduate degree offerings. However, that visit came when the new master's programs were barely underway. The North Central Association asked for a further, focused evaluation after another three years, so that the quality of those graduate programs could be more fully assessed. That review occurred in 1978. While it was a partial review of graduate programs only, it proved impossible, in our Self-Study and in the visiting team's report, to separate parts of the whole in an institution as small as Lindenwood.

The report of the 1978 team gave high marks to the academic program at Lindenwood, both undergraduate and graduate. The team did express great concern over the financial condition of the College and asked for a full

review after another three years; that is, in 1981. The team that visited Lindenwood then expressed many of the same concerns over the financial record of the College, but the team also gave high marks to the academic programs, in spite of the financial situation.

The 1981 team indicated the following strengths which they perceived during their visit:

1. Competent faculty: well-prepared, dedicated, professional.
2. Adult needs of the area being met.
3. Strong faculty evaluation process.
4. Good academic facilities, particularly in the sciences and fine arts.
5. Increased addition of practice to theory: internships, practica, involvement of education students in the public schools.
6. Good adjunct faculty.
7. Progress in the restoration of the campus physical plant.
8. Business Office process improved along with improvements in cash flow.
9. Excellent career counseling.
10. Direct involvement of faculty in recruiting.
11. Improvement in library services.
12. Growing percentage of alumni participation in college affairs.
13. Possibility of a balanced budget.

The team also listed some areas of concern, most of which had been discussed in our Self-Study:

1. No headway in debt liquidation, with debt service draining the annual budget.
2. No development program for fund-raising.
3. No public relations program.
4. No plans to develop community and corporate support.
5. Lack of support from the Board of Directors.
6. Deficient data collection and long-range planning.
7. High student attrition.
8. Some cash-flow problems.
9. Course proliferation.
10. No contingency plans for coping with federal financial-aid cutbacks.
11. Need for new teaching strategies to take advantage of small classes.
12. Low faculty-student ratio with great discrepancies in teaching loads.
13. No remedial support.
14. No organized academic skills center.
15. Decreasing day enrollment.
16. Lack of student facilities such as a gymnasium.

In this Self-Study we believe we can show substantial progress in a number of these areas in the two years since that visit. While these various areas of concern are fully addressed in the Self-Study, a preview is in order.

1. Debt liquidation of roughly one and one-half million dollars in the 1982-3 fiscal year, so that debt service is down by \$165,000.
2. Course proliferation--We argued with the 1981 team that this was an inaccurate observation. We do have a diverse curriculum, but, aside from the basic courses that must occur every year or every semester,

2. The development program has increased gift and grant income by 350%, and a major fund drive is in preparation. A Vice-President for Development is in office, and a Deferred Giving Officer has just been appointed.
3. A full-time public relations officer is making some headway in sharpening public perception of Lindenwood.
4. Community and corporate support has increased dramatically. The local support drive has wide participation by area alumni and businessmen.
5. The Board of Directors has been enlarged and brought up to full strength. Board giving has improved substantially and the Chairman of the Board and another member are co-chairing the Major Funds Campaign.
6. Our data collection is still something of a problem, though it is much improved. A new Digital Equipment Company Vax 11/750 computer will further improve data flow when it comes on-line in January, 1984. Long-Range planning has been underway at an academic level for more than two years and is bearing fruit. A Board-appointed Long-Range Planning Committee containing board members, faculty, students, alumni, and community members has issued one report and will issue another in the Spring of 1984.
7. Student attrition has been reduced significantly in the past two years by the work of the CAP Center, which is discussed in Chapter VII.
8. Cash-flow problems still occur during the summer, though all outside borrowing has been eliminated. All borrowing is internal, from fund to fund.
9. Course proliferation--We argued with the 1981 team that this was an inaccurate observation. We do have a diverse curriculum, but, aside from the basic courses that must occur every year or every semester, we are making a large effort to resolve the problems that exist.

almost all other courses are offered only every other year. We do not have any current move to increase the number of courses taught. Indeed, a curriculum review undertaken in 1981 has reduced the actual number of courses offered.

10. Financial Aid administration has been a concern, and we have appointed a financial aid director and an assistant in the financial aid office and feel they are getting the operation in order.

11. Our faculty do work in a variety of styles--lectures, seminars, demonstrations, internship supervision. Student evaluations overwhelmingly indicate student satisfaction.

12. Our faculty-student ratio is 1:10 in the day program, 1:13 in the evening, about the same as many small, private liberal arts colleges. We would not want it to be much higher.

13. and 14. The CAP Center deals now very efficiently with these difficulties. It is further described in Chapter VII.

15. Day enrollment is still lower, over-all, than we want it to be. Our critical on-campus, residential enrollment increased by 47% this year, but we will still need aggressive and efficient recruiting in the years ahead.

16. The gymnasium is still deficient. A new field house is an object of the major funds drive, but that is in the future. In the meantime, the old gym has been remodeled. We do have a new (remodeled) student center which has filled a real void on campus. Otherwise, our facilities are excellent.

We would not for a moment suggest that Lindenwood has no problems. We do suggest that we have taken the recent visits and comments of the North Central teams very seriously, and we are making a large effort to resolve the problems that exist.

We think that, in all the vital areas, we are making progress. This Self-Study has also been helpful in further sharpening our own perceptions of our tasks. This Self-Study is, we believe, an accurate portrayal of Lindenwood College.

Organization of the Self-Study

This Self Study is the corporate product of a good many people. The Steering Committee which has overseen the Self-Study process was appointed February 1, 1983. Questionnaires asking for information and evaluations from the departments, programs, and administrative officers were distributed in early March, 1983, and most raw data was available by April 1.

The writing and revision process began in late Spring and continued during the Summer and Fall months. Much of the initial drafting was done by the Self-Study Coordinator, but the revision process has involved many people.

The Steering Committee

Professor C. E. Balog, Chairman of the Social Science Division
Professor Robert Peffers, Chairman of the Humanities Division
Professor Daryl Anderson, Chairperson of the Science and Mathematics Division
Darlene Anderson, Registrar
Allan Schwab, Dean of College Life and Professor of English
Larry Elam, Vice President for Finance and Administration
Arlene Taich, Dean of the Lindenwood College for Individualized Education
Ed Watkins, Vice President for Development and Acting Dean of Admissions
Victoria Frowine, Head Librarian
Victor Avellino, Student

Nancy Bridges, Student

Aaron Miller, Provost, Dean of Faculty, Self-Study Co-Coordinator

James Hood, Vice Provost, Self-Study Co-Coordinator.

The Steering Committee approved all plans for the Self-Study process and has monitored its progress. The process of Self-Study has received the highest priority and support from the administration. We also are grateful for the assistance given to us by the North Central staff person assigned to Lindenwood, Dr. Bernard Rodgers.

The recent past of Lindenwood College has been marked by a decade and a half of rapid and sometimes drastic change. Like most small colleges, Lindenwood has been affected, for good and ill, by changes in the national educational scene. From that perspective, some of the recent changes have been forced upon the college, causing it to adapt to changing times. But, equally importantly, Lindenwood has found an additional mission in serving its immediate community in the Greater St. Louis metropolitan area. This has created an interrelationship with its community that had never existed before.

Lindenwood is, obviously, a very old college for the Middle West. Founded in 1827, it has served as a regional women's college for more than a century and a half. Although its student body has always included those from both east and west coast states, it has been in the main a regional college, drawing students from Missouri, Illinois, and the contiguous states. During most of its existence, it maintained a rather stable curriculum and student body. It was a fairly typical single-sex institution. Lindenwood was never a "finishing school" in the classic meaning of the term, since it never cultivated a high social gloss or drew students from the most affluent segment of society. But it certainly stressed values and social decorum in its students.

Chapter 1

Introduction

Recent History

The recent past of Lindenwood College has been marked by a decade and a half of rapid and sometimes drastic change. Like most small colleges, Lindenwood has been affected, for good and ill, by changes in the national educational scene. From that perspective, some of the recent changes have been forced upon the college, causing it to adapt to changing times. But, equally importantly, Lindenwood has found an additional mission in serving its immediate community in the Greater St. Louis metropolitan area. This has created an interrelationship with its community that had never existed before.

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The era of rapid change began in 1968, when the decision was made to admit male students. This decision was prompted primarily by the increasing difficulty of recruiting a sufficient number of female students to fill the residence halls. In 1969, Lindenwood went co-educational. The legal posture for some time was that of co-ordinate colleges, one for men and one for women, with separate boards of directors, separate student organizations, separate deans. But the academic program was co-educational from the beginning. All classes were mixed, and there was only one faculty and one curriculum. The separate legal structures have since been dismantled, so that the legal structure now corresponds to the academic reality.

That initial change was clearly the most difficult. It required a break with a very long tradition. It raised legal questions about the endowment that gave rise to the separate organizational structures. It alienated some of the alumnae of the "old Lindenwood." More important than any of these things, however, was the fact that, in an effort to build a new student body and program, Lindenwood began dipping into unrestricted endowment funds as an "investment" in future enrollments. That deficit financing continued for fifteen years, causing accumulated losses from the endowment that threatened for a time the actual existence of the college.

In the years since that initial change, other changes have occurred with some regularity. In part, these further changes were prompted, as was the first, by the necessity of building a student body to replace the traditional one that had partly eroded. But these changes also have been the result of the U.S.A. is now offered at Learning Centers in St. Louis City and St. Louis County, as well.

Lindenwood's new and closer role with its surrounding community. Lindenwood has sought and found programs that serve the needs and interests of that community. The first of these further changes was the addition, in 1972, of the Evening College. This added to the student body an older, more career-oriented audience. The Evening College has been, from its inception, primarily involved with majors in Business Administration. While the program has widened in the years since, the range of majors is much smaller than that offered in the day program. The Evening College was begun as a quite separate program, with mostly adjunct faculty. It grew into a major source of enrollments. Though the actual number of undergraduate evening students has declined somewhat in recent years, it remains an important component of the total student body. Full-time faculty have been increasingly used in the evening classes, and it is now a normal part of many faculty loads to include one or more evening classes. Because of the very heavy concentration of students in Business Administration, a good many adjunct faculty members are still used. This group tends to be very stable, many of them having taught at Lindenwood longer than some of the day faculty. They bring to the program the fruits of their careers in business, the arts, and the professions. This expertise gives a reality and practicality to the evening classes that appeals to most of the students.

The scope of the Evening College was considerably enlarged in 1975 with the addition of the Master of Business Administration degree. That, too, proved to be a needed addition to Lindenwood's service to the community. It has been a popular and growing program. Offered first on the main campus in St. Charles, the M.B.A. is now offered at learning centers in St. Louis City and St. Louis County, as well.

The focus and impact of Lindenwood's educational program was substantially enlarged with the addition in 1975 of the Lindenwood College for Individualized Education. This program was designed to provide non-traditional modes of instruction for working adults. Begun as a completely individualized program, LCIE now enrolls the majority of its students in particular programs whose broad outlines have been substantially determined in advance, such as Business, Counseling, and Health Administration. Within those broad, pre-determined outlines, programs are tailored to students' individual needs and goals. The non-traditional techniques are still maintained. Like the Evening College, LCIE has moved into a much closer relationship with the full-time faculty. A good many faculty members in the older programs participate in LCIE in various capacities. By its very nature, however, the LCIE will never be as fully integrated as the Evening College. The LCIE has operated at both graduate and undergraduate levels since its inception, and its reputation among educational innovators is excellent.

Another area of study for an adult audience is the graduate program in Education. This program offers several different emphases, depending upon the students' needs and interests; it is intended to serve working educators from our area. It functions both in degree programs and in short courses and workshops. It operates both on campus and in school settings. It offers instruction in traditional education fields and in special and remedial work. It has moved strongly into the education of the gifted in recent years.

The newest of the graduate programs is in Theatre. Lindenwood has a very active and high quality theatre program at the undergraduate level. It has

attracted a growing number of undergraduate majors. The graduate program is small, and likely to remain so, but the handful of theatre graduate students adds a meaningful dimension to theatre production and activities. All of these changes have considerably altered the balance and composition of Lindenwood's student body. The traditional student in the 18-21 year range is now a much smaller component of our student body than in past years. Residence hall occupation is considerably less than in the past, though in the current year it registered a significant increase over the past several years. In a numerical sense, however, the majority of our students are now adults, attending in the evening, career-oriented, community-based. Lindenwood is a far different, much more comprehensive college than it used to be, but the concentration of its students in just a few major areas is more pronounced than it used to be.

Administrative Changes

Through all of these changes, traumatic as some of them have been, the faculty and administration have maintained their work at a high level. The educational enterprise has continued to function without injury to its range of service or integrity. This has been the verdict of successive North Central visiting teams.

The release of the college's president in the period of time between the visit of the team and the action of the review committee and executive board in confirming the accreditation. This concern prompted the stipulation that Lindenwood specifically address the subject of administrative change in this Self-Study.

Lindenwood's relations with its presidents have followed a somewhat checkered path in recent years. At the time of the 1972 visit, the president had resigned, though it had not yet been announced. That resignation was prompted

North Central Concerns

The action of the North Central Association in reaffirming the accreditation of Lindenwood College in 1982 asked that we particularly address three items in our next Self-Study:

1. The effects of administrative changes, including selection of a new president.
2. Progress in achieving financial stability.
3. Enrollment in master's degree programs, proliferation of these programs, and the effect of this proliferation on the mission and resources of the college.

Administrative Changes

At the time of the last North Central Association visit to Lindenwood, most of the senior administrative officers were quite new to their positions. This administration newness caused some concern on the part of the team and was compounded by the release of the college's president in the period of time between the visit of the team and the action of the review committee and executive board in confirming the accreditation. This concern prompted the stipulation that Lindenwood specifically address the subject of administrative change in this Self-Study.

Lindenwood's relations with its presidents have followed a somewhat checkered path in recent years. At the time of the 1978 visit, the president has resigned, though it had not yet been announced. That resignation was prompted

by the Board of Directors which had become dissatisfied with his academic and financial management of the institution.

Following that "resignation," the Board, in an effort to correct long-standing financial distress, selected the next president with an eye toward financial reform. The person selected had presidential experience at two major institutions, but his most recent positions had been in the world of business. It was anticipated that he would reverse the long-standing financial difficulties and put Lindenwood back on the road to solvency. He did, in fact, take some significant steps toward that goal, but his style and character progressively alienated the campus community and the Board of Directors. His tenure was terminated, again at the initiative of the Board of Directors, in the summer of 1982. Once again, this occurred in the midst of a North Central Association accreditation process and caused an obvious concern on the part of the Association.

After another search, with wide participation, a new president came to Lindenwood in January, 1983. His academic experience has been relatively brief, but he is a figure well known in St. Louis and throughout the state of Missouri after a number of years in public life. He had served in the Missouri legislature after a career as an ordained minister. He had earned a doctor's degree in political science while serving as a minister and legislator. He then served eight years as the State Treasurer of Missouri and was a gubernatorial candidate in 1980. His name recognition, his record as a fund raiser, and above all, his personal integrity commended him to the Board of Directors and the campus community. His record as a fund raiser since coming to Lindenwood is discussed later. But he has set about healing the discord

that had marred the relationships between faculty and administration in the past. He is a firm but participative administrator. Most of the senior administrative officials who were here when he came are still here, though he has streamlined the administration. The Dean of Faculty, who was relatively new at the time of the last North Central visit, still occupies that post and, in addition, is now Provost, the number two figure in the administration. The Business Officer who was here at the last visit is still here, now titled Vice President for Finance and Administration. A new Dean of College Life (formerly Dean of Students) has joined the administration (the former Dean of Students was a business associate of the former president and has left the college). The Lindenwood College for Individualized Education has a Dean who has been with the college for three years, and the Evening College Dean has been with the college for twenty-two years, a number of them in various administrative positions. The Admissions Office again has undergone some change of personnel, but it seems to have stabilized.

The senior administrative team thus may no longer be described as "new." It operates in a collegial fashion and is meeting with considerable success in its work.

The new president has moved very strongly to create an atmosphere of consideration and stability toward both faculty and students. He inherited some very real wounds from the recent past, but those seem well on the way to healing. There is an openness and fairness which comes from the friendliness and integrity of the President and the Dean of Faculty.

Lindenwood had forfeited much of the good will which the St. Charles community had felt toward the college for many years. That, too, has been largely rectified. In his first six months, President Spainhower made 43 speeches in the local community. He is now a familiar and welcome figure at many community gatherings, much in the mold of Lindenwood presidents of the past.

All in all, the administrative picture appears considerably more stable than heretofore. There is no more than a normal, healthy turnover, and the senior administrative officials now, for the most part, have sufficient tenure to be familiar with their jobs and the tasks before them.

\$305,357.47

Financial Stability

The College is in the midst of a drive to secure \$700,000 in gifts for the Lindenwood College has made substantial progress in stabilizing its finances in the past twelve months. After fifteen consecutive years of deficit budgets, the fiscal year which ended on June 30, 1983, showed a positive balance of \$81,556.00. In addition, the short-term indebtedness to banks, which at one time this past year totalled \$3,285,000, has been reduced to \$1,550,000. Long-term indebtedness totals \$762,000 plus a \$1,057,042 College Housing loan whose amortization over a forty-year period began in January, 1984.

To achieve this stability the College has taken several actions: (1) increased gift income, (2) reduced personnel and cut expenditures, (3) frozen salaries until at least July 1, 1984, (4) sold low-yield unrestricted endowment to pay off high-cost debts, (5) expanded rental of campus facilities, (6) broadened the base of its governance and constituency. Each of these actions is detailed below.

(1) Increased Gift Income

Comparable figures for 1981-82 and 1982-83 show the following:

Gifts received:

June 1, 1981-June 30, 1982

\$141,894.56

June 1, 1982-June 30, 1983

\$505,957.47

The College is in the midst of a drive to secure \$700,000 in gifts for the eighteen-month period of January 1, 1983 through June 30, 1984. As of this writing, \$329,000 has been received in cash and pledges. The faculty and staff have pledged over \$20,000 and Directors nearly \$50,000. St. Charles County, the home county of the College, has pledged in excess of \$75,000, and a new friend of the College has pledged \$25,000 annually for four years. Lindenwood also has received a \$75,000.00 Challenge Grant from the Monsanto Fund.

At its September 13, 1983 meeting, the Board of Directors approved a three-year Major Funds Campaign to raise 10 million dollars for capital expenditures and operational funds (details of this campaign are given in Chapter X). The Board's chairman, Robert Hyland, Regional Vice-President of CBS, Inc. and S. Lee Kling, Chairman of the Board of Landmark Bancshares and chairman of the Board's Fund Raising/Development Committee, will serve as Co-Chairmen of the

campaign, which will be launched publicly and formally in the Spring of 1984. However, private solicitation is already underway.

(2) Reduced Personnel and Expenditures

The College has reduced its personnel by 37 full-time persons: 13 faculty and 24 administrative positions. Total expenditure cuts, including personnel salaries, exceed \$1,000,000. Travel, except for development and admissions personnel, has been largely eliminated. In almost every area, economies have been effected.

However, the College made its major academic cuts by the elimination of two departments, Nursing and Physical Education. This action was taken to prevent the lowering of the quality of offerings across the board. There are no plans to reestablish the Nursing program, but once the College is financially stable and obtains a Field House, the Physical Education program may well be reinstated.

(3) Frozen Salaries at least until July 1, 1984

All salaries were frozen in January of 1983 until at least July 1, 1984. The response of the College's employees generally has been supportive of this action. They recognize the critical nature of the College's financial affairs and are being as understanding as possible within the framework of their own budgetary requirements.

(4) Sale of Unrestricted Endowment

The College's Board of Directors, on recommendation of the President, authorized the sale of unrestricted endowment to obtain funds to retire \$1,485,000 of short-term bank debts. In 1982-83, the College earned just over 10% on its endowment while paying as much as 17% on its short-term debt. This discrepancy between income and outflow necessitated a change in the College's financial arrangements.

With the concurrence of its auditors, the College has restructured its remaining endowment assets, which now total \$2,009,816.32. From unrestricted endowment assets, the College borrows to meet cash-flow needs and pays interest to the endowment fund for their use. Currently, the College has \$548,436 borrowed from endowment.

One major endowment-like asset of the College is not booked as such. The College owns 80 acres of vacant farm land adjacent to its campus. The College recently entered into a 120-day option with the Episcopal-Presbyterian Foundation of St. Louis for purchase by the Foundation of 20 to 30 acres at \$40,000 per acre. The Foundation plans to construct a retirement facility on the land. It appears favorable that the sale will be consummated for at least 20 acres and possibly for the entire 30. If this sale is not made, the Board of Directors has authorized its Farm Committee to seek other buyers for 30 acres of the farm land. The plans are to use the proceeds from the sale of this land to retire more of the short-term debt.

Included in this year's operating budget is a \$600,000 debt service item. Through the expenditure of this item, plus the sale of the land, the College will make substantial progress toward eliminating its outside short-term debt and considerably reducing its internal debt by July 1, 1984.

(5) Expanded Rental of Campus Facilities

The College has employed a full-time Director of Conferences who is responsible for renting campus facilities when they are not needed for the College's academic programs. In the period of July 1, 1982, through June 30, 1983, the College received \$353,748 from rentals, compared with \$341,740 for July 1, 1981 through June 30, 1982. It is anticipated that additional funds can be earned from rentals in the current year and in years to come.

Other sources of new income include the charging of admissions to athletic and cultural events, the opening of a lodging accommodation in an unused residence hall, and expanded rental of the College's artificial-surface athletic field.

(6) Broadened Base of Governance and Constituency

For many years the College did not have a full Board of Directors. At its September 13, 1983 meeting, with the election of three new board members, the Board had 21 of its 22 positions filled. The quality of the Board of Directors is outstanding, and the members' willingness to give of themselves, their time, and their money speaks well for the College's future.

In addition, the Board of Directors has, for the first time in the College's history, organized a Board of Overseers to serve the Board of Directors and the College's administration in an advisory capacity. The Board of Overseers, with 19 of its 21 members elected, met on September 12, 1983. It has made an excellent start toward helping the College to be responsive to its constituency. The constituency of the College is being broadened as a result of several actions. A quarterly mass-distributed tabloid, "The Lindenword," is mailed to about 24,000 persons. Breakfasts and luncheons for area citizens are held on campus regularly. Area school superintendents and principals of high schools are luncheon guests of the President annually as are ministers of area churches. The College's Extended Education program serves many area people. Through off-campus learning centers, an increasing number of persons become not only students of the College but its ardent and vocal supporters.

"Proliferation" of Graduate Programs

The third of the concerns stipulated for inclusion in this Self-Study was the "proliferation of master's programs, their enrollments, and the effect of this proliferation on the mission and resources of the College."

At the time of the exit interview in 1982, when this concern was initially expressed by the visiting team, the Dean of Faculty tried to point out that no proliferation of such programs had, in fact, taken place. We still feel this to be the case.

In the last several years--in fact since before the previous Self-Study and North Central visit--Lindenwood has offered a small number of graduate programs leading to degrees. These programs include the Master of Business

Administration, the graduate programs offered since its inception by the College for Individualized Education, the Master of Fine Arts in Theatre, and the Master's degree in Education. These particular programs were chosen under two criteria: they met a demonstrable public need in our area, and they represented disciplines in which Lindenwood could mount good programs with the resources available.

To the initial list one degree variation and one certificate program were added in 1980. A Master of Science in Administration degree program was begun as a variation of the Master of Business Administration degree. The M.S.A. is particularly intended for people who work or intend to work in non-profit or governmental situations. Many of the courses are, in fact, identical with the M.B.A. courses and are cross-listed with them.

The other addition is a graduate certificate program in International Business. This is not a degree program, only a certificate. But the six-course sequence in International Business may be used as an area of emphasis within the M.B.A. program. Virtually all M.B.A. students do take one or more of these courses as a part of their degree programs. These are the only additions to our graduate list for the last several years. Nor do we anticipate any additions in the foreseeable future.

The graduate programs in the Lindenwood College for Individualized Education are in a slightly different situation from the course-based, articulated programs offered through the Evening College. These LCIE degrees tend to be similar to each other in delivery modes, but diverse in subject matter. Since they can be and are individually constructed and then staffed with largely

adjunct faculty sponsors, they can be user-generated. Some of these programs have become reasonably fixed in outline and are often used; others may be used only by a single student. Even programs in LCIE tend to be stable in numbers. A new program area becomes popular, but another is discontinued just as often. The only real changes in the condition of graduate studies at Lindenwood have been in the numbers of students and the proportion of graduate students within the total student body.

Going back four years from the fall of 1983, we find these figures:

1. In the fall of 1979, Lindenwood had a total of 323 graduate students, who made up 19% of the student body.
2. In the fall of 1980, there were 355 graduate students, constituting 18% of the total.
3. In 1981, there were 468 students, 24% of the enrollment.
4. In the fall of 1982, there were 571, which was 29% of the total.
5. This past fall, 1983, there were 536 graduate students, 29% of the student body.

We have increased the sites at which these programs are offered. Besides the St. Charles campus, Lindenwood has, through rentals and contracts, Evening College sites in the Mansion House Center in downtown St. Louis; the Westport area of St. Louis County; Lake St. Louis, in western St. Charles County; and

St. Louis and Manchester in St. Louis County where LCIE facilities are located. Full-time as well as adjunct faculty staff the programs at these sites. These programs are identical with those offered on the main campus.

There was, obviously, a concern expressed by the North Central Association that the graduate programs at Lindenwood might constitute a drain on the resources of the College and a distortion of the historic mission of the College. We do not feel that this is the case.

In graduate and research-oriented universities, where extensive facilities and graduate faculties must be maintained, graduate programs can and do compete with undergraduate programs for scarce resources. In a teaching and service-oriented college such as Lindenwood, this competition does not exist. Graduate programs such as the M.B.A. are not research-oriented. The library materials needed for the program was useful to undergraduate business students, as well. The need for expensive, scarce full-time faculty is alleviated with the use of a devoted crew of adjunct instructors who are willing to share their practical experience gained in the business world with students in evening classes. In an area such as Theatre, a small group of graduate students actually supplements the work of the full-time faculty in production, technical theatre, and the like, gaining valuable practical experience and providing invaluable service at the same time.

In a very real sense, the graduate programs do not drain resources from the undergraduate programs; rather, they enhance and subsidize them. These programs provide substantial revenues without which Lindenwood would be harder-pressed than it is. At the same time, we believe that the graduate programs

are of high quality as well. The mission of Lindenwood is to provide a liberal-arts education with some career emphasis and work experience. The age of the recipients of our programs is immaterial. Lindenwood intends to be useful to a wide spectrum of students --traditional undergraduates or adults who want further education to enhance careers or begin new ones.

There are many graduate programs which Lindenwood could not do well and would not try. For students in a few areas, such as Engineering, Public Policy Administration, and Social Work, we have 3/2 arrangements to allow them the option of the undergraduate liberal arts education at Lindenwood and graduate work in some universities in the area. These are not areas in which we can operate by ourselves. But we can be and clearly are of service to graduate students in a few areas. These areas are important to us, and we are important to our students in these fields.

The Mission Statement

Lindenwood College constitutes a community of students, faculty, staff, administrators, alumni, and board committed to a liberal arts and values-oriented education. The college was established in 1827 by Mary Easton and George C. Sibley and affiliated with the Presbyterian Church in 1853. At present, it has no legal religious affiliation or requirements. However, the college recognizes its fraternal ties to the Presbyterian Church and affirms its commitment to the values inherent in the Judeo-Christian tradition.

Chapter II

The Mission of Lindenwood

The mission statement of Lindenwood College was prepared originally by a committee of the Board's Long Range Planning Committee. The drafting group contained faculty members, administrators, students, alumni, community representatives, and members of the Board of Directors. The draft statement was revised and adopted by the Faculty of Lindenwood College on May 3, 1983, and subsequently by the Board of Directors on May 24, 1983. It was presented to the public at a Fall Convocation on September 12, 1983.

The Mission Statement

Lindenwood College constitutes a community of students, faculty, staff, administrators, alumni, and board committed to a liberal arts and value-oriented education. The college was established in 1827 by Mary Easton and George C. Sibley and affiliated with the Presbyterian Church in 1853. At present, it has no legal religious affiliation or requirements. However, the college recognizes its fraternal ties to the Presbyterian Church and affirms its commitment to the values inherent in the Judaeo-Christian tradition.

Lindenwood College is dedicated to the goals of a liberal arts education. In this educational community, students develop their capacities for examining, evaluating, and understanding themselves, others, and their relationship to their environment. They acquire information and abilities relevant to their chosen area of life-work through classroom instruction and discussion, extra-curricular presentations, seminars, and activities, and, where applicable, through direct practical experience. These processes are fostered by the intellectual disciplines and creative endeavors that have served humanity through history; they prepare individuals for continuing their self-education and for engaging in rewarding work and service.

Lindenwood also affirms the importance of a visible and recognizable value orientation. Through the liberal arts curriculum, the student comes into contact with the abiding values, knowledge, skills, and issues that have shaped great cultures and civilizations. In that context, the community of students, faculty, and administrators engages in a process of open inquiry, reflection, decision-making, dialogue and experience whereby an individual acquires useful guidelines for determining responsible decisions and actions.

Thus, Lindenwood College affirms its commitment to the development of the whole person through a liberal arts education. It fosters responsiveness to social issues which face the local, national and world communities, and it encourages the work-service experience as a part of the learning process. Lindenwood College appreciates the support of her graduates and seeks to foster and preserve the spirit of the campus experience through alumni activities.

To these ends, Lindenwood is committed to

.....a spirit of open and earnest inquiry and dialogue among disciplines.

.....academic freedom and personal responsibility.

.....high academic standards and the pursuit of excellence.

.....respect of persons for each other, understanding of divergent views,
ethical and intellectual integrity, empathy, a concern for justice, and
for life-enhancing activity.

.....critical awareness of the impact of scientific, technological, economic,
literary, political, artistic, and social-scientific developments.

.....work experience to enhance the value and usefulness of liberal arts
education.

.....service to the larger community of which we are a part.

In an atmosphere of collegiality and community, Lindenwood fosters a unity of purpose in a diversity of perspectives. Students may vary widely in age, cultural background, work experience, and career goals. The college offers distinctive and flexible educational programs--both traditional and innovative --to meet the individual needs of this diverse student body.



It seems clear from this mission statement that Lindenwood intends to reaffirm the goals that have informed its purposes from the beginning. We want to address all the needs of our students--their intellectual development, their values, their spiritual perspectives, their preparation for life outside the campus in the world of work. It wants to meld all those parts of life

into one experience. Ideally, students will come to see that all these aspects of life are part of one continuum.

Undergraduate Curriculum and Program

Students do not learn in a vacuum. The real world is shaped by its past back through the ages, by the thought, the politics, the religions, the economic systems of the entire human community. That real world must be a part of the learning environment. Lindenwood intends that liberal arts education be "practical" in the fullest sense of that word.

Lindenwood intends to offer programs to meet the perceived needs of a variety of students, younger and older, and with a variety of learning modes. We intend to be as "comprehensive" as our resources allow and the needs of our students dictate.

This mission statement is new, but it is also old, as old as Lindenwood.

In the regular day and evening program (the College for Individualized Education undergraduate program will be considered separately) Lindenwood offers 33 majors organized around 18 departments.

All of the academic departments at Lindenwood are grouped into three academic divisions. In the Division of Humanities are the departments of Art (two majors: studio art and art history), Communications (one major with various emphases such as radio, television, print journalism), English (one major), English as a Second Language (no major), Foreign Languages (two majors: French and Spanish), Performing Arts (three majors: Music, Theatre, and Performing Arts), and Philosophy and Religion (no major).

Chapter III

Undergraduate Curriculum and Program

At the time of the last NCA visit two years ago, Lindenwood was using a modified version of the 4-1-4 calendar. The following year, 1982-83, Lindenwood moved to a semester system, with two fifteen-week terms. However, a short May Term was retained to provide both on-campus and off-campus course opportunities. Only one May Term has been experienced to date, so its viability is still unclear. In any event, the semester plan will be retained for undergraduate on-campus courses for the foreseeable future.

Major Fields and Divisions

In the regular day and evening program (the College for Individualized Education undergraduate program will be considered separately) Lindenwood offers 23 majors organized around 18 departments.

All of the academic departments at Lindenwood are grouped into three academic divisions. In the Division of Humanities are the departments of Art (two majors: studio art and art history), Communications (one major with various emphases such as radio, television, print journalism), English (one major), English as a Second Language (no major), Foreign Languages (two majors: French and Spanish), Performing Arts (three majors: Music, Theatre, and Performing Arts), and Philosophy and Religion (no major).

In the Division of Social Science are the departments of Business Administration (one major), Education (with a major in Elementary Education; secondary education students major in the appropriate subject-matter area), History (one major), Political Science (one major), Psychology (one major) and Sociology/Anthropology (one major). The division also offers an interdisciplinary major in International Studies served by a program faculty drawn from other departments. At the Mansion House Center of Lindenwood, the college offers a major in Health Systems Management, which is a variant of the Business Administration major.

In the Division of Science and Mathematics are three departments: Biology (two majors: Biology and Medical Technology), Chemistry (one major) and Mathematics (two majors: Mathematics and Computer Science).

There are five program majors offered at the Associate degree level: Fashion Marketing (a sub-division of Business Administration), Applied Psychology, Early Childhood Education, Business Administration, and Data Processing. Fashion Marketing is a day-time program, but the other four associate-level programs operate almost exclusively in the Evening College. Applied Psychology is intended for students who may wish to work in agencies and institutions at a junior level. Early Childhood Education is appropriate for students who wish to be staff members in childcare centers. Business Administration and Data Processing, at the associate level, are intended to be service areas for adults already embarked on business careers. Fashion Marketing covers a wide range of retail career areas. All of the associate-level programs may be used as components of baccalaureate degrees as well as discrete programs.

Lindenwood has six areas of instruction in which no major is offered. English as a Second Language offers three levels of instruction in English for international students, some of whom matriculate at Lindenwood and some of whom move on to other colleges or universities for further training after the language program is completed. The Department of Philosophy and Religion offers no major or minor, but provides a liberal-arts service area for courses in religion, philosophy, and ethics. Several courses in economics are offered, but they are integrated into the Business Administration program. Anthropology is a component of the Sociology program and provides a minor but no major. Introductory courses in Physics are offered through the Chemistry Department for science and mathematics students. One course is offered, through the History Department, in world geography, which serves a need in the education curriculum as well as being a general social science course.

General Education Requirements

The development of the general education requirements at Lindenwood parallels the experience of many colleges and universities in recent years. Fifteen years ago, 58 of the 120 hours required for graduation were prescribed. In the laissez-faire atmosphere of the 1960s, the Lindenwood faculty followed the national trend toward less prescription. In recent years, the move has been back toward greater prescription of general education requirements.

The general education requirements are the same for both day and evening programs:

1. Two courses (six hours) in English Composition.
2. One course (three hours) in world history (The Human Community).
3. The Lindenwood Colloquium (three hours), an upper-division synthesis course, taken at the end of the college career.

In addition, there are distribution requirements for each of the three divisions. For bachelor of science degrees, these distribution requirements total nine hours each in social science and humanities and twelve hours in mathematics and science combined. For the bachelor of arts degree, at least twelve hours of a foreign language are required, while the distribution requirements in the divisions are reduced to six hours.

General Program Strengths

Lindenwood offers a very diversified program for an institution of its size. In the Fall Semester, 1983 215 courses were listed in the schedule, not counting multiple sections of the same course. That does not include the large number of independent studies, tutorials, and internships also provided. Not every one of these classes generated sufficient enrollments to be offered, but the great majority did. A faculty of generalists provides an extensive selection of courses for the Lindenwood student body. This causes faculty members to teach in a wide spectrum within their fields, obviously far wider than would be the norm in a university. But faculty members are not teaching

outside their fields. Teaching over a wide area, which is characteristic of small liberal-arts colleges, also allows the instructor to gain insights over a wide area. Most faculty members consider this an advantage in working within the context of a smaller school.

The greatest area of strength in any educational institution must be its faculty. Lindenwood is a teaching institution, and while many faculty members do carry on research and publishing activities, it is in teaching that they find their primary function. In the full-time faculty 52% have appropriate terminal degrees, an increase of 7% since 1980. A further 41% have master's degrees, while 7% have bachelor's degrees with additional work. Student evaluations are taken in every course every term, and those evaluations indicate a general student satisfaction with the quality of the instruction they receive. Lindenwood has no large classes in a university sense. In the day program, the faculty-student ratio is 1:10, while in the evening it is 1:13. Every student comes in close contact with full-time senior faculty members in most classes. Most students are operating in a context even smaller than that of the secondary schools from which they graduated. Lindenwood places a high value on teaching and individual counseling and recognizes that as one of its greatest strengths.

The present Lindenwood faculty has inherited more than 150 years of tradition. Lindenwood has had a good reputation in its very long history and has maintained its liberal-arts orientation throughout that time. Thus, the present faculty and student body are the inheritors of a reputation which encourages them in the present. Lindenwood is one of the oldest colleges west of the

Mississippi, and it considers that tradition to be very important. It is that vitality and resilience that has sustained the college through its recent period of difficulties and points the way toward the recovery which is well underway.

The past has also endowed Lindenwood with an attractive and functional physical plant. The buildings and grounds of Lindenwood offer the prospect of a peaceful, serene liberal arts college. At the same time, those buildings and grounds provide a setting in which the work of the present can be carried on. We are fortunate in having adequate classrooms, laboratories, residence halls. With the exception of an adequate gymnasium, there is little that Lindenwood lacks in a physical sense.

In addition to the campus as such, Lindenwood is fortunate in its location. We are on the growing edge of a major metropolitan area. While the total population of the St. Louis area has remained fairly stable in the last twenty years, the shift of population to the western edge has been dramatic. We are within a few miles of some of the largest industrial and business entities in Missouri. We are surrounded by endless subdivisions which provide potential students, both day and evening. Many companies in the area subsidize their employees in coming to Lindenwood, particularly in the Evening College, for both graduate and undergraduate study. We are the only four-year institution in St. Charles County, one of the four fastest-growing counties in the United States in recent years. We would have experienced considerably more financial and enrollment difficulty in recent years had we been located in an isolated rural area.

Because of our location, we have been able to build a large adult component into our student body. Lindenwood has a long history of service to adult women, mostly in the day program. In a period when that was more unusual, Lindenwood encouraged enrollments by adult women, many of whom found new directions for their lives at Lindenwood. In more recent years, this function has extended to the evening division of the college. Here, an adult population, both men and women, joins the traditional component of our student body. We have never maintained separate classes or programs for adults or for evening classes. Our programs are identical, day and evening, and our student body is mixed in age. Many day students also take courses in the evening hours. Most of our classes thus have a generous range of age in them, from traditionally aged students to senior citizens seeking some enrichment. We have always considered this a strength. It provides advantages for students of all ages to mix together in the classroom.

In adding evening and graduate programs, moreover, Lindenwood has built a much closer relationship with its surrounding area. In the old days, Lindenwood received students from a very wide area of the midwest and across the country. The college was in St. Charles, but not of St. Charles. While there was no antagonism, neither was there much connection with the local community. All that has changed in recent years. Many students of all ages come from the immediate area. Lindenwood has added programs in Business and Education to meet specific community needs. Lindenwood is a part of the St. Charles/St. Louis community in a way that was not true a generation ago.

Lindenwood has been fortunate that it has been able to offer strong programs in areas that are popular and can attract student interest. Student interests,

to some degree, change over time. Many of the traditional liberal arts subjects are not attracting as many students as they once did because of economic and employment fears. Lindenwood has added or expanded other areas that have been of great student interest in recent years. This is particularly true of Business Administration, but it is also true of Communications in which Lindenwood has a long tradition of excellence, and of Theatre, in which we have a shorter but growing tradition of excellence. Students also have been attracted to Fashion Marketing in growing numbers. These departments have helped to stabilize the institution and attract students, stabilizing enrollments.

In addition to its regular programs, Lindenwood has created non-traditional programs which have proved useful to students. The Lindenwood College for Individualized Education has been an example of a new mode of instruction operating within the larger context of a traditional college. This style and organization have attracted a growing enrollment of working adults, just as the Evening College has brought many adults to the campus. These programs have supplemented and complemented the older programs. In a practical sense, they have sustained the traditional programs through recent years of difficulty. Without these programs, the campus would be poorer in a financial sense, but even more so in an educational sense.

Lindenwood has experienced a great deal of administrative turnover in recent years. The several presidents who have served the college in the past decade have used radically different styles and have had radically different goals and objectives for Lindenwood. This naturally produced some uncertainty and indecision. It is, then, a matter of program strength that this administrative problem has been to a large extent resolved. The major administrative

positions are now held by incumbents with some tenure behind them. Though the President of the college has been with Lindenwood a relatively short time, his style and purposes are those of the Lindenwood of past times. This is not to say that there is a reversion to the past, but there is a return to the values and styles that have characterized the college in the past. The administrative structure, which is discussed in more detail in chapter VI, is now clear and appropriate to the size and purposes of the college. It is an administrative team that sees the classroom and residence hall as a continuum of learning experiences and one that is the central purpose of the institution. This has produced a return of morale and optimism to the faculty and staff. This is not a facile optimism that minimizes difficulties; it is, rather, a confident appreciation of difficulties and opportunities.

In addition, the college and its component parts--faculty, administration, and board--have adopted and publicly proclaimed a new mission statement, the one reproduced in Chapter II, which looks forward to the future, but also reaffirms a mission for the college that is as old as Lindenwood. This sense of continuity is particularly useful and appropriate in today's educational climate. The future of an institution like Lindenwood can only be assured if it can utilize modern technology, efficient management, and creative programs and modes of instruction to do what colleges have done for centuries, promote the interaction of scholars and students in the educational enterprise. There is no question that this new administration and mission and structure allow the college to be stronger than it has been in several years.

General Areas of Concern

A recital of what we consider to be the principal strengths of Lindenwood's program does not blind us to a realization that the college does have problems. Many of them are Lindenwood's share of educational problems that affect many of America's colleges and universities. Clearly, the overriding problem, to which a great deal of attention and effort is given, is that of finances. Lindenwood has worked effectively in the last two years to diminish the size of that problem, but it has not been eliminated completely. The College was able to balance its budget in the last fiscal year for the first time in fifteen years, but that period of deficit financing has had an effect upon the College: in deferred maintenance that now must be corrected, in program retrenchments, lower library appropriations, frozen salary schedules, restricted faculty and administrative travel, and in short-term debt services that burden the budget. All of these problems are present at Lindenwood; all of them are being addressed; measurable progress is being made. The legacy of these past difficulties, however, is a burden that Lindenwood must carry a little longer.

The situation was certainly more critical at the time of the last North Central visit than it is today. It is significant that the team which visited then did not find serious academic problems in spite of the fiscal ones. No one pretended then, or would pretend now, that more money would not contribute to improvements in some academic areas, improvements in equipment, in supplies, library resources, faculty development. But the academic activity and integrity of the college was not compromised by those difficulties. Indeed, the

college has strengthened its academic standards and its faculty while confronting these difficulties.

Thus, we continue today to view the financial burdens of the past as serious, but with the satisfaction that considerable progress has been achieved in lessening those burdens. We can anticipate continued progress in the future, particularly in view of the commitment of the Board of Directors to support and staff a major fund drive in the next three years. The success of that effort would substantially eliminate the major difficulties that have faced the college in the past decade and a half.

A second area of concern is the decline of student interest in many of the traditional liberal arts subjects. This is not Lindenwood's problem alone, of course, but it is a matter of great concern to us. It causes several difficulties. It deprives many members of the faculty of adequate enrollments. This has both academic and fiscal overtones. The enrollments across the curriculum are uneven. Many advanced courses in liberal arts disciplines remain small, sometimes too small for optimum learning conditions. It produces morale problems for faculty who had professional expectations that are not being realized. Faculty members do not welcome light loads and very small classes. It imposes obligations on the college for retraining and redirection of faculty members that are hard to plan and difficult to finance. Some adjustments have been made and improvements experienced in this area during the current academic year. We have reduced the number of courses offered and, with a stronger freshman class, have seen a shift in subject enrollments. It requires a considerable recruiting effort, however, to increase the number of traditional-aged students, and it requires considerable ingenuity in curriculum planning.

Lindenwood was originally a residential college. The campus was built with that institutional purpose in mind. The number of residential students has declined in recent years. This creates both financial and academic difficulties. The atmosphere of the campus is dulled without sufficient residential students. Even the adult components of the college are disappointed with the atmosphere of the campus if there are not traditional students around. Again, we have experienced a considerable improvement in that situation during the current year. Residential numbers increased some 47% from 1982 to 1983. This improvement must be continued. A considerable emphasis in the Admissions Office is devoted to this objective. As that residential population rebuilds, it imposes a concurrent challenge. There must be developed a stimulating intellectual and cultural environment binding together classroom and residence hall. The entire college experience must be a continuum. The atmosphere of the campus certainly deteriorated during the period when residential enrollments were quite low. There has clearly been an improvement, but there is still much to do. The appointment of a Dean of College Life, who sees his role as an integral part of the academic enterprise, is a commitment on the part of Lindenwood to address this concern.

Lindenwood has another concern, one that seems odd in view of the antiquity of the institution. Lindenwood does not have as much visibility in the St. Louis metropolitan area as it needs and wants. The large metropolitan newspapers do not regard St. Charles and Lindenwood as an integral part of the metro scene. Surveys of metropolitan colleges frequently omit Lindenwood. What visibility we have had in recent years has not always been favorable. That situation, too, is improving, but we still see this as an area of concern in our program.

Many people in St. Louis do not think about Lindenwood when they make educational plans.

Art Department

Lindenwood also has experienced what almost every college and university has experienced in recent years in the way of student preparation. The incoming freshmen, regardless of high school averages and test scores, generally are not as well prepared as in past years. This causes more effort to be expended in remedial and tutorial work. It places pressure on standards in a time of competition for students. The quality of the 1983 incoming class was significantly better than that of the previous year--a welcome change. It must be remembered, of course, that a college like Lindenwood is sometimes chosen by parents and students because the student is not well-prepared and needs attention. That is certainly one of the advantages of a Lindenwood, and it is a task that we do not want to shirk. But it must be balanced by a standard of excellence that can commend the college to capable students, as well. The problem is not unique, but it does face the college.

program.

There is not any question that the areas of strength outweigh the areas of concern. But no college is without problems, and we do not want to minimize those we have.

time faculty who share a commitment to the goals of the Art Department and a pool of talented adjunct faculty to teach special subjects.

Undergraduate Departments

3. Facilities--The Fine Arts Building, opened in the fall of 1963,

The following assessments of the departments come from the preceptions of the department members themselves:

rooms for each of the major areas of studio art, lecture rooms, offices, and three exhibition areas: the Hendren Gallery, the Lounge Gallery, and the Red Room.

Division of Humanities

1. Art Department

A. Faculty:

Dean Eckert, Ph D. (Iowa)

Hans Levi, M.A. (San Francisco State)

John Wehmer, M.F.A. (Illinois)

B. Strengths of the Program

1. Curriculum--The Art Faculty feels that the Department offers solid programs in Studio Art, Photography, Art History, and Art Education, the last one in conjunction with the Education Department. A 24,000-item slide collection, housed in Butler Library, is a major curriculum resource for all aspects of the program.
2. Faculty--The Art Department has a dedicated and mature full-time faculty who share a commitment to the goals of the Art Department and a pool of talented adjunct faculty to teach special subjects.
3. Facilities--The Fine Arts Building, opened in the fall of 1969, provides excellent facilities for the study of the visual arts. There are classrooms for each of the major areas of studio art, lecture rooms, offices, and three exhibition areas: the Hendren Gallery, the Lounge Gallery, and the Red Room.

4. Program of Exhibitions--The learning experiences of the art majors are augmented by monthly exhibitions in one or more of the galleries of the Fine Arts Building during the academic year. These exhibits provide students with a first-hand opportunity to study works by varied artists and from varied cultures and to develop their faculties for critical evaluation. These exhibits are a cultural asset for the entire academic community as well as for the public.

5. Class Size--The size of the classes in art is such that effective teaching and learning can take place. Normally, classes in studio art and art history do not exceed twenty students. This permits adequate exchange between students and faculty in studio courses and permits group discussions, often following a seminar format, to be included in art history courses.

6. Support from the Associates of the Fine Arts--A campus-community organization, founded in 1977, the AFA supports a wide range of programs in the Fine Arts. Through this support, lectures, workshops, exhibitions, dance programs, tours, and social events have been presented to broaden the role of the Fine Arts on the Lindenwood campus.

7. Visual Resources in the Metropolitan Area--The proximity of the Lindenwood campus to metropolitan St. Louis affords unique opportunities to supplement the classroom experience through the first-hand study of works of art. Resources in the area include St. Louis Art Museum, Steinberg Gallery at Washington

University, Laumeier Sculpture Park, college and university galleries, and commercial and other public galleries. The St. Louis area also provides students with noteworthy examples of architecture from varied periods. A wide variety of lectures and films on art is also available to students.

2. Department of Communications

A. Faculty:

William Schwienher, Ph.D (Northwestern)

James Wilson, M.A. (Oklahoma State)

Alan Shiller, M.A. (Purdue)

Jean Fields, M.A. (Ohio State)

B. Strengths of the Program

1. A faculty with strong professional experience coupled with good academic preparation.

2. A faculty committed to excellence in teaching.

3. Student involvement in communications through the "hands on" approach to electronic and print journalism.

4. A favorable faculty-student ratio.

5. Alumni who strongly support the department.

6. Visibility of the department through the entire St. Louis area through KCLC-FM, a student-operated stereo FM radio station.
 1. This is the only radio station serving St. Charles with news, public service, election results, etc.
 7. A working relationship with Group W Cable Company which serves St. Charles County, for television production courses.
 2. Another strength is a diversity of course offerings through
 8. A strong internship program for students throughout the St. Louis area.
 9. The location of the college in a major radio and television market.
 10. Availability of media professionals as visitors and adjunct faculty.
 4. Publication of an annual literary magazine, The Griffin, which
3. English Department
- A. Faculty:
 - Howard Barnett, Ph.D. (Indiana)
 - Ann Canale, Ph.D. (Massachusetts)
 - James Feely, M.A. (Northwestern)
 - Wanita Zumbrunnen, M.A. (Mills)
 - Jean Fields, M.A. (Ohio State)
 - Allan Schwab, Ph. D. (Tufts)

B. Strengths of the Program

1. Our most important strength is an experienced, well-educated, and committed faculty who have demonstrated over the years a willingness and ability to individualize their instruction and give personal attention to the needs of students at different levels.
2. Another strength is a diversity of course offerings through imaginative scheduling and individualized instruction, a diversity which helps offset the disadvantage of a small staff.
3. In terms of subject matter, the department has strengths in Renaissance studies, American popular culture, 20th Century criticism, and linguistics not often found in a program with a small staff.

Foreign Languages

4. Publication of an annual literary magazine, The Griffin, which features creative student work.

Anthony Perrone, M.A. (Illinois)

4. English as a Second Language (Iowa)

A. Faculty: of the Program

Linda Barnes, Ph.D. (South Carolina)

Arlene Sueoka, M.S. (St. Louis) with fluent speakers

Charlotte Hanselman, M.A. (St. Louis)

2. Excellent opportunities for study abroad.

3. Small classes with close faculty-student relationships.

B. Strengths of the Program

1. Dedicated and highly skilled staff.

Performing Arts

2. Curriculum--Depending on the enrollment and proficiency levels

A. Faculty of the students, we offer a variety of skills classes at

Robert different levels. (London)

Hal Dickerson, M.F.A. (Brandeis)

3. We provide highly individualized classes because our student-

Ed teacher ratio is small. (University)

Allegra Swingen, M. Mus. (Chicago Musical College)

4. Sponsorship of events throughout the academic year that feature

Nancy foreign cultures and perspectives for the edification of the entire campus.

Strengths of the Program

5. Foreign Languages

1. Quality and versatility of a faculty that has both academic and

A. Faculty: advanced credentials.

Anthony Perrone, M.A. (Illinois)

Deborah Cantarero, Ph.D. (Iowa) of the department, allowing for

strong mutual support between the theatrical and musical pro-

B. Strengths of the Program

1. High quality of instruction with fluent speakers. (log students)

with excellent opportunities to develop professional skills.

2. Excellent opportunities for study abroad.

4. Summer performance program at Arrow Rock, Missouri.

3. Small classes with close faculty-student relationships.

4. Willingness of the language faculty to develop new programs to provide opportunities for foreign language study.

6. Performing Arts

A. Faculty:

- Robert Peffers, Ph.D. (London)
- Mel Dickerson, M.F.A. (Brandeis)
- Nicki Juncker, B.F.A. (Washington University)
- Ed Herendeen, M.F.A. (Ohio University)
- Allegra Swingen, M. Mus. (Chicago Musical College)
- Groff Bittner, M. Mus. (Indiana)
- Nancy Fleming, M.A. (Illinois)

B. Strengths of the Program

1. Quality and versatility of a faculty that has both academic and performance credentials.

2. The interdisciplinary nature of the department, allowing for strong mutual support between the theatrical and musical programs.

3. The performance orientation of the program, providing students with excellent opportunities to develop professional skills.

4. Summer performance program at Arrow Rock, Missouri.

7. Philosophy and Religion

(No major offered)

A. Faculty:

Richard Ketchum, Ph.D. (Pennsylvania)

Aaron Miller, Ph.D. (Minnesota)

B. Strengths of the Program

1. The department is versatile in teaching and committed to research.

2. Consistent faculty involvement in interdisciplinary courses and programs.

3. There is a strong commitment from the administration to expand the offerings in philosophy and religion.

8. Library

A. Faculty:

Victoria Frowine, M.S.L.S. (Case Western Reserve)

Jan Czapla, M.L.S. (Mississippi)

Solon Chervitz, M.A.L.S. (Missouri)

David Van Mierlo, M.A.L.S. (Missouri)

B. Though the Library serves the entire campus, the Library staff functions as a department in the Humanities Division. A complete

report on the library is contained in Chapter VIII. The professional librarians on the staff of Lindenwood College are members of the faculty and carry the same responsibilities as other faculty members. They are evaluated for promotion and tenure in the same fashion, with some variation for their special functions in the library. They are consistently involved in committee work and faculty advisement activities.

Division of Natural Science and Mathematics

1. Biology
 - A. Faculty:
 - Daryl Anderson, Ph.D. (Washington University)
 - William Tietjen, Ph.D. (Ohio University)
 - L. Rao Ayyagari, Ph.D. (Loyola University Medical School)
 - Alan Cady, M.S. (Ohio University)
 - John Portmann, Ph.D. (Indiana)
 - B. Strengths of the Program
 1. Enthusiasm for subject matter on the part of the faculty.
 2. Dedication of the faculty to teaching.
 3. Enthusiasm of the faculty for research.
 4. Personal interest of the faculty in students' progress.

5. Diverse knowledge and preparation of the faculty.
6. Excellent student capabilities.
7. Student interest and involvement.
8. Opportunities for off-campus research and field work.
9. Small faculty-student ratio.
10. Superior small college facilities and equipment.

11. Active involvement in the Deaconess School of Nursing.

2. Chemistry

A. Faculty:

- John Soda, Ph.D. (Yale)
- John Nichols, M.A. (Virginia)
- Deanna, M.A. (Washington University)
- John Bornmann, Ph.D. (Indiana)
- Moheb Seif-el-Nasr, Ph.D. (Minnesota)

B. Strengths of the Program

1. Faculty members who are well trained in the disciplines, have worked in industry and government as well as the academic area, are engaged in research, and are active in the professional community.

2. Chemistry Department is fortunate to be located in a building with ample office and laboratory space both for faculty and students. Range of equipment is limited, but faculty have contacts with other academic institutions and with industry so that students have an opportunity to see, and sometimes use, chemical instrumentation and do internships.

Robert King, M.A. (Parsons)

3. As a result of the teaching and examples of the Chemistry faculty, our graduates have been successful in entering medical schools, graduate schools, teaching, and industry.

3. Mathematics

A. Faculty:

Dominic Soda, Ph.D. (Yale)

John Nichols, M.A. (Virginia)

Jeanne Huesemann, M.A. (Washington University)

B. Strengths of the Program

3. Small classes that permit individual monitoring of student

1. Well-qualified, responsive faculty.

2. Small classes, with real faculty-student contact.

3. Good facilities: computers, both micro and mini, math lab material, classrooms.

5. Faculty who have a strong commitment to education and a higher degree of expertise in specific areas than the full-time faculty.

Division of Social Sciences

1. Business Administration

A. Faculty:

Elizabeth Ammann, M.B.A. (Southern Illinois-Edwardsville)

Robert King, M.A. (Purdue)

Robert Hulett, B.A. (Missouri)

John Ruyter, M.B.A. (Chicago)

Jim Wong, Ph.D. (Ohio State)

B. Strengths of the Program

1. Small, but highly professional full-time faculty who have been and are active in the areas of business.
2. Realism in teaching which reflects the conditions in the business world.
3. Small classes that permit individual monitoring of student progress.
4. Convenient scheduling of courses to address urban student needs.
5. Use of adjunct instructors who have a strong commitment to education and a higher degree of expertise in specific areas than the full-time faculty.

2. Education

A. Faculty:

M. Gene Henderson, Ed.D. (Missouri)

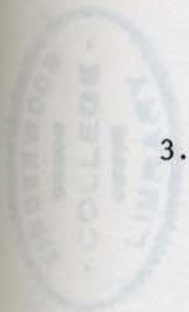
Nancy Polette, M.S. (Southern Illinois)

Diane Denny-Myers, M.A. (U.M.S.L.)

Jeanne Donovan, Ph.D. (George Peabody)

B. Strengths of the Program

1. Detailed objectives are provided for all teacher education programs. These objectives are contained in a special volume made available to faculty and students, which includes program goals and instructional and evaluation activities.
2. An exceptional clinical experience program, which precedes student teaching. All students participate in courses in which they must spend clinical time in public school settings prior to student teaching. Detailed records are kept by the department indicating the performance of individual students in laboratory and clinical experiences.
3. There is a full semester of student teaching. A seminar for cooperating teachers is provided. All students participate in school-opening activities in September. Students are assigned definite and clear objectives for observation as well as specific helping tasks for immediate classroom use.



4. Students are represented and participate in the Council for Teacher Education. There is an active student education club. Students evaluate courses and perceive that their evaluations are seriously regarded by faculty. Graduates of the teacher education program provide evaluations.
5. Students are given the opportunity to supplement their regular coursework with unique and exciting workshops brought to Lindenwood by the Education faculty. "Super Saturdays" and other programs bring to campus the best national consultants in early childhood, language arts, reading, children's literature, and other fields.
6. The continuous interaction of all faculty and students with the schools through field experience and the cooperating teacher workshops; the Education Advisory Board provides valuable mechanisms for the formal and informal evaluation and modification of the program.
7. Our students are convinced that they are the best prepared teachers in the area and see evidence that Lindenwood graduates are successful in finding employment. Over the last two to three years, 80-90% of the education graduates who were seeking teaching positions have been successfully employed in education.
8. NCATE reaccreditation in February, 1979, of the elementary and secondary programs at the baccalaureate level substantiates the high quality of these programs.



3. Fashion Marketing

C. Edward Beling, Ph.D. (Illinois)

Though not a separate department, Fashion Marketing does have an autonomous existence within the Business Administration Department.

A. Faculty:

Elizabeth Ammann, M.B.A. (SIU-E)

Lynn Moore, B.A. (Northwestern) *ed instructors, with a wide range of interests and expertise.*

B. Strengths of the Program

2. The department covers several areas--United States, Europe,

1. The ability to communicate with students a positive direction in education and career objectives. *of historical fields.*

2. The marketability of a Bachelor of Science degree in Business Administration and Fashion Marketing in today's business world.

3. The use of professionals in the retailing field as adjuncts, guest lecturers, and career advisors. *and the normal course offerings.*

4. Successful internship program with area businesses.

5. Designation of Lindenwood Library as a National Document Depos-

5. Strong counseling and placement component. *of documentary material for student and faculty use.*

4. History

A. Faculty:

C. Edward Balog, Ph.D. (Illinois)

Susan Fitzpatrick, Ph.D. (St. Louis University)

James F. Hood, Ph.D. (Illinois)

Richard Wier, Ph.D. (Georgetown), J. D. (St. Louis)

B. Strengths of the Program (Missouri)

1. Faculty--three well-qualified instructors, with a wide range of interests and expertise.

1. Professional preparation of faculty, with strong research

2. The department covers several areas--United States, Europe, Africa, Latin American, Asia--to give students a comprehensive opportunity to study a variety of historical fields.

3. Even in required courses, the department has maintained a respectable level of popularity with students.

4. Willingness and ability of the faculty to offer independent study and tutorial opportunities beyond the normal course offerings.

A. Faculty:

5. Designation of Lindenwood Library as a National Document Depository makes available a wealth of government documentary material for student and faculty use.

B. Strengths of the Program

1. Our greatest strength lies in the commitment of department members to the educational and financial viability of the

5. Political Science, and are willing to expend considerable energy toward those ends on a daily basis.

A. Faculty:

DeLores Williams, Ph.D. (Georgetown)

Richard Wier, Ph.D. (Georgetown), J. D. (St. Louis)

James I. Spainhower, Ph.D. (Missouri)

B. Strengths of the Program

4. Psychology faculty are active in professional organizations and

1. Professional preparation of faculty, with strong research interests.

5. Psychology offers a variety of learning experiences that are

2. Active faculty role in politics on local, state, and federal level.

ships. Student co-authorship of research studies is another opportunity. Active student Psychology Interest Group.

3. Opportunities for Washington Semester and internships for students.

6. In the past several years, the Psychology faculty has developed several new programs, such as the Associate Degree, the

6. Psychology Evening College major, the program in Human Services Administration. The department supports other programs, such as

A. Faculty:

James Evans, Ph.D. (Iowa State)

Judith McMahon, Ph.D. (Washington University)

B. Strengths of the Program

Edith Graber, Ph.D. (Denver)

1. Our greatest strength lies in the commitment of department members to the educational and financial viability of the

college, and our willingness to expend considerable energy toward those ends on a daily basis.

1. Faculty--The department has two faculty members with diverse scholarship.
2. Student-to-faculty ratio is among the highest in the college.
3. Psychology faculty receive high marks from students in teaching effectiveness and in advising and orientation of students.
4. Psychology faculty are active in professional organizations and meetings and in the publishing of scholarly works.
5. Psychology offers a variety of learning experiences that are rare at the undergraduate level, such as field studies and internships. Student co-authorship of research studies is another opportunity. Active student Psychology Interest Group.
6. Over the past several years, the Psychology faculty has developed several new programs, such as the Associate Degree, the Evening College major, the program in Human Services Administration. The department supports other programs, such as those at Deaconess and CASA.

James Swift, Ph.D. (Washington University)

7. Sociology/Anthropology (St. Louis University), Dean

(In addition to these full-time LCIE Faculty Advisors, several other members

A. Faculty: faculty serve as part-time Faculty Advisors or Faculty Sponsors.

Edith Graber, Ph.D. (Denver)

Ray Scupin, Ph.D. (California-Santa Barbara)

B. Strengths of the Program

1. Faculty--The department has two faculty members with diverse and complementing areas of competence and strong records of scholarship.
2. Course Offerings--The department provides a broad variety of courses for a major in sociology (including a range of courses in anthropology) and also for minors in sociology and anthropology.
3. The department also offers basic courses at Deaconess Hospital and CASA.

Faculty:

Rebecca Glenn, B.A. (Washington University)

Michael Castro, Ph.D. (Washington University)

Richard Rickert, Ph.D. (North Carolina)

Eugene Kirk, Ph.D. (Missouri)

James Swift, Ph.D. (Washington University)

Arlene Taich, Ph.D. (St. Louis University), Dean

(In addition to these full-time LCIE Faculty Advisors, several other members of the full-time faculty serve as part-time Faculty Advisors or Faculty Sponsors.

Lindenwood College for Individualized Education was founded in 1975 as an alternative, non-traditional approach to the education of adults. It represented the third area of Lindenwood's service to adults. The first was Lindenwood's long involvement in the continuing education of adults, mostly women, in its regular day program. Lindenwood added the Evening College, which serves a predominantly adult audience, with a much larger proportion of men than in the day program. Thus, LCIE represented a logical extension of Lindenwood's service to adults. It was intended to be of service to those whose work schedules made regular classroom work more difficult, those who had specialized interests impossible to meet in a regular program, or those who wished an alternative delivery style.

A maximum of 30 hours may be received through any combination of transfer credits and CLEP-Critical Life.

Most students in LCIE are working adults, with a median age of 33. At the undergraduate level, LCIE students may work toward a Bachelor of Arts degree, a Bachelor of Science degree, or a Bachelor of Fine Arts degree. As in the day program and the Evening College, most LCIE students work toward a B.S. degree.

rollment, an undergraduate student meets with one of the Faculty advisors to design a comprehensive program of study that will lead to a degree.

The academic calendar followed by LCIE is different from that of the other units of the college. It operates on a trimester system, with three 14-week trimesters per year, so that students who attend all three trimesters may earn a full academic year's credit. Each undergraduate trimester program constitutes ten semester hours. Virtually all LCIE students are full-time.

short-term study plan which lays out learning objectives, resources, strategies,

An entering student may qualify for advanced standing in several ways: Plan list, of course, carry forward the original Program Overview. At the end of

1. through prior college work transferred to Lindenwood in the normal way (the majority of students in LCIE have had some prior college work).

2. through CLEP credits (which is a normal process in the other units of the college as well).

3. through Critical Life Experience (college-equivalent learning that does not appear on a transcript--on-the-job training, professional seminars, private study; these experiences must be fully documented and are examined for verification, using the normal national standards for such crediting; credit for such experiences is available in the other units of the College as well.) A maximum of 60 semester hours may be obtained through some combination of CLEP credit and Critical Life Experience. A maximum of 90 hours may be received through any combination of transfer credits and CLEP-Critical Life. This is consistent with other units of the college, which require a minimum of thirty hours at Lindenwood for a degree. Thus, the minimum program in the LCIE would be three trimesters.

After enrollment, an undergraduate student meets with one of the Faculty Advisors to design a comprehensive program of study that will lead to a degree. This plan is called the Program Overview and contains an outline of the subject matter, some of the concepts, papers, and projects that will be incorporated, as well as the methods of evaluation. From the Program Overview, a specific Trimester Study Plan is worked out by the student with assistance from a faculty member, called the Faculty Sponsor. This is a more detailed, short-term study plan which lays out learning objectives, resources, assignments, and evaluations for the coming trimester. This Trimester Study Plan must, of course, carry forward the original Program Overview. At the end of each trimester, each student writes a trimester summary, giving the outcomes

of the study. This summary forms part of the student's permanent record. The Faculty Sponsor who worked with the student writes a Narrative Evaluation, outlining and assessing the work accomplished, which becomes part of the student's official transcript.

summaries completed.

The basic learning group in this program is the Cluster Group, so named to indicate its purpose: close interaction between students and faculty who gather to study three related subjects each trimester. Each cluster contains 4-8 students and a faculty sponsor and meets 4-5 hours per week. In this cluster group, the students present papers, offer demonstrations, discuss their work with each other and the faculty sponsor. On occasion, depending on the specific learning goals of a particular student, a student may meet individually with a faculty sponsor in a tutorial arrangement.

5. Completion of a Culminating Project.

The commitment demanded of LCIE students is considerable, since the trimester contains ten hours of credit, in three integrated "courses." A rigorous schedule of reading, writing, and discussion is maintained. Each student is expected, in addition, to meet regularly with his/her Faculty Advisor. Once a month, all LCIE students meet in a colloquium on a specific theme, presented by students, faculty, and outside consultants.

Graduation Requirements

The requirements for a degree from Lindenwood College for Individualized Education are these:

1. Satisfactory completion of all the learning objectives of the approved Program Overview.
2. Completion of the standard 120 hours with all evaluations and summaries completed.
3. Fulfillment of any specific requirements within an area of study as outlined in the catalog, including the general education component required of all Lindenwood students.
4. Satisfactory demonstration of competence in written and spoken English.
5. Completion of a Culminating Project.
6. Completion of at least 30 semester hours at Lindenwood.
7. Appropriate recommendations for the degree.

Many of the programs in LCIE are standardized in broad outline, while others are individually designed to meet a particular student's professional, personal, and academic requirements. All programs require some sort of Culminating Project, though the forms of such projects may vary. In the early days of LCIE, it was presumed that all the programs would be individualized, but that perception has changed with experience. The majority of LCIE students follow fairly standardized programs. In those cases, it is the delivery system that is unconventional rather than the program.

Organization Coordinator

1. Dean

The Dean of the College for Individualized Education is the chief administrator of the unit, responsible under the President and the Dean of Faculty for the academic and administrative integrity of the program.

The Dean is responsible for the following tasks:

- a. supervision of faculty and administrative personnel in LCIE, budget management and student accounting throughout the program.
- b. cooperation with the Admissions Office in the identification and recruitment of prospective students.
- c. convening meetings of LCIE faculty and staff to solicit opinions concerning academic and administrative policies for the unit consistent with larger college policies.
- d. submitting budget requests for LCIE to the president.
- e. serving as a primary link between LCIE and the other segments of the college community. Most of these coordinating tasks are accomplished through the membership of the dean (in an ex officio capacity) on the Educational Policies Committee, the Faculty Council, and the Graduate Admissions Committee.
- f. making recommendations concerning hiring, retention, promotion, and tenure of faculty members in the LCIE.

2. Program Coordinator

The Coordinator works with the Dean in quality control, providing close supervision of faculty, and supervision of student progress through the program.

The specific duties include:

- a. systematic reading and review of student files.
- b. assessing, standardizing, reviewing academic procedures, including the LCIE Handbook.
- c. assisting with the review of incoming students.
- d. serving as the primary link between the LCIE and the Registrar's Office in the preparation and evaluation of transcripts.
- e. Supervising monitoring the critical life credits evaluation process.

3. Faculty Advisors

The primary faculty of LCIE are called Faculty Advisors. These are regular members of the faculty of Lindenwood College, hold academic rank, are appointed according to the same procedures as other faculty, and are eligible for tenure. These faculty members are directly responsible to and work with the Dean of LCIE.

Each Faculty Advisor is the academic counselor, resource person, and administrator for about 85 students. Throughout the students' programs, the Faculty Advisor holds regular meetings with the students, participates with them in their academic work, critiques their work, and meets with their Faculty Sponsors. Collectively, the Faculty Advisors manage the work of LCIE,

including the monthly colloquia and workshops, faculty meetings, and identify and recruit faculty sponsors.

Each Faculty Advisor has these specific responsibilities:

- a. orientation of new students and assistance in preparation of Program Overviews, trimester study plans.
- b. in the case of graduate students, the Faculty Advisor, after interviews with prospective students, makes recommendations concerning admission.
- c. advisement of students concerning advanced standing, critical life experience applications, quality of work performed, and substantive issues in the Faculty Advisor's own area of academic expertise.
- d. working with faculty sponsors to ensure that students may fulfill their objective.
- e. recommendations concerning credit for student work each trimester, based on the recommendations of faculty sponsors and the academic standards of Lindenwood College.
- f. evaluation of each student's work on a continuous basis, based on reviews of the actual work, trimester summaries, and observations of the student in the cluster groups.
- g. review and evaluation of the performance of Faculty Sponsors.

4. Faculty Sponsors

Faculty Advisors work closely with appointed faculty members called Faculty Sponsors. Faculty Sponsors may be regular members of the Lindenwood faculty who have expertise in the area of the student's program, or they may be persons outside the college who are especially qualified to work with the student.

Many of the Faculty Sponsors have become closely identified with Lindenwood, and they sometimes are used as core faculty sponsors. These core faculty work with the Faculty Advisors to plan programs, particularly programs that will become standard models for future students.

The Faculty Sponsor works with individual students in tutorials and/or with small groups of students in clusters. Within the instructional setting, Faculty Sponsors initiate learning in a variety of ways: through lectures, group discussions, presentations, development of community resources, and coordination of projects. The Faculty Sponsor is in frequent contact with each student, meeting at least once a week. Each Faculty Sponsor meets at least once a trimester with the Faculty Advisors and writes a formal evaluation of each student's work for the narrative transcript at the end of the trimester.

Interaction

The two faculty groups, Faculty Advisors and Faculty Sponsors, provide complementary activities in working with students. The Faculty Advisors are the primary representatives of Lindenwood and its standards and expectations. Faculty Sponsors usually have a more pragmatic connection with the students' fields of study and guide them in substantive ways. This combination of generalists and specialists working with the students has been highly successful in providing the critical analytical approach to studies.

The LCIE program is possible only with extensive personal attention to students. This is true whether a student is pursuing a totally individualized program or one of the more standardized curricula. This requires frequent one-on-one

planning and evaluation sessions between Faculty Advisors and students, and extended weekly meetings between students and Faculty Sponsors.

Summary of Enrollments

To give some indication of the nature and scope of work in the LCIE, here are summaries of recent enrollments in the various undergraduate programs:

Fall Trimester 1982

Total Undergraduate Enrollment: 215
(Male-70--Female-145)

Business Administration	153
Health Administration	17
Valuation Science	1
Psychology	10
Community Design	1
Public Relations	3
Communications	21
Gerontology	1
Admin. of Justice	1
Photography	1
Interior Design	1
Art/Design	1
Undecided	4
Total	215

Spring Trimester 1983

Total Undergraduate Enrollment: 195
(Men-65--Women-129)

Business Administration	131
Communications	20
Psychology	11
Health Administration	13
Art	1
Gerontology	1
Valuation Science	1
Public Relations	2
Education	1
Admin. of Justice	1
Interior Design	1
Holistic Health	1
Music	1
Photography	1

Undecided	4
Special Student	1
Total	195

Summer Trimester 1983

Total Undergraduate Enrollment: 123
(Men-42--Women-80)

Business Administration	80
Art	1
Communications	15
Criminal Justice	3
Design	1
Gerontology	2
Health Administration	9
Holistic Health	1
Psychology	9
Valuation Science	1
Undecided	1
Total	123

Fall Trimester 1983

Total Undergraduate Enrollment: 195
(Men-66--Women-129)

Business Administration	131
Admin. of Justice	2
Art	2
Communications	23
Education	1
Gerontology	1
Health Administration	11
Holistic Health	1
Physical Education	3
Photography	1
Counseling Psychology	14
Religion	1
Valuation Sciences	1
Undecided	3
Total	195

The distribution of students in the LCIE does not differ markedly from the distribution in other programs. The overwhelming majority is enrolled in Business Administration or some variation such as Health Administration. The next most popular programs are in Communications and Psychology. Enrollments in other areas are scattered. This distribution marks a change from the

because their interests are replicated by some faculty member. This

original expectation when LCIE was founded in 1975. At that time it was assumed that there were potential students who fulfilled two criteria: a) the subject matter which they wished to study was out of the ordinary curriculum areas, and b) they had clearly defined processes in mind by which they wished to pursue their goals.

In the experience of the program since that time, it is apparent that most potential students for the LCIE do not have exotic goals. It is also true that most students in the program wish to follow a fairly well-defined path in their study. In fact, in the beginning, it would have been considered impossible to have a student in LCIE whose goals were "undecided." Thus, the thrust of the program has changed over time. What is attractive about LCIE for the majority of its students is not the opportunity to tread an obscure path but the time frame and the instructional modes used. The opportunity to follow a full-time program without the traditional time-in-class commitment is attractive. So is the Cluster Group with its integrated subject matter and close interaction with other students and the instructor. In comparison with conventional programs, the time consumed in class is clearly less, while the need for outside preparation is certainly more. The student can finish a degree in less time than the average evening student in the conventional program because LCIE students take a full-time load in the 3-Trimester year. Research indicates that different individuals respond to different types of instruction, and Lindenwood offers a choice for adult students of those modes proven over time to be useful and attractive.

Finally, there is some indication that some students are attracted to a program such as LCIE by the specific Faculty Advisors themselves. Some students come because their interests are replicated by some faculty member. This

would be more true for LCIE than for the conventional evening program. To give some indication of the types of programs followed in the LCIE, here are some typical undergraduate curricula:

Bachelor of Science Degree in Communications

A student major in Communications should have a minimum of 40 hours of coursework in the major (4 LCIE clusters) in addition to basic studies in written, oral, and interpersonal skills (LCIE Communications Cluster).

Cluster Course Offerings:

(Each cluster is a ten-credit-hour offering, synthesizing in one course related areas of study conventionally taught separately. The small size of the cluster allows the student, in collaboration with his/her Faculty Advisor and Faculty Sponsor, to develop an individualized study plan within the framework of the cluster.)

1. Foundations of Mass Media (Required)

Introduction to the Communications Field (4 hours)

Formats and Programming (3 hours)

Issues of Media and Society (3 hours)

2. Journalism Cluster (Required)

News Writing and Research (3 hours)

Feature Writing (4 hours)

Editing, Interviewing, and Contemporary Newspaper Practice (3 hours)

3. Video Production
 - Scriptwriting for Video (4 hours)
 - Applied Production and Post-Production Methods (6 hours)
4. Visual Communications
 - Principles of Design (4 hours)
 - Individualized Unit I (3 hours)
 - Individualized Unit II (3 hours)
5. Creative Writing Cluster
 - Creative Writing Practice (4 hours)
 - Literary Master Study (3 hours)
 - Literary Editing and Publishing (3 hours)
6. Advanced Interpersonal Systems
 - Systems Analysis (4 hours)
 - Advanced Interpersonal Skills (3 hours)
 - Personality Theory and Group Dynamics (3 hours)
7. Public Relations Cluster
 - Principles of Public Relations (3 hours)
 - Public Relations Activities (4 hours)
 - Public Relations and the Media (3 hours)
 - Systems of Psychology (3 hours)
8. Photography
 - Beginning, Intermediate, and Advanced Photography available on an individualized study plan basis. (3 hours)

9. Advanced Media Coursework (5 hours)

Advanced coursework in many of the above areas is possible on an individualized study plan basis.

Trimester IV: Foundations of Psychological Research (5 hours)

10. Internships Psychological Research/Testing (5 hours)

Media internships are sought during the senior year for students with outstanding records and whose work schedule permits an internship experience. Normally, a media internship is developed as part of a trimester's work, with some coursework done along with it.

Bachelor of Science in Psychology

Undergraduate studies in Psychology in LCIE focus on the behavior of human beings, the characteristic patterns during life stages, behavior pathologies, the relationship of human needs to social conditions, and the identification, analysis, and treatment of psychological problems.

The completion of Social Science Statistics and the LCIE Social Science Cluster are prerequisites for the four core clusters of study required for the undergraduate degree in Psychology.

Trimester I: General Psychology (4 hours)

History of Psychology (3 hours)

Systems of Psychology (3 hours)

Trimester II: Developmental Psychology (5 hours)

Personality (5 hours)

Trimester III: Abnormal Psychology (5 hours)

Techniques of Psychotherapy (5 hours)

Graduate Programs

Trimester IV: Foundations of Psychological Research (5 hours)

Psychological Research/Testing (5 hours)

Since historically and predominantly an undergraduate liberal arts college, Lindenwood, since 1925, has offered a small number of master's level programs. These programs have been modified in areas of community needs and demand in which Lindenwood has the proper resources. Graduate students comprise about 10% of our total enrollment at the present time. Graduate programs represent an added dimension to Lindenwood's curriculum, not a real shift in emphasis. Graduate work will always be in addition to our undergraduate core of responsibility.

The following are brief descriptions of the graduate programs provided by Lindenwood:

Master of Business Administration

The Evening College Master of Business Administration is a part-time program intended for those already embarked upon a business career. The program is oriented toward the application of theory to practice for those whose careers are in private, public, or non-profit organizations.

The Evening College MBA operates on a quarter system calendar, with four sessions a year. The classes meet, usually, for one evening a week for a four-hour period. Some courses meet in a weekend format with a different time:

Chapter IV

Graduate Programs

Though historically and predominantly an undergraduate liberal arts college, Lindenwood, since 1975, has offered a small number of master's level programs. These programs have been mounted in areas of community needs and demand in which Lindenwood has the proper resources. Graduate students comprise about 30% of our total enrollment at the present time. Graduate programs represent an added dimension to Lindenwood's curriculum, not a real shift in emphasis. Graduate work will always be an addition to our undergraduate core of responsibility.

Here are some brief descriptions of the graduate programs provided by Lindenwood:

Master of Business Administration

The Evening College Master of Business Administration is a part-time program intended for those already embarked upon a business career. The program is oriented toward the application of theory to practice for those whose careers are in private, public, or non-profit organizations.

The Evening College MBA operates on a quarter system calendar, with four sessions a year. The classes meet, usually, for one evening a week for a four-hour period. Some courses meet in a weekend format with a different time frame.

The program is open to any qualified holder of a bachelor's degree from an accredited college or university. The undergraduate degree need not be in business.

Applicants must present an official transcript of the undergraduate degree, an up-to-date resume, and the score on the Graduate Management Admission Test. Each applicant is then reviewed individually to determine whether he or she can benefit from the program and make contributions to class discussions. All applicants must be reviewed by the Graduate Admissions Committee, which makes the final admissions decision.

Degree Requirements

The program of study for the Evening College MBA consists of 36 semester hours from courses offered in five subject areas: Accounting and Information Systems, Finance, Management, Marketing, and Business Environment. A concentration in International Business is also available. The 36 hours are divided evenly between required courses and electives.

The required courses are these:

- MBA 511 Managerial Accounting
- MBA 512 Management Information Systems
- MBA 531 Financial Policy
- MBA 541 Organizational Development
- MBA 551 Marketing Policies
- MBA 545 Business Policies and Strategies

A master's thesis may be counted for as many as six semester hours with the approval of the Department of Business Administration. As many as six semester hours may be transferred from another institution.

The program presumes a background in accounting, finance, marketing, and management. Candidates who do not have this background--that is, those who do not have appropriate undergraduate coursework or extensive work experience --must complete basic concepts courses in these four areas. These concepts courses, if needed, do not apply to the 36-hour requirements for the degree.

The program demands that the student maintain a B average. Any student who falls below a B average is placed on probation and must consult with a faculty advisor. Those who do not achieve a grade level sufficient to move off probation are suspended from the program.

MBA 530 Financial Concepts

MBA 540 Organizational Concepts

MBA 543 Personal Master of Science in Administration

MBA 545 Business Policies and Strategies

The Master of Science in Administration offered in the Evening College is intended for those seeking continued careers in industry, government, health care, and other fields. As in the MBA, the courses place an emphasis on practical aspects of administration and are intended to be of immediate application in the student's regular work.

The format of class time is identical to that of the MBA, and many of the classes are the same.

Admission Graduate Certificate Program in International Business

The requirements for admissions are similar to those for the MBA except that no resume is needed, and the GMAT is not required.

Degree Requirements

This program requires 36 semester hours. Of that total, 30 hours are required, and only six are elective.

MSA 583 International Business and Cross-Cultural Communications

The required courses are these:

- MSA 502 Administrative Utilization of Computer Systems
- MSA 510 Financial Accounting Concepts
- MSA 512 Management Information Systems
- MSA 530 Financial Concepts
- MSA 540 Organizational Concepts
- MSA 543 Personnel Management and Labor Relations
- MSA 545 Business Policies and Strategies
- MSA 546 Human Relations for Administrators
- MSA 550 Marketing Concepts
- MSA 587 Institutional Ethics and Corporate Social Responsibility

Graduate Programs in Education

The grade and probation requirements are identical to those of the MBA.

Four different patterns of graduate programs in Education are available at Lindenwood College. The first three models are offered in course-oriented patterns directly through the Department of Education. The fourth one, Model IV, is offered through the Lindenwood College for Individualized Education.

Graduate Certificate Program in International Business

This program is designed to meet the needs of those who are currently working in the international area or who wish to move into such an area. The curriculum is designed to cover those unique problems and situations encountered in doing business in other countries.

There are eighteen required hours in the international business program.

- IB 583 International Business and Cross-Cultural Communications
- IB 582 International Trade
- IB 554 International Marketing
- IB 544 International Management
- IB 534 International Finance
- IB 584 International Business Environment Analysis

These courses may be used to obtain the certificate, but they may also be used to form a concentration within the MBA program, if desired. Those moving from the certificate toward the MBA would need an additional 18 to 30 hours of coursework, depending on preparation.

Graduate Programs in Education

Four different patterns of graduate programs in Education are available at Lindenwood College. The first three models are offered in course-oriented patterns directly through the Department of Education. The fourth one, Model IV, is offered through the Lindenwood College for Individualized Education.

These graduate programs in Education began as a joint effort by Lindenwood College faculty and public and private school educators. The programs were shaped to meet the particular needs of area educators, and such motivation will continue to characterize the program. The original plans were drawn by a committee of some ten Lindenwood faculty and twenty-four area teachers and administrators who served as a preliminary exploratory group. More than 450 area classroom teachers responded to a survey indicating their needs and interests in a graduate program. In addition to these ideas, the group surveyed the graduate programs of several other colleges and universities, as well as the guidelines of the American Council on Teacher Education.

Because the needs and desires that emerged from those preliminary meetings indicated a real diversity, Lindenwood developed the four models, allowing teachers to choose the pattern best designed to meet their particular interests and needs. The four models represent a continuum of methods ranging from one emphasizing required distributive courses to one largely devoted to learner-developed activities.

Brief Descriptions of the Models

Model I: This is a traditional program allowing the graduate student to achieve a Master of Science degree in either elementary or secondary education. After completion of the required courses, the candidate may receive the master's degree and, if necessary, seek initial or extended certification in the State of Missouri.

Model II: Participants in this model must have had teaching experience or be presently teaching. The program includes several "core courses," but the remainder is built upon the needs expressed by the individual student. This program leads to a Master of Arts in Education. In this model as well, a candidate may seek initial or extended Missouri certification.

Model III: This master's program is for students who have very specialized needs. An example would be a student who works with mentally handicapped students and wishes additional help in this area. The core courses are the same as in Model II, but the remainder of the program consists of tutorials with an expert in the particular field needed by the student. A student pursuing a full-time program in this model could earn a Master of Arts in Education in one calendar year. This model also may lead to initial or extended certification.

Model IV: This model, followed in LCIE, is a four-trimester program. The format is learner-developed and consists of small group sessions, tutorials, independent study, and applied learning. All students in this model must be full-time educators during the program period in a setting that is applicable to the program. The actual work-setting of the student becomes the laboratory for the program. No certification is available through this model.

Models I, II, III may be followed on a full or part-time basis. Model IV is available only to full-time employed teachers who are also able to carry a full load of graduate work (as is true of other LCIE programs).

Objectives of the Graduate Teacher Education Program

The graduate student in Education at Lindenwood will be exposed to experience that will enable him/her:

1. to study, think about, discuss, and write about contemporary education problems from various perspectives. (Models I, II, III. In Model IV, all objectives are student-generated in the Program Overview.)
2. to analyze his/her teaching behavior and alter it as the need to do so is made evident. (Model I, II, III)
3. to study curriculum theory and to design curricula pertinent to the needs of the students with which the graduate student is working. (Model I, II, III)
4. to understand, analyze, and design educational research that would be applicable to the setting of the elementary/secondary practicing professional teacher. (Models I, II, III)
5. to understand the basis for administration in elementary/secondary schools, the roles of various administrators, school boards, and the relationship of the teacher's role to these. (Model I)
6. to design, develop, and complete a project that will be of use in the graduate student's particular educational environment. (Models II, III)

7. to design, develop, and present to peers a project or paper in his/her area of expertise, i.e., a thesis in some area of research, a curriculum model for a particular area, teaching materials, etc. (Model I)
8. to grow to understand the value of professional discussion with colleagues concerning everyday issues confronting individual educators. (Models I, II, III)
9. to prescribe and/or design courses, independent studies or tutorials in education or specific content areas that will allow the practicing educator to meet professional goals. (Models I, II, III)
10. to be, at the end of his/her program, an informed decision-maker, capable of self-evaluation and evaluation of the educational process. (Models I, II, III)

Strengths of the Graduate Education Program

1. Flexible and creative programs in the four models provided to meet the needs of a variety of students pursuing graduate study.
2. The Education Advisory Board provides valuable input regarding the needs of educators, appropriate in-service programs, and graduate programming.
3. Lindenwood brings nationally renowned authors and consultants (e.g., Joan Fassler, David Melton, Berniece Rabe) to provide unique and stimulating seminars and workshops for practicing educators. These programs

are frequently offered for graduate credit and thus provide an exciting perspective to graduate study at Lindenwood.

4. Lindenwood meets the specific needs of school districts, such as offering special in-house workshops at Francis Howell District, during their off-cycle period.

Master of Fine Arts in Theatre

Recent enrollments in Models I, II, and III are given here. Enrollments in Models IV are indicated in the section on LCIE graduate programs.

Fall 1982

Spring 1983

Model I 4

Model I 2

Model II 30

Model II 24

Model III 0

Model III 0

Fall 1983

Model I 5

Model II 30

Model III 1

In addition to degree programs, the Education Department sponsors a great many short courses, conferences, lectures, and workshops for teachers both on the Lindenwood campus and in the schools. In a nearby district which is on a year-round schedule, the Education faculty provides short courses during the

off-periods in the school schedule. Summer courses and workshops also are given for teachers. One program, the only one in Missouri, prepares teachers of visually impaired students. This program is funded through the Missouri Department of Elementary and Secondary Education.

General Degree Requirements

Master of Fine Arts in Theatre

The general requirements for the M.F.A. are those:

Lindenwood began offering graduate courses in Theatre, leading to the Master of Fine Arts degree, in the fall of 1978. The purpose of the program is to allow advanced students to work in a college theatre and in professional summer theatres in an intern-like setting. Complementing this work is study in dramatic literature, history, and playwriting. The student completes three years of study for the M.F.A. degree. An emphasis may be obtained in acting, directing, theatre production and design, children's theatre, or theatre administration.

Admission

Applicants for admission to the M.F.A. in theatre must:

1. complete the normal procedures for admission to Lindenwood College.
2. hold a bachelor's degree with background training and/or professional experience roughly equivalent to that of the undergraduate theatre major at Lindenwood.

3. submit a dossier of biographical information and theatrical experience.
theater or equivalent experience.
4. audition or interview, where possible, with members of the Lindenwood College Performing Arts Department.

General Degree Requirements at and the Department of Education jointly offer

the Master of Arts in Education with a Theatre concentration. Properly

The general requirements for the M.F.A. are these: a combines a professional

approach to theatre instruction and program development with the study of

1. a residency period, usually of two years, at Lindenwood. semester hours of graduate work.
2. successful completion of an oral examination taken at the beginning. prescribed courses include those in Education (Analysis of Teaching and Learning)
3. completion of a final thesis project: normally this consists of directing, designing, playing a principal role in a major production, or offering a one-person show, and providing evidence of research, analysis, and judgement which formed part of the production process and which will remain on record with the Performing Arts Department; this master's project may count for two courses, a total of six hours. The cooperative teaching effort between the Performing Arts faculty and
4. active participation in the general production program of the Performing Arts Department. the offerings available to students.
5. completion of 60 semester hours of graduate work with a cumulative G.P.A. of 3.0 or higher (a maximum of 12 graduate hours of appropriate credit may be transferred).

Summer Professional theatre programs which are available to Lindenwood students such as the Arrow Rock theatre in central Missouri.

6. active participation, at least one season, in a professional summer theatre or equivalent experience.

M.A. in Education

The Performing Arts Department and the Department of Education jointly offer the Master of Arts in Education with a theatre concentration. Primarily intended as a preparation for teaching, this program combines a professional approach to theatre instruction and program development with the study of educational theory and resources. This program consists of 30 semester hours of graduate work.

Prescribed courses include three in Education (Analysis of Teaching and Learning Behavior, Conceptualization of Education, and Educational Research), for a total of 9 semester hours; six courses in theatre (18 hours); and a Master's Project in Theatre Education (3 hours).

Strengths of the M.F.A. Program

1. The cooperative teaching effort between the Performing Arts faculty and the English faculty. This makes it possible to enlarge the teaching faculty and enrich the offerings available to students.
2. The availability of a rich theatre environment and theatre professionals in the St. Louis area.
3. Summer Professional theatre programs which are available to Lindenwood students such as the Arrow Rock theatre in central Missouri.

4. Opportunities for active participation by graduate students in the theatre program of the College; this allows graduate students to assume responsibilities in every aspect of theatre production, design, and performance.

Graduate Programs in the LCIE

The general format of the graduate programs in the College for Individualized Education is similar to that of the undergraduate programs already described. Graduate students may receive up to one trimester of advanced standing from previous graduate level work, if that work is directly relevant to the proposed degree program at Lindenwood. This advanced standing is a part of the admissions process and is granted by the Graduate Admission Committee.

Prior to entering LCIE, a prospective graduate student meets with a Faculty Advisor who has expertise in the desired area and begins the development of a Program Overview. This Overview contains a trimester-by-trimester description of the proposed area of study.

GRADUATE PROGRAM REQUIREMENTS

The Faculty Advisor will review the proposed Program Overview and either approve it or ask for further development. This program Overview is usually developed during the first trimester of study at Lindenwood, and it is submitted to the Graduate Admissions Committee following that first trimester. The Graduate Admissions Committee may make three decisions: it may accept the proposal as submitted; it may accept with some revisions; it may reject the

proposal. If a proposal is rejected, it will contain reasons for the committee's decision. The student has the option of reworking the proposal to satisfy the concerns of the committee or dropping from the program.

Thus, most students are admitted to the program conditionally while the final draft of the Program Overview is completed. Since this is a large task, it can be most successfully done while in constant contact with the Faculty Advisor. There is no guarantee, however, that a student conditionally admitted will be permitted to continue if the Overview is rejected.

After a Program Overview is accepted and in process, it may be revised. It sometimes happens that a student's work will take him/her in a direction other than previously anticipated. In that case, proposed amendments may be submitted to the Faculty Advisor. If the amendment is quite minor in nature, it will simply be filed among with the original proposal. If the amendment alters the number of trimesters required for graduation or involves a shift in emphasis or degree, it must be resubmitted to the Graduate Admissions Committee.

GRADUATE PROGRAM REQUIREMENTS

Each unit of study in the LCIE graduate program is a nine-hour block, and that is the smallest unit for which an enrollment is normally accepted.

In most areas of study, such as Health Administration or Business Administration, there are required areas that must be included in the Program Overview. In the more individualized programs, the content is determined by the student in consultation with the Faculty Advisor, and with the concurrence of the

Graduate Admissions Committee. In any event, the program required of the student is determined in the Program Overview, and when all the requirements outlined in that document are met and documented, the student may be recommended for graduation.

There are some general requirements involved in any graduate program in LCIE:

The Culminating Project

1. Satisfactory completion of the objectives set out in the Program Overview.
2. Completion of the required number of trimester hours specific for the program in which the student is enrolled, or the completion of the required number of hours specified by the Graduate Admission Committee at the time of admission.
3. Satisfactory completion of all practica, internship, residency requirements connected with the degree program.
4. Final recording of all study through the submission of satisfactory trimester summaries after evaluation by Faculty Sponsors and Advisors.
5. Satisfactory demonstration of graduate-level writing and speaking skills as evaluated by the Advisor and Sponsor each semester.
6. Full crediting of the Culminating Project.

2. an autobiographical statement

3. three letters of recommendation

4. a completed Program Overview approved by the LCIE Advisors and

Programs Coordinator

7. Completion of a minimum of 27 hours (three trimesters) at Lindenwood.
(This is consistent with all other degree programs at the College.) Such learning is, however, considered in the content design of the Program Overview.
8. Recommendation of the Faculty of Lindenwood College (in common with all other candidates for graduation from Lindenwood).

The Culminating Project

This is intended to be a major undertaking, usually done in the final trimester of work. It may be a written thesis or some appropriate creative work. The Project must demonstrate that the student has mastered the concepts, methodology, and skills that were stated as objectives in the Program Overview. If the Project is in a written mode, it generally exceeds 100 pages-in-length. If the Project is in some non-written mode, it must include a written analytical component of at least 20 pages explaining the relationship of the Project to the LCIE program. If the project is non-written, it must be accompanied by slides or videotape giving some permanence to the record.

ADMISSIONS REQUIREMENTS

Students seeking admission to the graduate programs in the Lindenwood College for Individualized Education must submit the following documents for review by the Graduate Admissions Committee:

1. transcripts of previous undergraduate and graduate work
2. an autobiographical statement
3. three letters of recommendation
4. a completed Program Overview approved by the LCIE Advisors and Programs Coordinator

Credits for experiential learning such as those accepted for Critical Life Credits on the undergraduate level are not awarded on the graduate level. Such learning is, however, considered in the content design of the Program Overview.

To give some idea of the scope of the LCIE program in recent trimesters, here are the enrollment distributions:

Fall Trimester 1982

Total Graduate Enrollment: 104
(Men-59--Women-45)

Art	3
Art Therapy	6
Accounting	3
Communications	1
Education	3
English Literature	1
Counseling Psychology	15
Industrial Psychology	4
Finance	7
Management	10
Marketing	7
Health Administration	15
Gerontology	2
Voluntary Assoc. Adm.	1
Valuation Science	9
Public Administration	1
Printmaking	1
Design	1
Career Guidance	1
Ceramics	1
Art and Design	1
Administration	5
Theatre	1
Personnel Management	1
Non-degree	3
Total	104

Spring Trimester 1983

Total Graduate Enrollment: 94
(Men-52--Women-43)

Administration	25
Psychology	21
Health Administration	12
Art Therapy	8
Art	5
English	2
Theatre	5
Gerontology	4
ESL	1
Valuation Science	6
Education	4
Career Guidance	1
Operations Research	1
Human Resources Mgmt.	1
MBA	1
Total	94

Summer Trimester 1983

Total Graduate Enrollment: 66
(Men-31--Women-35)

Administration	13
Art	2
Art Therapy	4
Communications	2
Design	1
Education	3
ESL	1
Gerontology	2
Health Administration	9
MBA	5
Photography	1
Psychology	16
Theatre	2
Valuation Science	5
Special Students	2
Total	66

Fall Trimester 1983

Total Graduate Enrollment: 101
(Men-46--Women-55)

Administration	16
Art	2
Art Therapy	10
Communications	3
Design	1
Education	2
Gerontology	4
Health Administration	12
Holistic Health	1
Industrial Psychology	2
Executive MBA	15
Photography	2
Counseling Psychology	20
Theatre	3
Valuation Sciences	8

The transition to fairly standardized programs which we noted in the undergraduate LCIE programs is evident in the graduate programs as well. Once again, when the program began, it was assumed that the programs would be wholly individualized, and each one would be distinct. In the experience of the program, however, it is the time frame and learning format which attracts students rather than the opportunity to pursue unusual areas of study. The graduate programs are largely populated with students interested in the study of business or one of its variations.

In demographic profile, the students in the LCIE do not differ from those in the Evening College. However, they prefer a different learning mode. Adult students who enroll in evening programs must inevitably make a major personal commitment in time and money. There is, obviously, a more rigorous, though shorter commitment on the part of a LCIE student, for whom the preparation time is increased.

Representative Programs in LCIE the 3 hours devoted to a thesis or project.

The course work may be in accounting, finance, management,

To give some indication of the types of programs offered at the graduate level in LCIE, here are some outlines of typical courses of study:

Master of Arts in Education This program consists of four trimesters of 9

Executive Master of Business Administration

This program is 5 trimesters in length (45 trimester hours), i.e., five trimesters of 9 hours each. Admission to this M.B.A. program requires a minimum of ten years of business experience. (LCIE ED 503) 3 hours

Trimester I: Business Statistics (LCIE MBA 510) 4 hours
Computer Science/Information Systems (LCIE MBA 515) 5 hours

Trimester II: Financial Accounting (LCIE MBA 520) 2.5 hours (550) 3 hours
Managerial Accounting (LCIE MBA 525) 2.5 hours
Finance (LCIE MBA 530) 4 hours (ED 560) 3 hours

Trimester III: Management (LCIE MBA 535) 7 hours (ED 580) 3 hours
Business Law (LCIE MBA 540) 2 hours

Fund Raising and Grantmanship (LCIE ED 590) 3 hours

Trimester IV: Marketing Principles/Marketing Management (LCIE MBA 545)
6 hours

Economics (LCIE MBA 550) 3 hours

Trimester V: The preceding trimesters are all required. In the fifth
trimester, the student takes 6 hours of course work in

consistently enrolls more males than females is the MBA. In the small group

of Executive MBA at addition to the 3 hours devoted to a thesis or project.
 The course work may be in accounting, finance, management,
 or marketing.

Master of Arts in Education This program consists of four trimesters of 9
 trimester hours each, for 36 hours.

St. Charles and West	62
St. Louis City	15
Other	17
Total	94

Trimester I: Organizational Behavior (LCIE ED 501) 3 hours
 Staff Development (LCIE ED 502) 3 hours
 Leadership Methods (LCIE ED 503) 3 hours

Trimester II: Program Development (LCIE ED 530) 5 hours
 Program Analysis (LCIE ED 535) 4 hours

Trimester III: Principles of Planning and Management (LCIE ED 550) 3 hours
 Financial Management (LCIE ED 555) 3 hours
 Organizational Analysis (LCIE ED 560) 3 hours

Trimester IV: Board and Community Relations (LCIE ED 580) 3 hours
 Marketing (LCIE ED 585) 3 hours
 Fund Raising and Grantsmanship (LCIE ED 590) 3 hours

In the final trimester, the Culminating Project, usually underway for some
 time, must be submitted.

Of the new students who entered LCIE in the fall of 1983, 65% were women, 35%
 were men. The only program in LCIE or in the entire student community which
 consistently enrolls more males than females is the MBA. In the small group

of Executive MBA students who began the program in the Fall 1983 trimester, 2/3 were men. The average age of the new LCIE students is 31, a drop of about four years over the existing LCIE population. The geographic breakdown for these new students is:

St. Charles and West	42
St. Louis City	15
Inner St. Louis County	11
Outer St. Louis County	17
Other	15
Total	100

CONCLUSION

Graduate programs have become an important component of Lindenwood's work, though not its primary one. For a number of years, Lindenwood dominated the adult and graduate markets in St. Charles. Because the county area is fast-growing several other colleges and universities are now offering evening programs in the area. Lindenwood will continue to consider other areas in which we might provide graduate programs, but these must be considered very carefully. No plans now exist to expand the number of graduate programs and degrees offered.

Through on-campus programs

Our academic programs on the St. Charles campus, we have made a real effort to serve many kinds of people and to offer the types of programs and degrees which they want and need. Lindenwood has long been attractive to older adults who wish to obtain or complete a college degree. The day-time programs have attracted many more women than men over the years; evening classes draw a better-balanced population. Long before it became a national trend, Lindenwood

Chapter V

Public Service Outreach

Lindenwood has always been committed to public service even though it is a private institution. That commitment has intensified in recent years as Lindenwood has built a much closer relationship with its immediate metropolitan community. This reflects the fact that Lindenwood draws many of its students from the immediate area, but it also reflects a genuine desire to be of help to the area around it. That this feeling of closeness to the community is reciprocated is seen in the increasing numbers of college contacts with the community and the increasing levels of area financial support generated each year. As we have identified more closely with St. Charles and St. Louis, so our commitment to the area has grown.

This effort to serve our community and the larger metropolitan area is reflected in several ways:

- I. Through on-campus programs

In our academic programs on the St. Charles campus, we have made a real effort to serve many kinds of people and to offer the types of programs and degrees which they want and need. Lindenwood has long been attractive to older adults who wish to obtain or complete a college degree. The day-time programs have attracted many more women than men over the years; evening classes draw a better-balanced population. Long before it became a national trend, Lindenwood

was seeking and serving older adults, most of whom were women. Some of them had begun college many years before and dropped out to work, to marry, to have families. Some had never attended college before. When those women wanted to resume or begin a college experience, Lindenwood was there. Such students have never been segregated in any fashion. They have enrolled in the same classes and programs as younger students. They prefer it that way; so do we. Most of them have been superior students, even though many of them were anxious about their own abilities in the beginning. Lindenwood offered them opportunities in a sympathetic environment, and the older students have never wanted more than that.

In addition to the older students, mostly women, who have been part of the day-time programs, many adults have been part of the Evening College programs. The Evening College has always functioned as the equal of any other unit of the college. It features most of the same programs, all of the same requirements, and ends with the same degree as the traditional component of the college. Almost all of these evening students are working adults, though they are usually joined in their classes by some day students who enroll in some classes in the evening hours. Virtually all Evening College students attend on a part-time basis. They include a much larger proportion of men than the older population in the day-time hours, but, even here, women outnumber men except at the graduate level.

For those adult students whose schedules preclude day-time classroom experiences or whose preferences are for non-traditional instructional modes, the programs and options of the College for Individualized Education are provided. These learning experiences are held at night and on weekends to accommodate

such students. This program requires a full-time commitment.

Also, on the campus, Lindenwood has made a major effort to meet the needs of area public school educators for advanced degrees. The Education Department offers year-round classes, seminars, and tutorials for area teachers. (The chapter on Graduate Education details the options available.) This represents a major effort to be of service to our area. Besides the regular classes, frequent conferences and short-courses are presented. Some of these are taken right into the public schools, as in-service training, for the convenience of teachers.

Lindenwood makes available scholarship assistance to all local school teachers to defray the high tuition charges in our graduate programs that might prevent many of them from attending Lindenwood.

Lindenwood feels that it has made and is carrying out a serious commitment to be of public service in our area in the academic programs it makes available day and evening. This is in addition to our service to students from around the country in the traditional program.

II. Through an extension operation, Lindenwood has made a real effort to take its programs off the campus in St. Charles to locations convenient for its students.

The College for Individualized Education has always maintained at least one location in St. Louis County at which its programs are offered. At present, LCIE programs are located on the west edge of the city of St. Louis, and in Manchester, in southcentral St. Louis County.

The Evening College offers classes at three centers away from the St. Charles campus. Two of these have large concentrations of students. Mansion House Center is located in downtown St. Louis and has programs at both graduate and undergraduate levels, mostly in Business. The Westport Center is in west St. Louis county in one of the largest business-industrial areas in the metropolitan region. Westport also offers programs, mostly in Business, at both graduate and undergraduate levels.

A much smaller center is maintained at Lake St. Louis, in western St. Charles county, about twenty miles from the main campus. This, too, is in a growing residential and industrial area, with a large new General Motors plant nearby.

At the General Motors plant, Lindenwood, under contract, offers a sequence of courses for plant personnel for college credit. Those students finishing this sequence of courses are eligible, of course, to continue their education at Lindenwood if they desire.

We offer M.B.A. courses on-site at two area locations: Bussmann Fuse Company in western St. Louis County, and at the General Motors plant in St. Louis.

Specialized programs also have been offered in the past at the Monsanto Company and McDonnell-Douglas Corporation.

Finally, Lindenwood provides undergraduate arts and sciences instruction at Deaconess Hospital's School of Nursing and a few evening courses at the St. Louis Conservatory and Schools for the Arts (CASA), both in St. Louis. In both of these cases, we were requested to provide the instruction by the academic administrators of the institutions.

III. Through non-credit offerings and faculty

Through a program called "Extended Education," Lindenwood provides for the community a diverse selection of workshops and experiences on a not-for-credit basis. Some of these are purely recreational in nature; others have a more vocational bent. They range from bass fishing to Hatha yoga, from gourmet cooking to photography. Some of these experiences are for youngsters, such as computer workshops.

These programs are intended to provide entertainment, personal enrichment, and hobby development, but sometimes these short experiences are used by participants to test a decision to return to college. There are no entrance requirements, and the fees are very modest.

The Lindenwood theatre program frequently casts area residents in its productions, both adults and children. The lead part in the first production of the 1983-84 season was won in audition by an alumna of the college who has maintained an abiding interest in theatricals since graduation a number of years ago. Several area children appear in the holiday production of "A Christmas Carol."

IV. Through the use of our facilities

A great many groups use Lindenwood facilities for conferences and other activities. Some area high schools use our all-weather turf field for football and soccer. In fact, the local school district uses our field for soccer and football in exchange for the use of their gymnasiums for our men's and women's basketball teams. Butler Library also is open to community usage, and it is not uncommon to find non-college users there.

V. Through the efforts of staff and faculty

Lindenwood people are good citizens both privately and in conjunction with the college. Many of the staff and faculty are active in community affairs of all sorts. In addition, some of them offer workshops for businesses, carry on consulting activities, and involve students in area activities through internships. Many serve on boards of area organizations, some hold public office, and a number are leaders in area churches.

Lindenwood is an integral part of the St. Louis-St. Charles community. We try to be good neighbors.

All members of the faculty are currently active in the areas of their training and expertise. Obviously, as we noted previously, faculty members in a small liberal arts college teach a wider spectrum of courses than would be the case at a research and graduate oriented university. But no member of the faculty carries in any major role outside normal competencies. No one has been reassigned to some quite different area because of enrollment or budget limitations.

Faculty Recruitment and Selection

Faculty selection at Lindenwood begins with the departments and the Dean of the Faculty. For a replacement of a new position, the department chairperson and the Dean of the Faculty propose recruitment of a new person. The Dean of

Chapter VI

Human Resources: Faculty and Administration

The full-time instructional staff at Lindenwood College is well qualified for its teaching role. In the current academic year, 52% hold terminal degrees (Ph.D, Ed.D, M.F.A.), an additional 41% hold master's degrees (M.A., M.S., M.B.A., M.M.), while the remainder (4 people) hold bachelor's degrees, but have significant professional experience to qualify them for teaching roles. At least six of those who do not yet hold terminal degrees are engaged in advanced degree study.

All members of the faculty are currently active in the areas of their training and expertise. Obviously, as we noted previously, faculty members in a small liberal arts college teach a wider spectrum of courses than would be the case in a research and graduate oriented university. But no member of the faculty operates in any make-shift role outside normal competencies. No one has been re-assigned to some quite different area because of enrollment or budget limitations.

Faculty Recruitment and Selection

Faculty selection at Lindenwood begins with the departments and the Dean of the Faculty. For a replacement or a new position, the department chairperson and the Dean of the Faculty propose recruitment of a new person. The Dean of

the Faculty consults with the Faculty Council, which has a role in establishing priorities for positions to be filled. The Dean then consults the President of the College, who has, of course, the final budgetary authority to initiate recruitment.

Positions thus authorized are advertised, usually in "The Chronicle of Higher Education" and perhaps the appropriate specialized journal or newsletter. The Dean then appoints a small committee consisting of the department chairperson and perhaps two other closely concerned people to serve as a screening committee to review applications as they are received. This committee, in consultation with the Dean, makes recommendations concerning specific people to invite to the campus for interviews. Ordinarily, three candidates are chosen for this phase.

Those persons brought to the campus for interviews are brought into contact with the screening committee, the academic department in which the position exists, the Dean of the Faculty, the President, and the members of the Faculty Council as well as students in the appropriate department. After all these elements have participated in the interview process, the Screening Committee and the Faculty Council, after gathering reactions from all those who interviewed the applicant, make their recommendations to the Dean of Faculty.

Either the applicants are rated in some order of choice, or a recommendation is made to seek other interviewers. The Faculty Council's role in this process is advisory, but the Dean of the Faculty invariably seeks their advice. No one is appointed to the full-time faculty who has not participated in such a full-scale interview experience.

student without faculty intervention. After the course is concluded and

Assuming that the first round of interviews has produced one or more satisfactory candidates, it is the Dean of Faculty's function to negotiate with the candidate to produce an agreement. A contract is then issued by the President of the College.

Thus, while the actual prerogative of hiring members of the faculty belongs to the Dean of Faculty and the President, a considerable number of people participate in the process, and their advice is always solicited, and their reactions carefully considered in the final choice.

Selection of adjunct members of the faculty to teach in the Evening College or as Faculty Sponsors in the Lindenwood College for Individualized Education is much less elaborate. In the case of the Evening College, the recommendation is usually made to the Dean of the Evening College by the department concerned, and the choices are made by the Dean. In the LCIE, the Faculty Advisors recruit and recommend such faculty sponsors to the Dean of LCIE, who makes the appointments. Even in these cases, however, frequently a more elaborate interview process will occur, even though the appointment is temporary and part-time.

Faculty Evaluation

All faculty at Lindenwood, full-time and part-time, are evaluated regularly. Each semester, in every course, faculty members distribute student evaluation forms (A copy of the current evaluation form is contained in the Appendix.) The forms from each class are then taken to the office of the Dean of Faculty by a student without faculty intervention. After the course is concluded and

the grades assigned, the evaluations are turned over to the Department Chairperson and then to the faculty member. The Dean and the Department Chairperson review the evaluations regularly. It is the responsibility of the Department Chairperson to accumulate a file on such reactions for use when decisions are to be made on reappointment, retention, and tenure. Individual faculty members are encouraged to make use of the evaluation for the improvement of instruction.

As in any college or university, there is an informal process of evaluation, as well. Students make their own decisions about instructors and communicate their views to other students. This sort of "grapevine" evaluation may not have the structure of the official process, but it is equally pervasive and effective. It is possible for a faculty member to be boycotted by students in some cases, though this rarely happens at Lindenwood.

In addition to this regular student evaluation of classes and instructors, there is an annual performance review by peers. Faculty members are asked to submit to the Dean of Faculty an annual report evaluating one's own professional performance and activities. In all cases involving tenure decisions, a considerable effort is made to obtain peer recommendations as well as student evaluations.

Travel, Sabbaticals, Research Funds

In recent years, funds available for faculty travel have been small (in the current budget year, they have been eliminated). Nevertheless, in most years, enough funds have been available to defray a substantial portion of the expenses for those faculty members attending professional meetings. Those

presenting papers or holding official positions in such organizations have usually had all their expenses defrayed. It is anticipated that such funds will be restored when the financial position of the college improves. Indeed, the Dean of Faculty has formally requested such restoration for Fiscal Year 1984-1985.

Sabbatical leaves may be requested by those with six years of full-time service. Those making the application indicated in a letter to the Dean of Faculty their plans for the leave. The Dean and the President make the final decision regarding the leave. They are guided by the merit of the proposal, by the needs of the department and the students, and the availability of funds to cover courses, if necessary, during the leave period. Ordinarily, one to three faculty members are on sabbatical in any given year. Faculty members may receive full pay for a semester, or half pay for a full academic year. Obviously, nearly everyone elects the half-year option. A report must be made to the Dean of Faculty upon return outlining the results and accomplishments of the leave period.

Leaves of absence without pay are available at the option of the Dean of Faculty and the President. One member of the faculty has regularly received such leaves to work on a scholarly publication. They are not common, however, since most members of the faculty cannot afford to take leave without pay.

Promotion and Tenure Policies

The faculty has adopted a set of criteria by which faculty members are evaluated for reappointment, promotion, and tenure. The criteria are these:

I. Teaching and Professional Effectiveness

- A. Meeting classes regularly and promptly.
- B. Demonstration of a positive attitude toward students.
- C. Intellectual integrity.
- D. Intellectual competence.
- E. Clarity of presentation.
- F. Continuing effort to keep abreast of new knowledge in higher education generally and in one's field(s) of specialization.
- G. Willingness to incorporate new ideas and techniques into one's teaching.

II. Professional Service

- A. Active participation in faculty and administrative affairs, such as:
 - 1. student recruitment
 - 2. service on faculty committees
 - 3. curricular development
- B. Performance in advisement and counseling of students.
- C. Cooperation with other faculty and administrative personnel in the advancement of the mission of the college.
- D. Leadership and initiative in faculty affairs.
- E. Assistance in the development of extramural funding for institutional enhancement.
- F. Institutional service to the community.

III. Professional Development

- A. Demonstration of professional ethics.
- B. Professional honors, achievements, additional academic degrees.
- C. Research, publications, productions, performances, exhibitions.
- D. Consultative roles outside the institution.
- E. Membership and offices in professional organizations.
- F. Attendance at professional meetings.
- G. Development of new areas of expertise.

Probationary Periods for Tenure

New faculty beginning service at Lindenwood have a probationary period not to exceed six years of full-time service. For a faculty member with at least three years of full-time service at another institution, the period may not exceed five years. The minimum probationary period is one year, regardless of prior service.

A faculty member may, in extraordinary circumstances, request that tenure review be delayed by one year. The faculty member must state his desire in writing and waive any claims to de facto tenure.

Tenure Review

Tenure reviews are conducted by a sub-committee of the Faculty Council which solicits materials from students and colleagues. The sub-committee makes a recommendation to the full Faculty Council which then adopts a formal position and reports this to the Dean of Faculty. The Dean reports his own position on

the tenure case. If Faculty Council and the Dean of Faculty disagree on a given case, the Faculty Constitution and By-Laws contain a procedure for resolving this disagreement. Final action is taken by the President under authority of the Board of Directors and with the recorded approval of the Board.

In the 1983-1984 academic year, Lindenwood has 58 full-time faculty, of whom 24 (41%) are tenured. Thus, the portion of the Lindenwood faculty that holds tenure is fairly low.

Academic Freedom and Responsibility

The Faculty Constitution contains specific provisions covering faculty members' freedom in the classroom to discuss their subjects. The responsibilities that go with that freedom also are recognized. Both freedom and responsibilities are those commonly accepted throughout the academic community.

No instances come to mind of efforts by anyone inside or outside the institution to restrict academic freedom or to abuse that freedom. No one has claimed that any such efforts have been made. No controversies of this sort have occurred.

Work Assignments and Working Conditions

The teaching load of faculty members at Lindenwood is determined by contract. The standard teaching load in the conventional program is 24 hours per academic year. This represents, in the most common three-hour units, eight courses per year. There also are courses that carry one, two, four and five

hours of credit. There are lab assignments and music lessons. All these add some complexity to the teaching load. Some faculty members receive reduced loads: for example, freshman preceptors are given reduced loads. It is possible for a faculty member to negotiate a specific pattern of work with the Dean of Faculty. This year, because of budgetary constraints, the Dean of Faculty has asked all faculty members to teach one additional course or to assume some alternative service to the College.

All faculty members have private offices with individual telephones. The College maintains a word processing office where faculty work--typing, dittoing--may be done.

The individual work spaces assigned to faculty are satisfactory; many are outstanding; most are air-conditioned.

Salary and Fringe Benefits of Lindenwood is fairly simple. The chart given here (Chart 1) gives an overall view of the general structure, with the Lindenwood does not have a salary scale with precise steps for years of service. Instead, there is a fairly broad range based on rank, but with considerable overlap at the top and bottom of the rank ranges. Both the Dean of Faculty and the Faculty Council are interested in establishing a salary schedule. For the time being, however, salaries are determined by the Administration under the authority of the Board of Directors. There is no collective bargaining. We normally fall into the "C" range on the AAUP scale, During the current year, salaries have been frozen.

LINDENWOOD COLLEGE
COORDINATION
CHART
OF
ORGANIZATION

Fringe benefits are the result of several years of accumulation. They include the following:

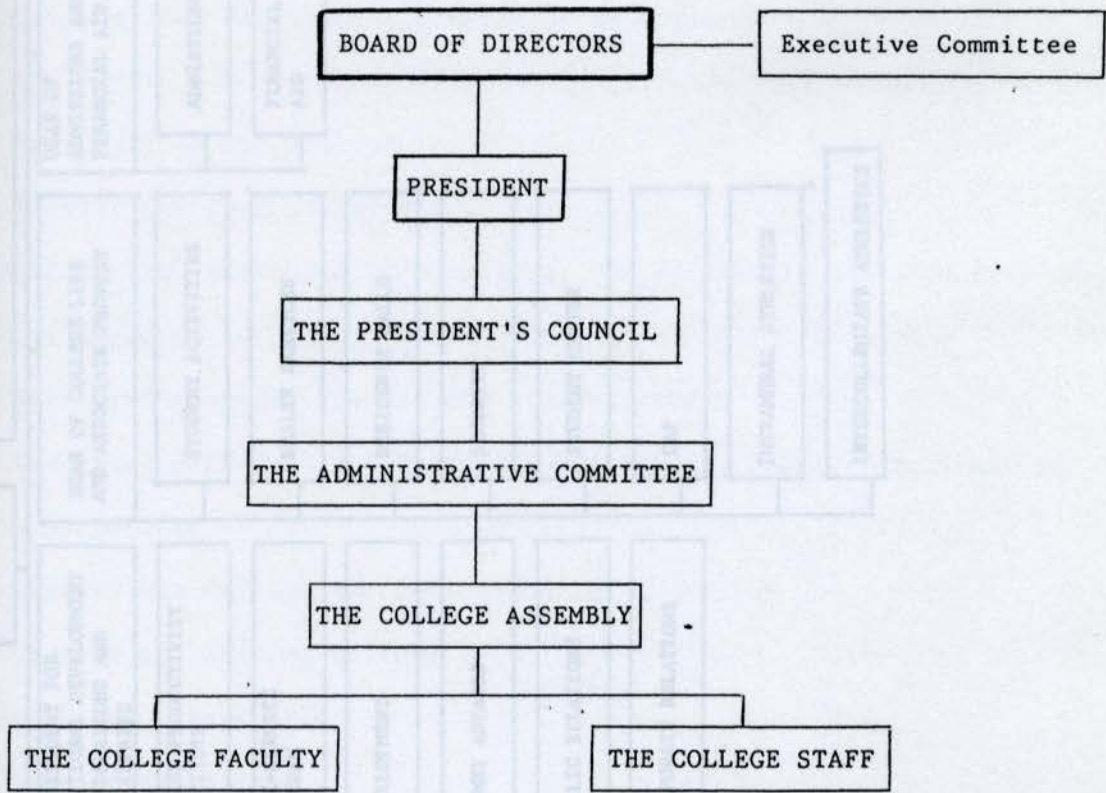
1. Free undergraduate tuition for children or spouses at Lindenwood.
2. Up to \$1,000 a year in tuition payments per child at another college or university.
3. One-half the cost of the faculty member's health insurance.
4. College-paid disability insurance.
5. A college-paid insurance policy on each faculty member.
6. Normal social-security benefits.
7. Specified sick-leave and personal and professional leave days each year.
8. College contributions to the retirement annuity program.
9. College-paid workperson's compensation.
10. College-paid unemployment compensation.

The administrative structure of Lindenwood is fairly simple. The chart given overleaf (Chart I) gives an overall view of the general structure, with the authority flowing downward from the Board of Directors to the President of the College and delegated by him to members of his administrative staff for the day-to-day conduct of the various offices.

The more detailed chart given next (Chart II) provides an internal breakdown of the way in which the various administrative offices relate to the President and to each other. Some definition of the groups indicated on the charts is needed to clarify the administrative process.

LINDENWOOD COLLEGE
COORDINATION

CHART
of
ORGANIZATION



BOARD OF DIRECTORS

PRESIDENT

EXECUTIVE ASSISTANT TO THE PRESIDENT
SECRETARY

PROVOST AND DEAN OF THE FACULTY

VICE PRESIDENT FOR FINANCE AND ADMINISTRATION

VICE PRESIDENT FOR INSTITUTIONAL DEVELOPMENT PUBLIC RELATIONS AND ALUMNI AFFAIRS

DEAN OF COLLEGE LIFE AND ASSOCIATE PROVOST

DEAN OF ADMISSIONS AND FINANCIAL AID

DEAN OF COLLEGE FOR INDIVIDUALIZED EDUCATION

FACULTY

CONTROLLER

CAREER PRODUCTIVITY INSTITUTE

STUDENT ACTIVITIES

ADMISSIONS

FACULTY ADVISORS

REGISTRAR

PURCHASING

WORK-SERVICE PROGRAM

HEALTH SERVICES

FINANCIAL AID

FACULTY SPONSORS

LIBRARY

PERSONNEL

DEVELOPMENT

RESIDENCE HALLS

CONTINUING EDUCATION

FOOD SERVICE

ALUMNI AFFAIRS

SECURITY

DEAN OF EVENING COLLEGE AND VICE-PROVOST - ON AND OFF CAMPUS EVENING CLASSES

PHYSICAL PLANT

PUBLIC RELATIONS

STUDENT CENTER

CONFERENCES & LODGE

CORPORATE RELATIONS

CAP

ADMIN. SERVICES

INTRAMURAL ATHLETICS

BOOKSTORE

INTERCOLLEGIATE ATHLETICS

The President meets regularly with a group of senior administrators called the President's Council. In this group, almost all major decisions of policy are discussed and recommendations made to the President. The President retains the ultimate right to veto such advice, but in practice, this rarely happens. The membership of the President's Council is as follows:

Director of the Work Service Program

The President of the College

The Provost and Dean of Faculty

(By action of the Board of Directors, the Provost is the second-in-command at Lindenwood)

The Vice President for Finance and Administration

The Vice President for Institutional Development, Public Relations, and Alumni Affairs

The Dean of the College for Individualized Education

The Dean of the Evening College and Lindenwood Lodge

The Dean of College Life

The Dean of Admissions

(At present, the Vice President for Institutional Development is filling this role)

Manager of Station KCLC

At least once each quarter, the President convenes a much larger group, called the Administrative Committee. This is the central body for coordination of college activities. It is responsible for maintaining a Master Calendar. The Administrative Committee's decisions and recommendations are reviewed by the President's Council which may veto them.

The College Assembly, which meets once a year in the spring, is composed of all regular employees of the College, both faculty and non-teaching employees.

The membership of the Administrative Committee is as follows:

- Members of the President's Council
- Director of Public Relations
- Director of Alumni Affairs
- Director of Security
- Director of the Work Service Program
- Director of Financial Aid
- Director of the CAP Center
- Director of the Library
- Director of Physical Plant
- Director of Food Services
- Director of Conferences
- Registrar
- Director of Residence Halls
- Director of the Student Center and Lindenwood Lodge
- Controller
- Bookstore Manager
- Post Office Manager
- Duplicating Supervisor
- Manager of Station KCLC
- Two faculty representatives
- President of the Student Government and two other students

In the current year, this Administrative Committee will also begin the process of formulating the college budget for 1984-1985.

The College Assembly, which meets once a year in the spring, is composed of all regular employees of the College, both faculty and non-teaching employees.

It receives an annual report from the President, particularly on the fiscal state of the College. It may make whatever recommendations it wishes to the President. Besides the Assembly, the College Staff also meets twice a year on the call of the Vice President for Finance and Administration.

It provides a forum in which the staff members may discuss their work, make recommendations for improving their jobs, and take up other matters of interest to them. It may recommend actions to any other groups in the College Administration.

The Lindenwood administration proceeds in a collegial fashion with wide participation in discussion and recommendation. The President reserves, under the authority of the Board of Directors, the ultimate power of decision, particularly on financial matters.

Components of the Student Body

Lindenwood, in all its programs, is an academic community marked by exceptionally close student-faculty relationships. Almost without exception, classes are small. Students and faculty usually know each other rather well. After a student chooses a major, he or she will normally have an academic advisor from that discipline or program. Since the departments are small, it is likely that the student's advisor will also have the student in classes on several occasions.

Chapter VII

Human Resources: Students

Admissions

The admissions process at Lindenwood encompasses both traditional and adult students. Both groups follow the same admission procedure and meet the same requirements. Thus, the Admissions Office seeks students for the traditional day program, for the Evening College, and for the Lindenwood College for Individualized Education. The Admissions Office maintains a staff of admissions counselors for this recruiting task. Some of them are charged primarily with recruiting traditional students, while others are concerned with the recruiting of adult students.

Components of the Student Body

Lindenwood, in all its programs, is an academic community marked by exceptionally close student-faculty relationships. Almost without exception, classes are small. Students and faculty usually know each other rather well. After a student chooses a major, he or she will normally have an academic advisor from that discipline or program. Since the departments are small, it is likely that the student's advisor will also have the student in classes on several occasions.

The Lindenwood student body has grown in recent years, both in numbers and in diversity. The total enrollment at Lindenwood is hidden from view in many ways, since different segments of it attend at different times, often in different places. The entire student body is never in one place at one time.

It is possible to identify some of the fairly discrete parts of the student body, but these parts often have relatively little contact with one another.

I. The Traditional Component

These students are of the traditional sort, in the 18 to 22-year-old range, reflecting the common characteristics of such students across the country. For a number of years, Lindenwood has administered the American Council on Education freshman survey, whose results reveal our beginning, full-time students within the national norms for such students. As the interests, goals, and opinions of students across the United States have changes, so have those of Lindenwood students. These are the students who have the most interest in traditional college activities: intramural and intercollegiate sports, student government, publications, and the like.

For a number of years, this component of the student body was in decline, particularly that part that lived in the residence halls. In the fall of 1983, this decline was sharply reversed. An increased residence hall population has greatly improved the life of the campus, and, indeed, improved the academic climate of the college.

This traditional component, whether they live in the residence halls or are composed of commuters, is also that segment of the college community that is most interested in and receptive to the traditional liberal arts disciplines.

As this part of the student body is rebuilt, it offers prospects for renewed vigor for such disciplines as English, History and Sociology to attract enrollments and majors. These students, on average, are slightly above the national norms for entering freshmen.

The average high school grade point average for these entering students in the fall of 1983 was 2.83.

For those who took the ACT, the average score was 18.7.

For those who took the SAT, the average score, translated in terms of the ACT, was 19.

Thus, 34% of the entering freshmen in 1983 had a score of 18 or better on the ACT test and a high school grade point average of 3.0 or higher.

Some 18% had ACT scores from 14 to 17 and high school g.p.a.'s of 2.5 to 3.0.

19% scored below 14 on the ACT and had high school averages from 1.8. to 2.4.

The remainder were unranked.

For the fall of 1981, these numbers had been these:

Average ACT score of 18.3, with a high school GPA of 2.8. Average SAT score: 790, with a high school average of 2.2.

The average ACT score in the fall of 1980 was 17.6, and the average SAT was 916.

A very large majority of Lindenwood students is drawn from the immediate metropolitan area. Over the past several years, the home addresses reflect the following geographical percentages:

	1981	1982	1983
St. Louis Area	77.0	72.0	76.6
From a 50-mile Radius	4.0	2.0	3.5
85-mile Radius	3.3	2.0	3.5
Missouri (outside the radius)	.7	6.0	7.5
Out-of-State	15.0	18.0	11.4
	100%	100%	100%

Those who transferred into Lindenwood in the traditional age ranges came from these areas:

	1981	1982	1983
St. Louis Metro	62.0	71.0	50.0
Missouri	13.0	14.5	24.0
Out-of-State	25.0	14.5	26.0

II. The Day-Time Continuing Education Student

This group, overwhelmingly composed of women, represents a strong tradition at Lindenwood. It is composed of students older than the traditional age who begin or continue an education that was held in abeyance by marriage and

children. Many of these women need or wish to prepare themselves for careers; others enroll primarily to enrich and diversify their lives. Lindenwood has had such women in some numbers in its student body for more than a quarter of a century. At one time, the numbers justified appointing a Dean of Continuing Education, though the enrollments now are not that high. No special classes have been held for these students; they have always been a part of the normal classes. But this group has been self-conscious. They emphathize with each other and have formed a support group which meets regularly.

In recent years, some of these women have been active in student affairs, a realm not thought to be of interest to older students. The senior activities honorary, Linden Scroll, usually has one or more members from this group, and they sometimes serve as leaders of the group. Perhaps the most common characteristic of such students as they begin college work is a tendency to underestimate their own abilities. Once they gain some experience, they often blossom into excellent students.

III. The Community-College Component

Since St. Charles County is not part of a community college district, Lindenwood attracts some students who would attend a community college if one were available. Such students are similar to community college students nationally; they tend to have finite learning interests, such as accounting or data processing, rather than a generalized notion of "going to college." We offer Associate Degrees in such areas as Data Processing, Fashion Marketing, and Business, designed particularly to serve such students. Their number has been and remains small in comparison with the rest of the student body--no more than 3-4% a year.

Periodic efforts are made in the St. Charles community to create a community college district. Such an effort reached the polls several years ago and was decisively defeated. Another effort is currently underway. Lindenwood has pledged its support and cooperation and has indicated that it would be willing to contract with such a district to provide some kinds of services and instruction within its capabilities.

IV. The Evening College Component

As is true nationally, those who attend the course-based evening program are older, working adults, mostly interested in studying Business and related fields. They are usually well motivated, and, as may be expected, have a clearer sense of direction than younger students. They respond well to good instruction, and they are vocal about poor instruction.

At Lindenwood, such students attend the main campus at St. Charles and at three satellite centers. One is at Lake St. Louis in western St. Charles County, where a small number of classes is held. Much larger numbers attend the learning centers at the Mansion House in downtown St. Louis and Westport, a major commercial-industrial area in west St. Louis County.

Obviously, the Evening College component has been a mainstay of support for the Lindenwood program.

V. The English-as-a-Second Language Group

Lindenwood has maintained a program of English instruction for international students for several years. These students have come from many parts of the

world, though we have had concentrations from the Middle East in recent years. Many of them are supported by their governments, with the expectation that they will follow the English instruction with training in a technical field such as engineering. Thus, many of them expect to leave the College at the end of their English training. Others elect to remain at Lindenwood to study such fields as Business or Political Science or Mathematics. Some enter our 3/2 program in Engineering with Washington University. This group has gotten smaller in the last two years as the Middle Eastern countries have experienced some financial setbacks. ESL students beyond the elementary level are allowed to take one or two regular courses along with their English training, and this option has been a popular feature of the program.

VI. The Graduate Teacher Component

A number of area teachers are involved in graduate training at Lindenwood. Except during the summer, these students are seldom full-time (the LCIE program being an exception.) Most of their classes are taught in the late afternoon or early evening hours to accommodate school schedules. The College has offered special scholarship help to such teachers because of their difficulty in meeting Lindenwood's tuition levels.

VII. The College for Individualized Education Group

This segment of our population has become larger and increasingly important in recent years. Of the three hundred or more students in this program, undergraduate and graduate, about 50-60% attend sessions at the St. Louis and Manchester sites, with the remainder on the St. Charles campus. All LCIE

students attend colloquia and opening workshops at St. Charles. This program is fairly discrete from the remainder of the student body, though some students move from LCIE to the regular program and from the regular program to LCIE.

VIII. Deaconess and CASA Groups

Lindenwood provides, under contract, some instruction at the Deaconess Hospital School of Nursing and at the St. Louis Conservatory and School for the Arts (CASA). At Deaconess, such courses as English and Sociology are followed by Anatomy and Physiology, Advanced Physiology, Human Development, and Medical Ethics. While these students may rarely come to the Lindenwood campus, they are nevertheless Lindenwood students.

IX. Miscellaneous

There are some groups who do not fit into any of these previous categories. We offer some courses at the General Motors plant at Wentzville. We have non-credit offerings at the main campus. We have some on-site MBA courses at area plants. We offer some credit for college-level work at an area high school. Lindenwood has an exceptionally heterogenous student body for so small a college. It varies widely in age, background, work experience, academic interest, and class site. All students enrolled in degree programs, however, are bound by the same requirements. No component of the Lindenwood family offers a program or degree that is not recognized by and interchangeable with other parts of the college.

Breakdown of Fall 1983 Enrollment

Resident Full-Time Undergraduate

New	106
Returning	102
Total	208

Non-Resident Full-Time Undergraduate

New	62
Returning	161
Total	223

Part-Time Day Undergraduate

New	24
Returning	26
Total	50

Part-Time Combination Day/Evening Undergraduate

New	2
Returning	18
Total	20

Part-Time Evening Undergraduate

New	58
Returning	246
Total	304

English-as-Second Language Resident

New	3
Returning	3
Total	6

English-as-Second Language Non-Resident

New	9
Returning	8
Total	17

Masters of Business Administration--St. Charles Campus

New	38
Returning	95
Total	133

Master of Fine Arts

New	4
Returning	7
Total	11

Masters in Education

New	7
Returning	38
Total	45

Mansion House/Westport Centers--Undergraduate

New	32
Returning	55
Total	87

Mansion House/Westport Centers--Graduate

New	19
Returning	235
Total	254

College for Individualized Education--Undergraduate

New	57
Returning	139
Total	196

College for Individualized Education--Graduate

New	42
Returning	61
Total	103

On-Site Programs

General Motors

New	45
Returning	6
Total	51

Bussman (MBA)

New	2
Returning	8
Total	10

Deaconess Hospital

New	96
Returning	61
Total	157

PCCC

(High School College-Level Credit Course)	14
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Total Number of Enrolled Students: 1897

Graduate:	556
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Undergraduate:	1341
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Student Life and Activities

The Dean of College Life oversees all aspects of the College's out of classroom life: advising and counseling, residential life, career planning, health

services, the Student Center, campus religious life, intercollegiate athletics, new student orientation, and student activities. At present there are four residence halls in operation. Each has a professional head resident and student resident advisor. Each hall has its own active internal organization with officers, activities, and independent budget. In the Fall Semester of 1983, McCluer Hall houses 66 women students. Irwin Hall has 49 women students, and Parker Hall has 90 men students. Cobbs Hall is used as a co-educational graduate and adult undergraduate residence with 17 occupants. This residence hall population of 225 is a 47% increase over the resident population of a year ago, and it reflects both a determination and a commitment on the part of the administration to rebuild the on-campus undergraduate population as a foundation for our other student groups.

The student body is represented by the Student Government Association, which carries on the normal activities of a student government. The programs they sponsor are normally of the greatest interest to resident students. However, at the present time, a move is underway in the government to reorganize itself with a new constitutional structure better suited to assume far larger responsibilities for student life, activities, and programs, a move initiated by the Dean of College Life which has been supported by government officers.

There are a number of active student groups, such as the Psychology Interest Group, the Business Club, and CARES, a support and social group for older, continuing education students. Students publish a newspaper and a literary magazine. The Dean of College Life, who was appointed in the late spring of 1983, has had a long career in academic and student affairs. He is a strong advocate of learning as a total continuum of college life, and he refuses to separate formal educational activities from the informal, out-of-classroom

learning of the campus. He is working very hard toward making that view a general one among faculty and students alike. The title "Dean of College Life" was adopted to symbolize and facilitate that learning continuum, and the Dean also carries the title of Associate Provost to further indicate and facilitate that connection of formal and informal learning areas and modes. The hopes and expectations of the Dean will take some time to realize, but the efforts are well underway. personal counseling. Each of these areas is pursued in an organized way.

One of the major organizational efforts to enhance campus life is the Consolidated Advising Program, known as the CAP Center. Begun in the fall semester of 1982, the Center is designed to bring together all aspects of student advising and counseling into one place with one staff responsible for all areas. The acronym CAP thus stands not only for Consolidated Advising Program, but also for Career, Academic, and Personal Counseling, all gathered together under one umbrella.

The CAP Center is intended to serve several objectives: *es, and occupational possibilities by administering the Holland occupational Interest inventory.*

1. the retention of students through the provision of a service center focusing on an integrative approach to counseling.
2. academic assistance at three levels--remedial, development, and technical--so that students are able to see the continuity between success in college life and their future career plans.
3. the placement of graduating students in chosen occupations through an organized placement process. *body. Thus, they can be used by resident and*
4. the establishment of peer tutoring and computer-assisted learning services. *cell as by alumni and prospective students.*

5. the identification of career alternatives and objectives through effective career planning and testing.
6. the availability of a professional counselor to aid students in personal development and campus-life involvement.

Thus, the CAP Center has three major areas of work--in career planning, in academic counseling, and in personal counseling. Each of these areas is pursued in an organized way.

The purpose of career development is to help Lindenwood students prepare for occupations or for graduate study at the end of their undergraduate educational experience. Implicit in this purpose is preparation in the identification of occupational skills and interests and the assessment of appropriate vocations. This goal of the CAP Center tries to achieve the following objectives:

1. to identify career interests, vocational competencies, and occupational possibilities by administering the Holland occupational interest inventory.
2. to direct students into correct academic and technical areas through career planning.
3. to prepare students for occupational placement through career workshops, career resources services, and career placement services.

These career identification, preparation, and support services are available to the entire Lindenwood student body. Thus, they can be used by resident and commuter undergraduate students, Evening College students, LCIE students, as well as by alumni and prospective students.

CAP began its implementation with the incoming 1982 freshman class. Though available to all students, CAP focused on the freshman class for purposes of evaluation.

Students were introduced to the CAP program through the orientation process. All freshmen were tested in English grammar and writing skills, mathematics, and Holland's Self-Directed Interest Test. Preceptors were furnished with the results of all tests prior to their initial meetings with students for registration. 25% of the freshmen were referred during the first semester for academic assistance.

All freshmen were interviewed by CAP Center personnel during the first semester to assess student adjustment to college. Students receiving low grades in their courses at mid-term were interviewed as well. These meetings were intended to assist students to develop a plan to achieve academic success.

In the first year of operation (1982-1983), 133 students from all of these categories were counseled on an individual basis. Counseling sessions included career/life goal definitions, career interest identification through testing and analysis, employment letter writing skills development, resume writing skills development, interview skills, and alternative occupations identification. The CAP Center tries to involve students in this process early in their college careers so that the adjustments in academic program can be made that will facilitate student goals.

Thus, the services offered by the Career Planning portion of the CAP Center can be identified as five categories: employment opportunities, career planning, career workshops, placement files, and career resources. The Center

maintains active lists of student employment opportunities. It generates these opportunities through extensive contacts in the local business community. The Center also generates, through its contacts in the community, interview opportunities on and off campus for graduating students seeking permanent employment. It maintains placement files for a very nominal fee. Both the CAP Center and Butler Library have career resources materials, including books, magazines, federal/state/local reports, reference materials, and employment projections for innumerable job classifications.

The academic counseling aspects of the CAP Center operate on several levels. There is the formal aspect of counseling which involves students in course selections based on their own perceived needs and goals. The CAP Center is the means by which beginning Lindenwood students are counseled in this area. Each incoming student (all freshmen and most lower-division transfers) is assigned, for academic advising purposes, to one of a specially selected cadre of faculty preceptors. These faculty members have been selected for their ability to communicate well with students. They also cover most of the broad areas of the curriculum in their expertise. Each of these freshman preceptors is assigned a group of incoming students, usually 15 to 20. The preceptor conducts interviews with his/her students culminating in the preparation of class schedules. These interviews are conducted after the students have been tested in basic competencies such as English and Mathematics. Those tests and the high school record and ACT/SAT scores form a background for selection of courses. During the course of the semester, the freshman preceptor follows the fortunes of his/her advisees, trying to ensure that the students have the maximum opportunities for success. The preceptor may find it necessary to refer students to tutoring help. He or she also may find it necessary to cajole the student to greater effort. In any event, every effort is made to

see that no beginning student simply sinks with no help. If Lindenwood has a reason for existence, if smallness represents any virtue, then this sort of help is necessary.

These entering students normally remain with a freshman preceptor for at least one year and often until the second semester of the sophomore year. At that time, a formal declaration of major is made by the student, and the student is then transferred to the major department for academic advising. There are a handful of students whose career goals make it necessary for them to move to the major department sooner. Elementary education majors or medical technology students usually need specialized counseling from the inception of their programs.

The initial testing or the college examination scores or the high school transcript may have indicated that the student will need additional help. Alternatively, such a need for help may show up after the student has begun college work. In either case, the CAP Center provides tutorial assistance. Lindenwood's entering class in the fall of 1983 was very close to the national norms, which means that some students needed additional help with basic skills, regardless of high school records of achievement. The academic assistance program through the CAP Center serves a two-fold function: 1) remedial--providing remedial level skills assistance, and 2) developmental--strengthening and refining skills, such as increasing reading proficiency, developing organizational and revisional skills in writing, upgrading mathematical skills, and improving problem-solving and decision-making skills. This assistance is provided through peer tutors, through workshops and conferences on specific skill development, and, sometimes, through computer-assisted learning.

Students may enter this part of the system in a variety of ways:

1. through freshman preceptor referrals.
2. through developmental referrals from the English and Mathematics faculty who conduct testing of new students.
3. through individual faculty referrals, after faculty members find students in their classes who are having difficulties.
4. through self-referrals on the part of students who feel that they are having difficulty.
5. through short-term drop-ins by students who are experiencing momentary difficulty with a particular aspect of a course and need only temporary help.

Based on referrals, recommendations from faculty, and an interview with the student, a program of study is designed, a contract with the student is drawn up, and students are assigned to a peer tutor or a faculty member who works part of the time in the CAP Center. A complete record is maintained of the student's progress, and the clients of the process are reviewed in weekly staff meetings. Additional counseling sessions are conducted with students who are not responding well to the assistance.

The third aspect of the CAP Center's work is personal counseling. By its nature, this is a less public activity. A professional counselor is available at the CAP Center four days a week. The counselor is normally fully booked.

The CAP Center is a well-organized and successful aspect of student affairs work at Lindenwood. It is a relatively new activity, though the component

parts have been present on campus for some time. As an integrated, full-service agency, it is just two years old, but its track record is impressive, and it is having a marked impact on student success and retention. Of the students entering as freshmen in 1981, some 48% withdrew after one year. Of the 1982 freshmen class, the first to receive the full benefit of the total CAP program, the drop-out rate was reduced to 27% after the Fall Semester and just 6% after the Spring Semester.

The actual administration of this combined program rests with the National WORK-SERVICE PROGRAM Institute, headed by the Vice President for Development.

Under its aegis, all these work-related activities have been gathered. Many Lindenwood College has offered extensive internship, practica, and work experiences to students through individual departments for a number of years. This enabled students to interleave the theoretical experiences of the classroom with the practical experiences of the workplace.

In the 1982-83 academic year, Lindenwood received a \$72,000 cooperative education grant from the Department of Education. A centralized office was established under this grant for students interested in receiving practical work experience which carried academic credit. Guidelines for these experiences were established by the faculty, and all such experiences were cleared through the Cooperative Education office. During the 1982-83 school year, 180 students worked in career-related internships:

Fall, 1982	50	
Spring, 1983	60	
Summer, 1983	70	
		50
		132
		140
		50
		<u>372</u>

Following the appointment of James Spainhower as President of Lindenwood in January, 1983, the College began a major thrust in developing a Work Service Department which would include internships, cooperative education, work study, and work service placements. The establishment of this department underscores the college's commitment to help students develop and sustain a work ethic which will serve them throughout their lives.

The actual administration of this combined program rests with the National Career Productivity Institute, headed by the Vice President for Development. Under its aegis, all these work-related activities have been gathered. Many of these opportunities are those in which the College has been active for some years, such as internships and work study.

One aspect has been added with the coming of President Spainhower. This is the Leadership Scholarship, which carries an obligation for work and service to the institution in return for the grant. Students applying for such grants must have 2.5 grade point averages and demonstrate actual leadership in their high school years. These students are then assigned work-service responsibilities on the Lindenwood campus, averaging 4-5 hours per week. Such students are all residents of the campus and are expected to display these same leadership qualities within the Lindenwood community.

In Fall, 1983, the Work-Service Program, in all its aspects, involved some 372 students:

Internships-Co-op Placements	50
Leadership Service Placements	132
Work Study Placements	140
Part-Time Job Placements	50
	<hr/> 372

Inter-Collegiate Athletics official-turf stadium, seating 5,000 with a field large enough for soccer as well as football. The field is made available to

While inter-collegiate athletics has been an activity present on the Lindenwood campus since the introduction of male students in 1969, it has never been a major program. Lindenwood is an active member of the National Association of Intercollegiate Athletics. Student athletes must adhere to all rules and regulations of the Association regarding academic and social activities,

particularly among women and the traditional-aged student body.

Intercollegiate athletics are sponsored in the following sports:

There is also an intramural sports program in such areas as bowling and softball. For Women: strictly a student-run affair, through the student activities program.

Soccer

Basketball

Softball

Lindenwood maintains a Health Center staffed by a Registered Nurse. A

phys: For Men: on retainer and makes regular calls to the campus. All illnesses and Soccer among resident students serious enough to require hospital care

are Basketball St. Joseph's Health Center which is about a mile from the

camp Baseball (at present a club sport) population climbs again, however, a more elaborate Health Center operation will be needed.

A member of the faculty serves as part-time Athletic Director. Less than 1% of the Lindenwood operating budget is spent on intercollegiate activities. Some athletic scholarships are awarded, but the same regulations are followed as in other scholarship and financial aid awards.

the student body. Lindenwood is trying to build a community of scholars and students which sees learning as a multi-faceted activity, involving formal and informal settings and every part

Lindenwood has a fine, artificial-turf stadium, seating 5,000 with a field large enough for soccer as well as football. The field is made available to outside groups for football games, band festivals, and the like, and our own soccer games are played there. *with an integrative learning goal.*

Thus, athletic competition is a relatively new activity at Lindenwood, and it is still on quite a small scale. But there is a growing interest in sports, particularly among women and the traditional-aged student body.

There is also an intramural sports program in such areas as bowling and softball. This is strictly a student-run affair, through the student activities program.

Health Services

Lindenwood maintains a Health Center staffed by a Registered Nurse. A physician is on retainer and makes regular calls to the campus. All illnesses and accidents among resident students serious enough to require hospital care are referred to St. Joseph's Health Center which is about a mile from the campus. As Lindenwood's resident student population climbs again, however, a more elaborate Health Center operation will be needed.

Summary

For a small college, Lindenwood has a diverse student body. Lindenwood is trying to build a community of scholars and students which sees learning as a multi-faceted activity, involving formal and informal settings and many parts

of students' lives. Lindenwood's counseling program thus tries to provide incentives for students to develop their own interests and programs with College assistance. At the very least, programs are intended to be co-curricular, not extra-curricular, with an integrative learning goal.

Significant progress has been made in improving the collections and services of Butler Library for all students, particularly graduate students, since the evaluation team of the North Central Association submitted its report in April, 1979, and identified the Library's holdings as inadequate to support the graduate programs. The overall size of the library collections has been increased; reciprocal borrowing programs with nearby university libraries have been strengthened; student and faculty use of all collections and services has increased; and the accessibility of all library collections has been expanded. Members of the 1982 Visiting Team recognized these improvements in the Library and cited several of them as strengths in the instructional program of the College.

The Library's Self-Study Report will concentrate on the eight major functions and components of a college library's organization and services as identified by the Association of College and Research Libraries (ACRL) and will conclude with a discussion of strengths, problems, and possible solutions to these problems.

I. Objectives

II. Collections

III. Organization of Materials

Chapter VIII

Butler Library

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I. Objectives

II. Collections

III. Organization of Materials

IV. Staff

V. Delivery of Service

VI. Facilities

VII. Administration

VIII. Budget

Within the above areas, ACRL has established standards for college libraries serving liberal arts programs at the baccalaureate and master's degree levels. These standards are generally endorsed by academic librarians and accrediting agencies as reasonable guidelines for assessing the adequacy of college library programs.

I. Objectives

The chief objective of the Butler Library faculty and staff is to provide adequate books, non-print materials, and library services to support and enrich Lindenwood's educational programs. This objective was reaffirmed by the Sub-Committee on Values of the Long Range Planning Committee in the presentation and approval of their report to the Board of Directors on May 24, 1983. Further support for this objective has been evident in the administration's efforts to increase the library budget each year since 1980 and in the faculty's continuing recognition of the inherent instructional value of the Library for every student's college education.

II. Collections (titles) to which the Library should provide prompt access is as follows (to be calculated cumulatively):

Butler Library contains 124,183 volumes of books, periodicals, government documents, audio-visual materials, and microforms. In addition, the Library subscribes to 650 periodical titles annually and houses a collection of 24,000 art slides, a pamphlet file of current information, annual corporate reports, and a collection of Career Materials. These 124,183 volumes represent a substantial increase in the size of the Library's collections in the past three years. New books, periodical titles, and audio-visual materials have been acquired (purchases and gifts); the periodicals collection has undergone extensive reorganization; previous cataloging backlogs have been eliminated; and materials which has remained in storage shelves and boxes for years have been reviewed and added to library collections as appropriate. The Reference Collection has been updated by purchasing the latest volumes of essential works and by adding new titles to the collection. Bibliographic tools such as indexes and abstracts have been expanded and made more accessible for student use. All library collections have been inventoried within the past two years to arrive at accurate figures for all collections. The total volume figure of 124,183 represents 88,868 books, 10,893 periodical volumes, 21,339 government documents, and 3,083 audio-visual items. These figures do not include 24,000 art slides mentioned earlier. The ACRL table below measures Butler Library's holdings against their collection formula for college libraries:

Lincolnwood librarians and faculty. The Head Librarian works closely with
 Formula A Chairpersons to establish annual priorities for purchases in all
 major and minor subject areas. Each Department Chairperson solicits requests
 The formula for calculating the number of relevant print volumes (or micro-

form volume equivalents) to which the library should provide prompt access is as follows (to be calculated cumulatively):

1. Basic Collections	85,000
2. Allowance for FTE Faculty Member 100 volumes x 80	8,000
3. Allowance for FTE Student 15 volumes x 1138	17,070
4. Allowance per Undergraduate Major 350 volumes x 34	11,900
5. Allowance per Master's Field 6,000 volumes x 3	18,000
Recommended Total	139,970

Butler Library's total volume count as of 8/31/83 is 124,183, supplying 88% of ACRL's recommended total for a grade of B.

Although the table above serves as a general guideline for the size of an adequate library collection, its results do confirm that Butler Library can supply the majority of materials needed for Lindenwood's graduate and undergraduate programs. It is essential, however, that the Library acquire new materials annually in all major subject areas included in the College's curriculum. The Library's annual volume growth rate within the past three years has been 3½-4% rather than the ACRL recommended rate of 5%.

Responsibility for collection development at Butler Library is shared by Lindenwood librarians and faculty. The Head Librarian works closely with Department Chairpersons to establish annual priorities for purchases in all major and minor subject areas. Each Department Chairperson solicits requests

from faculty in his or her department and then routes requests to the Acquisitions Librarian who works closely with the Head Librarian in the acquisition of all library materials. Since all librarians and faculty are involved in the department collection process, Library collections are improved and increased in a balanced, equitable manner. Faculty are also involved in the weeding of their subject areas throughout the Library collections. Since it is clear that few library collections can meet 100% of the needs of their users, Lindenwood has entered into a number of cooperative memberships and arrangements with other academic, public, and special libraries in order to provide students and faculty with access to materials not available at Butler Library. This access to other local, regional, and national library collections is especially important for Lindenwood's faculty and graduate students, particularly those enrolled in the College for Individualized Education. All students and faculty have access to other library collections in the following ways:

1. St. Louis Regional Library Network (SLRLN)

79 academic, public, school, and special libraries within a 30-mile radius of St. Charles: members include Washington University, St. Louis University, St. Louis Public Library, St. Charles City-County Library, St. Louis Art Museum Library, and the Monsanto Corporation.

Total Resources: 12,000,000 volumes.

Access: INFO-PASS Program: students and faculty obtain borrowers' permits from Lindenwood librarians for one in-person use at most SLRLN libraries; interlibrary loan (mail) is available at all 79 libraries.

Statistics: 127 INFO-PASSES were issued in 1981-1982

115 INFO-PASSES were issued in 1982-1983

2. Higher Education Center of St. Louis (HEC)

15 academic libraries within a 35-mile radius of St. Charles: members include Washington University, St. Louis University, University of Missouri-St. Louis, Southern Illinois University at Edwardsville, Webster University, and Maryville College.

Total Resources: 6,000,000 volumes.

Access: All full-time Lindenwood faculty have complete borrowing privileges at all HEC libraries.

Statistics: 27 HEC cards were issued to Lindenwood faculty in 1982-1983.

3. Interlibrary Loan

All Lindenwood students and faculty can borrow materials from other libraries through the interlibrary loan process which involves sending materials through the mail or through the St. Louis Regional Network's delivery service by van.

Sources of information: Online Computer Library Center, Inc. (OCLC)--over 3,000 members (over 50% are academic libraries) with database containing records and locations for 9,000,000 items.

Missouri Union List of Serial Publications (MULSP)--statewide listing of 39,710 periodical titles held by 52 libraries.

Statistics: 674 interlibrary loans for students and faculty in 1982-3; 563 in 1981-2; 306 in 1980-1.

In addition to the availability of the collections described above, some Lindenwood students enrolled in the LCIE or the MBA programs also have access to the special libraries at corporations where they are employed and are able to do research at these locations on a regular basis. St. Louis is an area that is rich in library resources and strong in its commitment to the shared use of these materials. Lindenwood librarians are active participants in all of the cooperative library arrangements described above and regularly serve on committees to promote and improve reciprocal borrowing among these libraries. The combination of Butler Library's resources and access to local, regional, and national library collections is invaluable to Lindenwood students and faculty.

III. Organization of Materials

The materials in Butler Library are organized according to nationally approved classification systems: Library of Congress, Dewey Decimal, and Superintendent of Documents. All books added to the library since 1976 have been classified according to the Library of Congress. Lindenwood has been a member of the computerized bibliographic organization--Online Computer Library Center, Inc. (OCLC)--since that time and is able to obtain cataloging information and catalog cards for 95% of its materials through this service. All items cataloged prior to 1976 are cataloged according to the Dewey Decimal system. These materials will eventually be reclassified into the Library of Congress classification so that all books will be uniformly cataloged and classified. The Superintendent of Documents classification is used to organize and shelve the 15,000 volume Government Documents collection.

All materials in Butler Library are available in open stack areas and are accessible through the card catalog and conveniently located lists of special materials. The much-used periodical collection contains an area of slanted shelves to display the most recent issues that have been received. All back issues are located nearby in alphabetical order. Guides describing the layout of the library and the use of the Library of Congress and Dewey Decimal classification systems are located throughout the library to enable users to find materials quickly and easily. In addition, every collection in the Library has been shifted, reshelved, and inventoried within the past two years to improve the overall physical arrangement of library materials for users.

IV. Staff

Butler Library has a well-qualified, dedicated staff of seven full-time people: four professional librarians, an audio-visual services coordinator, a circulation supervisor, and a secretary to the Head Librarian. Approximately sixteen Work-Study students supplement the support staff of the Library and work a total of 150-160 hours per week.

Each librarian holds a graduate degree from an American Library Association accredited program and the audio-visual services coordinator has earned a bachelor's degree in communications. Each librarian has full faculty rank and the Library faculty functions as an academic department within the Humanities Division. Staffing for Butler Library follows the general ACRL guideline of having librarians comprise 25-35% of the total FTE library staff including student assistants. An additional ACRL formula for determining the number of

librarians required by a college is as follows:

Formula B

The number of librarians required by the college shall be computed as follows (to be calculated cumulatively):

For each 500, or fraction thereof of FTE students up to 10,000

1 librarian...Lindenwood FTE of 1,138 for 1982-3 = $2\frac{1}{2}$ For each 100,000 volumes, or fraction thereof

1 librarian...124,183 volumes = 2 For each 5,000 volumes, or fraction thereof, added per year

1 librarian...4,000 = 1

Recommended Total = 5

Butler Library's staff of four librarians meets 73% of the recommended total for a grade of C. (55-74% = C and 75-99% = B)

V. Delivery of Services

Lindenwood librarians are strongly committed to providing an instructional support program that offers individualized and specialized reference service for all students. This commitment is reflected in an accurate, accessible card catalog, logically arranged library collections, more than seventy hours

per week of reference service, and the availability of bibliographic instruction for all subject areas of the curriculum. The goal of these services is to enable every student to develop the necessary skills to do research in a college library in an effective and efficient manner.

Librarians have worked closely with the English Department to develop library instruction sessions for all students enrolled in the basic composition courses, English 101 and 102. Students in these courses are scheduled to meet with librarians in small group sessions to learn the fundamentals of library research. This experience is the foundation for more specialized sessions they will attend when enrolled in later courses such as Art, History, Business Administration, Biology, Education, and Performing Arts. In 1981-1982, 583 students attended 52 small group and individual bibliographic instruction sessions in the Library. These sessions are offered regularly at all times the Library is open, including the regularly scheduled Saturday Study Skills Workshops sponsored by LCIE. In addition, LCIE students are encouraged to contact librarians for telephone reference service when they are unable to come to the St. Charles campus due to their work schedules. Specialized bibliographies and periodical lists are prepared regularly as an outreach effort to inform all students of available materials at the Library. An expanded library service that has been of specific interest to graduate students in the past two years has been the availability of online subject database searching through the Library's membership in Bibliographic Retrieval Services (BRS). More than seventy databases can be searched to produce specialized bibliographies for students doing major research projects in business, life and physical sciences, and social sciences. Information about this service is made available to students in library instruction sessions and in flyers describing Library services.

The Audio-Visual Department is an essential component of the delivery of library services to the College. It has flourished in the last three years under the management of a very capable Coordinator of Audio-Visual Services. Equipment has been centralized, repaired, and upgraded when possible. The delivery of effective audio-visual equipment and services to meet the instructional and extracurricular needs of the College has been an integral part of the Library's commitment to instructional services.

VI. Facilities

Burler Library has very satisfactory facilities for all of the library materials and services it provides. The building meets all ACRL guidelines for study area space, book processing, and office space, and qualifies for an A rating (100%). There is also sufficient room for further growth of library collections as well as increases in the size of the student body. The building is air-conditioned and heated throughout the year both for the comfort of users and for the preservation of library materials. The Library's Cardy Reading Room is one of the most handsome and popular areas on campus. Students assemble there regularly for informal study sessions, and small concerts and poetry readings are held in the area throughout the school year.

VII. Administration

The Head Librarian's administrative role at Lindenwood is clearly defined in writing and in practice according to ACRL guidelines. In the capacity of administrator and faculty member, the Head Librarian reports directly to the Dean of Faculty. The responsibilities and authority of the Head Librarian are stated in a letter of appointment and in the Faculty Handbook. The Head

Librarian serves as an ex-officio member of the Academic Resources Committee, a faculty advisory committee which provides input on student and faculty perceptions of library service, and the Educational Policies Committee, the principal body dealing with educational programs and policies. She also serves as a member of the Dean of Faculty's Academic Long-Range Planning Committee.

Administration within Butler Library is also clearly conceived. Each area and position of the Library is responsible for specific activities and responsibilities in the delivery of library service to the College community. The Head Librarian actively seeks positive, cooperative relations with administrators and faculty in all Lindenwood departments and programs as well as with librarians in St. Louis and St. Charles area libraries.

VIII. Budget

Lindenwood's Head Librarian is responsible for preparing, defending, and administering the Library's budget and overseeing internal accounting procedures for these funds. In addition, the Head Librarian has the authority to apportion funds and initiate expenditures within the Library budget with the approval of the Dean of Faculty.

ACRL guidelines recommend that a college library's budget not fall below 6% of the institution's total educational and general expenditures. Although there have been increases in the Library's budget for books, periodicals, and personnel in the last three years, the Library budget has generally remained at 3% of the total educational and general expenditures. This shortfall is

attributable to overall budgetary strictures. Both the President and the Dean of Faculty are supportive of improving the Library budget in the future.

Physical Plant

Summary

Butler Library's strengths include a clearly perceived goal of service to the Lindenwood community, the contribution of its collections and services to the liberal arts foundation of the College, a competent, committed Library faculty and staff, and comfortable physical facilities for its programs. Problem areas center around the level of funding for the Library. An increased book budget is essential to more fully support the College's curriculum in all subject areas, both graduate and undergraduate. The reclassification of the Dewey Decimal book collection is ^{necessary} to eliminate the obvious problems of maintaining two classification systems in a small library and to prepare for future automation of several Library processes. The Audio-Visual Department continues to operate without a listening laboratory facility, and half of its equipment is more than fifteen years old. Finally, the Library depends too heavily on Work-Study students to perform basic tasks that are more appropriate to full-time, permanent support staff. The College administration is certainly aware that the funding of the Library is too low and has taken steps in the past three years to make modest increases in the budget. A great deal of progress has been made in improving library collections and services during those past three years. The continued momentum of this progress and increased financial resources will make it possible to pursue the goal of providing quality library service to the Lindenwood community in a more vigorous fashion.

rooms and office facilities, the post office, security offices, printing and duplicating, and some workrooms and facilities for the theatre program. The

Chapter IX

Physical Plant

In almost all areas, the physical facilities of Lindenwood College are excellent. The campus contains about 140 acres. The front 70 acres are in use, and the rest, the "back campus," contains land used for farming at the present time. Various plans to use the "farm" portion of the campus for income-producing purposes have been advanced through the years, but none of them have produced results as yet. A portion of the land is, however, under option at the present moment.

Given the space available on the front campus, it is not likely that Lindenwood will need the back campus for instructional purposes in the near-term future. A considerable number of additional students could be accommodated in the present classroom facilities with proper scheduling.

The major buildings and their uses:

Roemer Hall

Roemer is the largest building on campus and once contained virtually all the activities of the college. It houses most of the administrative offices on its main floor. The lower level contains the Computer Center with its classrooms and office facilities, the post office, security offices, printing and duplicating, and some workrooms and facilities for the theatre program. The

upper two floors contain offices and classrooms including the administrative and faculty offices of the LCIE. Most of the non-science, non-fine arts classes are held in this building.

Roemer Memorial Arts Building

The main floor of Roemer Hall also contains the Jelkyl Center for the Performing Arts. Originally an auditorium, this facility was reconstructed as a small theatre and performance center through a gift from Ross A. Jelkyl. It seats 455 people and has a thrust stage. It is used extensively by the Performing Arts Department for plays, but it is also in use for some music performances and college functions such as Honors Day.

Fine Arts Building

Stenberg Hall

The Fine Arts Building is the newest facility on campus. It provides offices and classrooms for Performing Arts and Studio Art. Studio courses for music, painting, drawing, sculpture, ceramics, and photography are held there. It contains a dance studio, a 100-seat auditorium, two exhibition spaces for art, as well as workshops and classrooms. It is a modern, air-conditioned building and provides excellent facilities.

Young Science Hall

Young Hall provides modern office and laboratory spaces for Biology, Chemistry, Physics, Mathematics, as well as offices and classrooms for the History Department and the ESL Program. It has two darkrooms, a large lecture hall, and a greenhouse. The lower two floors house the Biology classes and labs; the third floor is used for Math and History classes, and the fourth floor is

used for Chemistry classes and labs. For a small college, Young provides extremely good teaching spaces for science.

Roemer Memorial Arts Building

This building dates from the late thirties. It contains the offices and studios of the Communications Department and the campus radio station, KCLCFM. It houses the satellite operation of the St. Louis Conservatory and School for the Arts (CASA) in St. Charles. It has lounges used for meetings and recitals and a large, multi-purpose room on the upper floor that is used for theatre rehearsals, extended education classes, and the annual Madrigal Dinners.

Stumberg Hall

Stumberg is a large, old former residence in the center of campus which has served several purposes through the years. At the present time, it houses the offices of the Education Department and the facilities of the Campus Pre-School.

Butler Library

Butler Library, a most attractive building, more than doubled in size some fourteen years ago. It provides stack and study spaces, in both closed carrels and open tables on three floors. It is air-conditioned. A fuller report on its holdings is contained in Chapter VIII. Butler is not yet full to capacity. It was designed to hold some 150,000 volumes, but that was before the microfiche and microfilm revolution. Butler is the heart of the campus. It is interconnected with the other college and university libraries in the St.

Louis Metropolitan area through the Higher Education Council network and provides extremely thorough service to faculty and students. It is a designated government document depository and contains selected U.S. government publications and pamphlets. and is called the Lindenwood Lodge. The upper floor is vacant at present.

Lindenwood Chapel

Cobbs Hall

This large building is owned jointly by Lindenwood and the St. Charles Presbyterian Church. Large college functions such as Baccalaureate, concerts, and convocations are held here. The Education Department operates a reading clinic in the building as well. rance rooms, and a small library for the Department of Business Administration.

Lindenwood Stadium

Irvin Hall

The stadium contains a large artificial-turf field, suitable for either soccer or football. It is used by the college for soccer and field hockey. It is used by some neighboring high schools for football games, and some state tournaments are held there.

The Gables a modern, air-conditioned women's residence hall. It has a capacity of 92 students.

The Gables is a composite structure formed by building a central area which connected two existing structures. The center portion of the building now houses the campus bookstore and shop. One of the end building contains the CAP Center and student activity offices. The other end building has been closed for renovation or demolition.

Niccolls Hall

Originally a residence Hall, Niccolls is now the student center. The second floor provides guest rooms and is called the Lindenwood Lodge. The upper floor is vacant at present. It also is used for conference activity at present. It is listed on the National Register of Historic Places.

Cobbs Hall

Cobbs Hall houses graduate students on its upper floors, but the main floor is given over to the Babcock Center for the Study of Modern Business. In that capacity, it has offices, conference rooms, and a small library for the Department of Business Administration.

Irwin Hall

Irwin Hall is a women's residence hall. It has a capacity of 83 students.

McCluer Hall

McCluer is a modern, air-conditioned women's residence hall. It has a capacity of 92 students.

Parker Hall

Parker is a large, air-conditioned residence hall for male students. It has a capacity of 126.

Sibley Hall contract, Lindenwood maintains facilities at the Mansion House Center in downtown St. Louis and the Westport Plaza area of west St. Louis. Sibley is the most historic building on campus. The center portion was dedicated in 1860, and two wings were added in the 1880s. It has a small chapel in use for recitals and chapel services. It also is used for conference activity at present. It is listed on the National Register of Historic Places.

Ayres Hall is excellent and could house a good many more students than we presently have. We have good laboratory facilities in the sciences and good Except for the Dining Room annex at the back, Ayres is not in service at the present time. It has served as both a men's hall and a women's hall. Its future is not decided, but refurbishment is high on the administration's list of priorities for facilities. The Board of Directors has considered various plans for this need, but the funds are not yet available.

Butler Hall

There is some concern as well for equipment, particularly in the sciences. Butler contains some administrative and faculty offices. A small gymnasium is built as an annex to Butler. Butler is in need of extensive repair, and the offices housed there are like to be relocated during the spring months.

Lindenwood uses four facilities apart from those on the main campus:

1. The College for Individualized Education rents offices and classroom spaces in the St. Louis area and in the Manchester area of St. Louis county for the convenience of students from those areas.
2. The College maintains two classrooms in the Lake St. Louis Office Center some twenty miles west of the campus. Some evening classes are taught in these classrooms.

3. Under contract, Lindenwood maintains facilities at the Mansion House Center in downtown St. Louis and the Westport Plaza area of west St. Louis county. These facilities contain classroom spaces for an evening MBA and MSA program, together with an undergraduate degree program in Business Administration.

From the standpoint of physical facilities, Lindenwood is fortunate. Classroom space is excellent and could house a good many more students than we presently have. We have good laboratory facilities in the sciences and good studio spaces for theatre and art. The major deficiency in physical space is the gymnasium. The gymnasium is under-sized and inadequate for many purposes. Our basketball team must rent gym facilities for its games. We badly need a gymnasium-field house facility. The Board of Directors has considered various plans for this need, but the funds are not yet available.

There is some concern as well for equipment, particularly in the sciences. Much of the science laboratory equipment was purchased when the Science Building was opened in 1966, but little equipment has been purchased since then. Gifts of equipment from area industries have been helpful, but do not generally meet instructional needs.

In one area of science and in mathematics, the College has added a major facility. The college installed a Digital Equipment Corporation VAX 11-750 computer in the fall of 1983, and it will provide excellent computing facilities and services for many years to come.

Many departments, however, see the addition of new educational equipment as a major priority of the near future.

Chapter X

Finances and Business Office Operation

For a number of years, Lindenwood operated with annual deficits, sometimes as large as \$600,000. These accumulated deficits were sustained through the expenditure of quasi-endowment funds (that is, unrestricted funds donated to the College through the years) and borrowing. This deficit financing severely depleted the capital assets of the institution, producing an annual summer cash-flow crisis, and eroded the College's credit position.

As we saw in Chapter I, in the past fiscal year, 1982-3, Lindenwood operated in the black for the first time in a decade and a half. This represents a major effort and a major victory for Lindenwood. The financial strictures by which that balance was achieved are listed in that chapter. Achieving a balanced budget and achieving continuing financial stability were major obligations laid upon the new president when he took office January 1, 1983. That balanced budget was not realized without difficulty and strict controls. The present fiscal year is being followed in balance as well. A large item in this current budget also represents a payment for debt service which will significantly reduce the future drain upon the operating fund.

The regular day-to-day financial mechanisms of the College are on a systematic basis under the direction of the Vice President For Finance and Administration. He is charged with the final preparation of the yearly budget, with preparing all interim financial reports, and operating as a normal business manager. He attends the meetings of the Board of Directors and gives them financial reports.

He maintains a file of all contracts and must approve them. He maintains banking relationships for deposits, loans, and collateral requirements. He is in charge of all business office operations, as well as the physical plant, the food service, the computer center, the security office, the bookstore, and all other administrative support services.

The yearly budget is formulated, with wide participation by the various programs and departments, under the direction of the Vice President. The general principles and guidelines for the budget are laid down by the President's Administrative Council. Those responsible for budget expenditures--the academic departments, deans, and non-academic areas--submit proposed budgets. These preliminary budgets are reviewed in a series of sessions with the President and the Vice President for Finance. All the budgets are then correlated by the Vice President, approved by the President, and submitted for final approval and adoption by the Board of Directors. After adoption, the budget is monitored by those persons responsible for the various segments of the budget, again under the overall direction of the Vice President for Finance.

A regular yearly audit is conducted by an outside firm of Certified Public Accountants, who furnish a balance sheet and a management letter.

In the Business Office, the following personnel work under the direction of the Vice President for Finance:

Cashier - Collects monies due to the College from all sources, including tuition and fees, board and room, conference income, rent, gifts, bookstore and dining hall receipts, athletic and theatre receipts, etc.

Receipts are issued for all monies received, and a daily report is prepared showing budget account totals to be credited, and deposits are prepared for delivery to the bank.

Accounts Receivable Clerk - Prepares all statements for students and other accounts for mailing on a monthly basis. Researches all questions, maintains accounts, processes refund requests, maintains general ledger controls, supervises posting of accounts, and prepares letters for suspension of delinquent students.

Accounts Receivable Posting Clerk - Maintains detail ledger of all accounts, posting of charges and credits, and maintains filing and registration and financial aid forms. ($\frac{1}{2}$ -time position)

Accounts Payable Clerk - Maintains files of open orders, receiving reports, invoices, and prepares all documents for payment. Issues checks for payment and maintains files of paid invoices. Interviews and maintains files on applicants for positions with the College.

Payroll Clerk - Maintains personnel files and reconciles all time cards for bi-weekly payrolls of food service, physical plant, and student employees. Processes monthly payrolls for salaried personnel. Prepares distribution of salary and fringe benefit expense to departmental budgets and authorizes payment of tax withholding, insurance, pension, etc. Prepares and maintains files on group insurance claims of covered employees.

Assistant Controller - Prepares journal entries for tuition and board and room revenue. Audits all transactions prior to entry into records.

Maintains all files of invoices and payments for bookstore purchases and prepares checks. Prepares closing entries on monthly basis for closing.

Reconciles bank accounts, supervises cashier, accounts receivable and accounts receivable posting personnel.

Loan Officer - Processes all approved applications for NDSL and GBL transactions. Maintains files on loans of students in school, grace period and collection. Reconciles account balances with collection service and recommends the loans to be turned over to collection agencies.

1985-1986	350,000
1986-1987	605,000

Controller - Supervises all of the above and prepares fiscal reports on operations, time payment plans for students, and reconciliation of budget and general ledger entries. Prepares reports on federal funds and prepares draw on letter of credit. Prepares all adjustments on budget and approves financial reports from computer center. Works as liaison with auditors for College.

This capital fund is intended for the following purposes:

Endowment Investments

The College endowment now totals \$2,044,000. The investments include securities purchased and held for safekeeping in the Landmark Bank of Ladue and real estate under a thirty-year lease agreement. Security transactions are made under a policy approved by the Finance Committee of the Board which meets four times a year to review the account.

Major Funds Drive

The Board of Directors, on September 13, 1983, approved a ten-million dollar Major Funds Drive, to cover a three-year period beginning July 1, 1984, and concluding June 30, 1987. The goal is projected to be achieved in this fashion:

Annual Fund Drives

1983-1984	\$300,000
1984-1985	500,000
1985-1986	550,000
1986-1987	605,000

For a total of \$1,955,000

Building Funds

\$7,945,000

This capital fund is intended for the following purposes:

\$5,000,000	Field House/Theatre Auditorium Complex (to include a basketball court, swimming pool, racquetball courts, outdoor tennis courts, exercise rooms, equipment and dressing rooms, 1,500-seat auditorium/theatre with stage large
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enough for musicals, and a large foyer to serve both athletic events and the theatre/ auditorium.

- \$2,945,000 Rehabilitation of central air-conditioning and rewiring of Butler and Ayres Halls. Rewire Sibley Hall, air-condition the public rooms, and improve air-circulation for the remainder of the building. Rewire Irwin Hall and rehabilitate the basement, and tuckpoint the outside.
- Miscellaneous repairs to most campus buildings.
- \$ 100,000 Expenses for the campaign.

The co-chairmen of the Fund Drive will be Mr. Robert Hyland, Regional Vice President of CBS, Inc., and Mr. S. Lee Kling, Chairman of the Board of Landmark Bancshares.

From October 1, 1983, through July 1, 1984, a private solicitation will seek large pledges before the actual drive is publicly announced. The goal of that portion of the drive is \$5,000,000. In May, 1984, the drive will begin with Board members, faculty and staff, alumni, and local St. Charles prospects.

All members of the Board of Directors will provide leadership for the campaign.

Chapter XI

Governance and Decision-Making

An independent Board of Directors owns and operates Lindenwood College. Under the terms of the original charter, now amended, the official name of the institution is Lindenwood Female College, doing-business-as Lindenwood College. Aside from the official seal, the name Lindenwood Female College is never used, and most people, even faculty and staff, are unaware that there is such a title. The Board of Directors is self-perpetuating. It has an authorized membership of 22. The College has a friendly covenant with the Presbyterian Church, but this relationship has no legal standing, and the College is independent and non-sectarian.

The Board of Directors, in the usual way, sets broad policies for the institution, particularly of a financial sort, and leaves the administration of the College on a day-to-day basis to the President. A president is chosen by the Board of Directors after a search is conducted by a committee comprised of board members, faculty members, administrators, and alumni. Such a search committee advertises the position, screens the applicants, selects those to be interviewed, and conducts the interviewing. Opportunity is always given to all components of the college community--faculty, staff, board members, alumni, and present students--to participate in the interview process and make their preferences known to the search committee. The committee then normally makes a recommendation to the full Board of Directors which has the final voice in the selection process.

Control of the academic program is vested in the faculty. It retains the ultimate decisions in academic matters: graduation requirements, degree requirements, general education requirements, course and program approval. It certifies students to the Board of Directors for graduation and recommends candidates for honorary degrees. This decision-making power of the faculty is tempered by the budgetary powers of the President. For example, if the faculty approved or considered approving a new degree program, it would remain the province of the president, through the Provost, to consider the fiscal impact that the new program would have on the institution. He could, of course, decline to fund such a position. In practice, such considerations enter into prior discussions, so that programs which the institution might not be able to afford would not come to an actual vote by the faculty. The same process would be involved in eliminating a program. The faculty might do so for academic reasons; the president could do so for budgetary reasons. Horsemanship was eliminated by the President and the Board of in 1981. Nursing was eliminated in 1982 because the program failed to achieve National League of Nursing accreditation on first application and lost a substantial number of students.

In practice, the faculty delegates much of its detailed control over the academic program to the academic departments and divisions and to the Educational Policies Committee. Under that delegation, each department sets its own requirements for majors, minors, and prerequisites, within broad parameters set down by the faculty.

New courses, new programs, and revisions of existing programs may originate with individual faculty members, in a department, or with the Provost and Dean

of Faculty. Ideas emanating from the Dean of Faculty are developed in cooperation with departmental faculty. Departmental process is not complicated in such small departments. From the department, a proposal would be sent to the appropriate division for debate and approval. That meeting would constitute the first serious discussion of a proposal outside the department. If the division accepts the proposal, it goes then to the Educational Policies Committee. This consideration by the Educational Policies Committee is normally the most searching it will receive. If the proposal does not concern a general education requirement or a new degree program, the decision of the Educational Policies Committee is, in effect, final. It will be reported to the faculty by the EPC minutes and by the chairperson of the EPC at the next faculty meeting. Any member of the faculty may ask for full faculty debate on the issue, seeking to reverse the decision of the EPC, either favorable or unfavorable, but, in practice, this seldom happens. If the proposal concerns an entire new program or degree or a general education requirement, full faculty approval is needed. All graduate programs move through this same chain of approval.

In matters affecting a broad range of faculty concerns--salaries, fringe
There is one variation to this pattern. If the proposal for new courses or programs concerns Education Department courses or requirements, graduate or undergraduate, the proposal goes from the Education Department to the Teacher Education Council and then to the Social Science Division and so on up the line. The Social Science Division could consider a proposal that had been rejected by the Teacher Education Council, but in practice it would be most unlikely to do so.

... on faculty retirements, promotions, and tenure cases
before such decisions are made by the Provost and Dean of Faculty and the President. It serves as a general faculty welfare committee.

Outside the departmental structure, proposals for new programs may originate with Lindenwood College for Individualized Education Faculty Advisors or Faculty Sponsors. If appropriate to one or more divisions, this proposal would then move in the normal way to division, EPC, and on to the whole faculty. The structure of some of the programs is a bit different in the LCIE since there are no individual courses, but no program can be adopted in LCIE without the normal process of academic approval outlined here.

The Educational Policies Committee also serves as an academic planning group and considers such topics as standards and grading practices. It usually creates sub-committees to deal with such topics.

The faculty also has a number of other committees to deal with specific matters such as Lectures and Concerts, Academic Resources, Graduate Admissions, and so on. Committee service, as in most institutions, is an opportunity/responsibility for faculty members.

In matters affecting a broad range of faculty concerns--salaries, fringe benefits, contract renewals, tenure decisions, priorities in hiring--the Faculty Council represents the faculty in dealing with the administration. This group is selected by the faculty, partly at large, partly by divisions. It deals with the administration primarily through the Provost and Dean of Faculty. It participates in the interview process for all new faculty members, consults with the Dean of Faculty over proposed additions to the faculty, makes recommendations on faculty retentions, promotions, and tenure cases before such decisions are made by the Provost and Dean of Faculty and the President. It serves as a general faculty welfare committee.

The outline of the governance process at the faculty level is contained in a Faculty Constitution. This document received a large-scale review by the faculty in the spring of 1981. This constitution will be considered by the Board of Directors at its May, 1984, meeting.

It must also be noted that a good deal of the decision-making at a small institution like Lindenwood is not done in a formal committee or faculty setting. It is accomplished by consensus in informal ways. It would be fair to say that the majority of decisions are made in this informal way. We do not often have formal debates and votes, though we often have lengthy discussions in committees and in the full faculty meetings before consensus can be reached.

Long-range planning at Lindenwood College now occurs at two levels.

Soon after the new President arrived, he and the Chairman of the Board appointed a Long-Range Planning Committee composed of members of the Board of Directors, faculty, students, alumni and community people to consider the long-range activities and prospects of the College. This committee met for some months and produced a report to the Board of Directors which was adopted in May of 1983. This report considered the future of the residential component of the campus, the graduate programs, the off-campus activities, and student life. It was in that committee that the first drafts of the new mission statement were conceived. That committee is scheduled to be reactivated to consider further questions. The full text of that committee's report is available. On the basis of the report, the Admissions Office has developed elaborate plans to direct its recruiting along the paths suggested by the committee. Other

recommendations, such as the change of the name of the College back to Lindenwood in the singular, have already been implemented. This committee represents the first effort to bring together elements of the entire Lindenwood community to consider the future directions of the College. In a more internal way, a faculty-administrative Long-Range Planning Committee, organized by the Dean of Faculty, has been at work for two years in a comprehensive evaluation of all the departments and programs of the College. Using an evaluation instrument, the committee has graded all the departments and programs according to such criteria as centrality to mission, faculty quality, curriculum coherence, attraction to majors, library resources, and cost-revenue relationships. This lengthy survey has been followed by a set of recommendations to guide the faculty and administration in revisions, faculty additions, and curriculum reevaluation. This report will guide the administration in the next several years in building upon the strong points of the curriculum and working to correct weaknesses. Some of these recommendations already have undergone debate in the academic divisions and in the Education Policies Committee.

The remainder of the senior administrative team has changed only a little. The Provost and Dean of Faculty has been in office for nearly four years, the Dean of the College for Individualized Education for nearly three years, and the Dean of the Evening College has been a member of the faculty for more than 22 years and has served in a variety of administrative capacities. The only administrative changes within the past year have been the recruitment of a well-qualified Dean of College Life and the replacement of the Dean of Admissions and Financial Aid. The latter change was accomplished in-house, so a long initiation period was not required.

SUMMARY

Lindenwood College has successfully weathered 15 years of administrative and financial problems. It is now resolving those problems in a manner that is clearly measurable. This Self-Study details both the process and the results of our efforts. Two years ago, the visiting North Central team noted three areas of concern. None of those concerns questioned the quality and continuity of Lindenwood's academic program. All were operational in nature:

1. The first concern was the effect upon the institution of numerous administrative changes, including the selection of a new president. President James I. Spainhower has been in office for 14 months. The changes he has instituted have been striking and positive in all areas of operation. Above all, we have moved from an atmosphere of conflict and confrontation to one of cooperation and optimism. The remainder of the senior administrative team has changed only a little. The Provost and Dean of Faculty has been in office for nearly four years, the Dean of the College for Individualized Education for nearly three years, and the Dean of the Evening College has been a member of the faculty for more than 22 years and has served in a variety of administrative capacities. The only administrative changes within the past year have been the recruitment of a well-qualified Dean of College Life and the replacement of the Dean of Admissions and Financial Aid. The latter change was accomplished in-house, so a long initiation period was not required.

2. The second concern was the need for progress in achieving financial stability. Such progress has been made. Lindenwood concluded this past fiscal year with a fund balance in excess of \$80,000, while reducing short-term indebtedness by more than \$1.5 million, a spectacular improvement after 15 years of operating deficits and mounting indebtedness. To achieve this stability, President Spainhower doubled gift income over the previous year, reduced personnel and operating expenditures, froze salaries for at least one year, liquidated low-yield unrestricted endowment to pay off high-cost short-term debts, expanded rentals of campus facilities, and broadened the base of Board governance and support.

Each of these actions played a part in restoring the College to a state of financial equilibrium. The Board of Directors now is embarked upon a three-year, ten million dollar fund drive for scholarships, building restoration and maintenance, and a new athletic/cultural facility.

Obviously, Lindenwood has much hard work ahead of it in this area of concern, but it has made substantial progress in the past two years after a decade and a half of financial dysfunction.

3. The third concern expressed by the visiting team on the last visit was the effect of a "proliferation" of graduate programs and the impact of those programs upon the essential mission of the college. This particular concern we disputed at the time. We still do. There has been no proliferation of graduate or undergraduate programs. We have expanded the number of sites at which the programs are offered, but the programs themselves remain

the same. We offer a limited number of master's level programs in Business, Education, and Theatre. There are, in addition, the graduate programs offered in the Lindenwood College for Individualized Education, but those have been in place since the inception of that unit some nine years ago. By the nature of the LCIE format, the programs change somewhat over time, but the bulk of the graduate students in LCIE are in the same areas as always: Business and Psychology. The total number of such graduate programs has not increased over the years.

Thus, we do not feel that this was a valid concern. The graduate programs provide needed support to the institution and serve a wider range of students. They are an asset to use and to the community we serve.

One of the first actions of the new president was the formation, with the cooperation of the Board of Directors, of a Long-Range Planning Committee, widely based, which looked carefully at Lindenwood's present and future. One action of that Committee was the drafting of a new Mission Statement, which received the approval of the Faculty and Board of Directors. This new Mission Statement was, in fact, a modern reaffirmation of the historic mission of the College, recovering the emphasis on Judaeo-Christian values and the work experience. We emphatically believe that the Mission Statement is appropriate to a postsecondary institution like Lindenwood and re-establishes continuity between past, present, and future.

To implement that Mission Statement, Lindenwood has the means, human and physical, to carry out its task--curriculum, faculty, financial and physical resources.

There was no suggestion, in the previous report, that Lindenwood has not offered, in spite of its other difficulties, a high-quality educational experience to its students. In its essential core, the traditional undergraduate program, both day and evening, Lindenwood has continued to function at a high level. Our 22 majors cover the essential elements of a liberal arts curriculum. More than 57% of our total student body is represented in this area, and 81% of our total undergraduate enrollment.

The general education requirement totals 42 hours for the Bachelor of Science degree and 48 hours for the Bachelor of Arts. For both degrees, those general requirements cover the long-accepted areas of the liberal arts curriculum, from English Composition and History, through exposure to the major divisions of knowledge, to a synthesis capstone course at the senior level. Those requirements are the same for day and evening students. Majors are both discipline-based, such as English and Psychology, and interdisciplinary, such as International Studies. There are nine majors available in the Humanities Division, eight in the Social Sciences, and five in the Natural Sciences and Mathematics. Of our undergraduate students, 20.7% are in Humanities area, 72.6% are in Social Sciences (overwhelmingly Business or one of its variants), and .04% in Science and Mathematics. The remaining students are undeclared. The imbalance in the distribution of student majors is a problem Lindenwood shares with many institutions. Student enrollments are somewhat more evenly distributed this year than in previous years, and we anticipate increasing balance as our residential population rebuilds.

In addition to its traditional, course-based undergraduate program, Lindenwood has offered, for some nine years, a non-traditional undergraduate program for adults on an evening and weekend schedule. This is a full-time program for those who wish to work within this format and can make the time commitment to it. It centers about cluster groups and individual experiences. This program has maintained a high level of quality control. It has avoided the problems associated with many external degree programs.

Lindenwood also offers courses at DeSmet Hospital, at some industrial

Lindenwood has a remarkably diverse student body for so small an institution. In the Fall 1983 Semester we enrolled 1898 students, of whom 1223 (64.4%) were undergraduates and 615 were graduate students.

In all Lindenwood programs, there are normally more women than men, in a ratio of about six to four. Most students in the day programs (81%) are under 25, while the majority of evening students (73%) is over 25. In the LCIE, an even larger proportion (85%) is 25 or older. The only program at Lindenwood in which there is a preponderance of males is in the MBA, which is 72% male.

Faculty has collective authority over the academic program, subject only to

The overwhelming majority of our students comes from an eighty-five mile radius of the campus, so Lindenwood is clearly a regional institution.

Essentially, there is a 500-student component of traditionally-aged day students, both full and part-time. We have a further 300 evening undergraduates attending on campus and about 150 on-campus graduate students in Business, Theatre, and Education.

after wide consultation. In turn, the President delegates the direction of

The College for Individualized Education enrolls about 300 students, two-thirds of whom are undergraduate students, one-third graduate students. These

students are divided about evenly between the St. Charles campus and centers in St. Louis City and St. Louis County.

The next largest segment of the student body attends classes at centers for Evening College students in downtown St. Louis and St. Louis County. These two centers enroll about 350 students, most of whom are in the MBA program.

Lindenwood also offers courses at Deaconess Hospital, at some industrial plants, and at the St. Louis Conservatory and Schools for the Arts. Thus, the student body is diverse but typical of many institutions trying to provide educational services to ever wider segments of the public.

Lindenwood is preeminently a teaching institution. While faculty members frequently engage in research and publication, it is in teaching that most faculty find their primary role. The faculty is fully qualified for its role, and all faculty members are teaching within their areas of preparation. The full-time faculty is supplemented with highly-qualified adjunct faculty. The faculty has collective authority over the academic program, subject only to the budgetary oversight of the President. The processes for initiating new courses and programs, along with other aspects of the internal governance of the College, are detailed in a Faculty Constitution and By-Laws.

The Board of Directors owns the College and retains ultimate fiduciary responsibility. It delegates the operation of the College to a President, chosen after wide consultation. In turn, the President delegates the direction of various aspects and units of the College to senior administrators who collectively comprise a President's Council which considers, in a collegial fashion,

matters of policy. The President retains an executive veto which he seldom uses. The administrative structure of the institution is clear and well-defined. All lines of authority are defined.

At an internal level, the Dean of Faculty has been working for nearly two years to improve the quality of the faculty and the quality of the education. The fiscal operation of the College has stabilized and improved considerably since the last North Central evaluation. Last year, Lindenwood operated at a modest balance. The Business Office operation is now on a strict business-like basis, with adequate controls and records. The last external audit testified to that fact. The fund-raising process has tripled in effectiveness, and the short-term debt of the College has been reduced by some \$1,500,000. This also diminished the debt-service drain on the current budget by some \$160,000. A \$10,000,000 capital funds campaign is underway with the strong support and direction of the Board of Directors, two of whom are serving as co-chairmen. A clear and publicly stated purpose that is appropriate to a postsecondary educational institution;

All in all, the College is in distinctly better shape financially than it has been for a decade and a half. mobilized the human, financial, and physical resources to carry out its mission;

The physical plant of the College is, essentially, in good condition. Some buildings need maintenance and/or renovation, and much of the Capital Funds drive is earmarked for those purposes. But the teaching spaces are in excellent condition, and we could handle more students than we presently have. The only exception to that picture is a gymnasium, and one-half of the Capital Funds drive is intended to provide a new Field House/Theatre complex. have

plans for the future; we are ensuring that there are the resources, human and financial, to carry out those plans. A comprehensive planning process is and has been underway at two levels. The Board of Directors constituted a Long-Range Planning Committee which has

issued one report and is working on another. These reports address the financial support of the College and its role in the region.

At an internal level, the Dean of Faculty has been working for nearly two years with a Long-Range Planning Group which has completed a detailed evaluation of the academic program and made a number of suggestions for changes, improvements, redirections.

Both of these planning activities provide blueprints for the short-term and long-term future of Lindenwood.

Thus:

Lindenwood has a clear and publicly stated purpose that is appropriate to a postsecondary educational institution;

Lindenwood has effectively organized the human, financial, and physical resources to carry out its mission;

The institution is accomplishing its goals: educating students, graduating them, and helping them to take their places in the world of work and/or to pursue further study.

We are confident that we can continue to accomplish our purposes. We have plans for the future; we are ensuring that there are the resources, human and material, to carry out those plans.

