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STRATEGIC PLAN 2004-08

July 11, 2003

LINDENWOOD

University

STRATEGIC PLAN
2004-08

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Executive Summary

This new strategic plan for fiscal 2004-2008 charts the first phase of Lindenwood University's next 176 years of values-centered higher education. Today's Lindenwood is fueled by the convergence of five synergistic models: The Teaching University, The Managed University, The Frontier University, The Regional University, and The Emerging University. Shepherded by our President and Board of Directors and guided by our Mission Statement, the Lindenwood Community has assembled a set of Premises and Guidelines for shaping the university's future.

Lindenwood's people are the key to the university's present and future. The quality of our student body remains high even as we continue to set new enrollment records annually. By 2007-08, we will serve more than 16,000 students per year. These students will come from all age groups and stations, but the 40-to-55 age group will grow faster than other brackets. In 2003-04, we find ourselves with more than 160 full-time employees with faculty rank, and that figure continues to grow, along with our student census. The number of non-teaching employees remains at just over 130, as we do everything possible to keep the cost of a college education affordable. We will continue to recruit and retain employees who are versatile and willing to wear many hats to best serve the student.

Our academic programs will continue to develop innovative academic programs and partnerships for the foreseeable future. They will also continue to refine their procedures for assessing program effectiveness and use assessment outcomes to improve delivery of the curriculum. Strong growth is anticipated in the areas of Education, Communications, Multimedia, Management, and Information Technology. Exciting new facilities and majors are planned in the fields of Art, Communications, and Human Services. Our student-run radio station is stronger than ever, and our new Lindenwood Higher Education TV station is poised to become the region's premier higher-education channel. In general, Lindenwood's ever-improving educational technology will continue to be a prominent component of our strong facilities base. The Boone Campus and Boonesfield Village will grow creatively in both features and stature, and this initiative will reach a level of recognition and acclaim comparable to that of the Old Sturbridge Village (Massachusetts). However, in contrast to the Sturbridge project, Lindenwood's historical village will become better known for its distinctive contributions to higher education and scholarship in the areas of American Studies and Character Development.

The University has added significant strength to its Institutional Advancement program by investing in the most talented development personnel available. We will complete a \$100 million campaign by the end of fiscal 2008. We plan to construct a performing arts complex that will be the envy of the region. Also in our future are two more palatial residence halls and the completion of our First Capitol redevelopment project.

Butler Library has embarked on an ambitious Library Services initiative that will raise the status of our collections, electronic access to resources, and learning resource services to a new high.

Lindenwood has been nationally recognized for her excellent individualized treatment of students. We will strive to make this our daily *modus operandi* in every area of service on campus. This is the best time in history to be a part of this University. As a cohesive learning community, we have resolved to sustain the auspicious course we are on, to productively serve future generations of students.

Mission Statement

Lindenwood University offers value-centered programs leading to the development of the whole person – an educated, responsible citizen of a global community.

Lindenwood is committed to these purposes:

- Providing an integrative liberal arts curriculum,
- Offering professional and pre-professional degree programs,
- Focusing on the talents, interests, and future of the student,
- Supporting academic freedom and the unrestricted search for the truth,
- Affording cultural enrichment to the surrounding community,
- Promoting ethical lifestyles,
- Developing adaptive thinking and problem-solving skills,
- Furthering lifelong learning.

Lindenwood is an independent, public serving liberal arts university that has an historical relationship with the Presbyterian Church and is firmly rooted in Judeo-Christian values. These values include belief in an ordered, purposeful universe, the dignity of work, the worth and integrity of the individual, the obligations and privileges of citizenship, and the primacy of the truth.

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Introduction

A new era has commenced at Lindenwood University, marked by the literal shifting of the center of the campus about 100 yards westward, from the “quad” of the heritage campus to the new Spellmann Campus Center. This exciting period in the school’s storied history started in 1989 and has now reached a functional maturity that will extend into the foreseeable future. It is defined by five themes.

The Teaching University: Lindenwood is a new genre in higher education – the teaching university. We emphasize effective instruction, meaningful learning, and holistic development over all other possible pursuits in the university environment. Scholarship on our campus enriches teaching, rather than displacing it. Our students learn; our graduates work; our alumni make a difference in the world.

The Managed University: Within our operational model, the best business policies are combined with the best practices in higher education. This concept means that prerogative is commensurate with responsibility; decisions and programs are results-oriented; merit replaces entitlement; teamwork is prized; opportunities are embraced and brought to fruition; vision and innovation are normal characteristics of everyday operations.

The Frontier University: Since the day of its original founding in 1827, Lindenwood has both honored and taught traditional American values. We have made a conscious decision to reaffirm those standards today and to reemphasize the history and heritage of the American frontier. We explicitly express this core component of our mission through our Center for the Study of American Culture and Values. The Center has six major bases, or “cornerstones”: American History and the American Experience; American Heritage; American Citizenship and Civics; Character Education; Economics and the Environment; Ethics, Faith, and Spirituality. We have brought these educational and cultural initiatives to life in the most powerful way by developing the historical village and wilderness preserve at our Boone Campus.

The Regional University: The greater St. Louis region has a national university that is focused on competing with the Eastern ivy leagues and research schools. It has several other private institutions that attend mainly to their traditional, exclusive clientele. And it has a number of state-owned, state-limited colleges. Lindenwood has established a vital niche by becoming *the* regional university for Missouri and southwestern Illinois. Our intent is twofold: (1) to serve the diverse population of the wide region that supports us and (2) to provide significant opportunities to many students of that region who otherwise might not have ready access to an affordable college education.

The Emerging University

A recent conference of the Council for Independent Colleges identified a new model for independent universities that is emerging on the higher-education landscape and will characterize the most viable institutions of the future. Schools that fit this model hire and develop professors who

- recognize that students do not always understand what they are told the first time they hear it;
- regularly assess their own effectiveness;
- wear many hats in their professional role at the university, i.e., perform value-added services;
- are willing to work outside the boundaries of their traditional role to meet the needs of the students and the school;
- balance their critical perspective on their school with a reasonable measure of loyalty to it;
- merge scholarship with teaching and learning; and
- are regularly involved in the student recruitment process.

This is the professional orientation that Lindenwood has implemented since 1989, seven or eight years prior to its being publicly described by the CIC. This positive, adaptive attitude toward the modern professor's role is a natural outgrowth of our operational and teaching models, and we will continue to champion it.

These five themes are the foundation of this new strategic plan. As a configuration, they distinguish us from most other universities of the 21st century. We believe they are the keys to our success.

Assumptions

Students

1. Size of core undergraduate student body is stabilizing, but the adult and graduate populations will continue growing at a moderate pace for the next several years.
2. The undergraduate population will stabilize at about 2500 residential students and 2500 commuter students.
3. The student body will continue to be of high quality and diverse along the dimensions of socioeconomic class, religion, ethnic identity, and national origin.
4. Although Lindenwood will remain a teaching institution offering both graduate and undergraduate programs, new interactive technologies will enlarge the teaching mission in the upcoming years.
5. The University will continue to provide opportunities for physical, intellectual, spiritual, and social experiences for all students.
6. The student retention rate will continue to be very high.
7. Student body will have a diverse composition: 70% from Missouri (60% from St. L. Metro area), 20% from other U.S. states, 10% international.
8. Pricing of services will become a greater determinant of whether and where students choose to attend college.

Facilities

1. The University will aggressively develop the West Clay/First Capitol stretch.
2. The First Capitol expansion and construction will include **six** residence halls, which will absorb the residential space now provided by the LV trailer parks and housing off First Capitol, a new Campus center, and an Admissions building.
3. The University will build a Fine and Performing Arts Complex along West Clay.
4. The University will be physically responsible toward the St. Charles community.
5. Renovation and repair of existing facilities will continue to be a high priority.
6. The University will increase classroom space to accommodate the expanding student population.
7. The University will continue to develop and enhance physical facilities at the Boone campus and additional future extension campuses in the Missouri/Illinois region.
8. State-of-the-art technology will be installed in many of the classrooms.
9. The University will implement expanded electronic information access from campus residences.
10. The University will develop additional branch campuses in regional locations, in response to opportunities and callings that are consistent with its mission and purpose.

Personnel

1. The University and its Board of Directors will adhere to and strengthen the present, entrepreneurial model of management for the foreseeable future.
2. Only a minimal increase in the number of administrative and staff positions in the foreseeable future.
3. The number of faculty members who serve primarily undergraduate resident students will undergo only limited growth.
4. The University will remain committed to its entrepreneurial foundation, and will continue to build a faculty that thrives in a goal-oriented, merit-based environment.

Partnerships

1. The University will continue to develop and strengthen its community partnerships and community-oriented communication channels.
2. The University will continue to open and augment communication channels with students, alumni, faculty, staff, friends and supporters.
3. The University will take an active role in civic health and revitalization matters.
4. The University will continue to investigate and develop new articulation, certification, and degree-completion agreements with other organizations.

Community Involvement

1. The University will remain committed to the ideal and practice of encouraging and promoting student involvement in community service for the purpose of stimulating the development of altruism and a work ethic.
2. The University will remain vigilant and involved relative to community problems and their solutions.
3. The University will pursue promising new partnerships with businesses, organizations, and municipalities.
4. The University will continue to monitor and affect pertinent legislative initiatives at the local, state, and national levels.

Academic Programs

1. The University will continue to develop a comprehensive instructional technology.
2. The University will remain committed to the ideals of an independent liberal arts position, excellent teaching, student success, and development of the whole person.
3. The University will continue to diversify its academic programs, especially in the areas of corporate teaching opportunities, partnerships, and multi-disciplinary programs.
4. The University will continue to refine and productively use its comprehensive student assessment program.
5. The University will adjust its programs and delivery systems in all academic divisions to accommodate anticipated growth in graduate and adult markets at all sites.

Student Support Services

1. The University will continue supporting various intercollegiate and intramural sports, and those activities will continue to involve a large proportion of our undergraduate students.
2. The University will develop a plan to expand Library electronic information access to students and faculty.
3. The University will augment its support services for the off-campus programs it is developing.
4. The University will continue to expand its computer facilities to meet the needs of its growing student populations.
5. The University will enhance its accommodation of students' social/developmental needs, with student government and student organizations taking the lead in these endeavors.

Administrative Services

1. The financial stability achieved in recent years will be maintained, no operating deficits will be incurred, endowment will increase, substantial money will be invested in plant maintenance, salaries will remain competitive, and both institutional and governmental financial aid will play a significant role in enabling qualified students to attend.
2. Fund-raising will continue to be a major activity of the University and will be vital to its well-being.

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Lindenwood's Future: Premises and Guidelines

At its annual working retreat in July of 2002, the Lindenwood Board of Directors developed and adopted this list of basic ideas and tenets, upon which we will chart and build the future of this grand old university. In the autumn of 2003, we solicited and received further input on these foundational principles from our administration and faculty. These guidelines represent the resolve and character of Lindenwood's collective spirit, which started with Mary and George Sibley's commitment to holistic higher education in 1827 and will carry the school forward for its next 176 years.

Management

1. Lindenwood will remain an independent, entrepreneurial, public-serving university.
2. We will maintain an innovative, merit based, growth-oriented management system.
3. We will remain debt-free, financially strong, and fiscally responsible.
4. We will steadfastly ensure and provide for a balance between overhead and income.
5. We will continue to deliver affordable, high-quality programs and services.
6. We will enhance our partnerships and connectedness in the local and global communities.
7. Because we exist for the student, we will consciously avoid self-serving decisions.
8. We will take care to avoid conflicts of interest at all times.
9. We will continue to grow our adult and graduate programs as the size of our traditional undergraduate population stabilizes.
10. We will remain an opportunity-conscious university, embracing change, and even threats, as chances to improve and advance.
11. We will continue to "think outside the box," boldly approaching new initiatives that are consistent with our mission.
12. We will keep our management structure and function clear of administrative underbrush.
13. We will continue to link accountability with prerogative and privilege on our campuses.
14. We will continue to seek productive, innovative alliances with businesses, organizations, and other schools.
15. We will avoid the insidious trend toward homogenization in higher education – we will continue to contrast, rather than compare, ourselves with the mainstream.
16. We will continue to regularly and truthfully report the university's financial status to all in a clear, concise, and complete fashion.

17. We will ensure our independence by not seeking or depending upon support from federal or state monies.
18. We will make every effort to accommodate any qualified person who wishes to learn.
19. We will, on a regular basis, tell the Lindenwood story to our various constituencies through the use of a variety of communications vehicles (the Internet, university publications, media exposure, advertising, special events, etc.).
20. We will expand our sites and facilities in ways consistent with our mission and successful business philosophy.
21. We will continue to assist students financially, as needed.
22. We will increase our donor base.
23. Our general goal will be to develop market dominance in regional locations within a four- hour radius.
24. Our present and future leadership will remain committed to the entrepreneurial spirit.
25. The faculty, staff, and Boards will be effective ambassadors for the University.
26. We will maintain compensation programs to attract, reward, and provide incentives for highly qualified teachers.
27. We will consider government grants only selectively and without compromising our basic principles, philosophy, and independence.
28. We will improve Lindenwood's name recognition around the state, region, and nation.

Teaching and Learning

1. We will remain committed to teaching, learning, and responsible pursuit of the truth.
2. We will continue to be values-based, student-oriented, and committed to diversity.
3. We will continue to emphasize mentorship, holistic education, and lifelong learning.
4. We will incorporate technology into our curriculum, but will continue to emphasize face-to-face interaction between teacher and student as the principal means of delivering quality education.
5. We will continue to individualize the university experience for each of our students.
6. We will continue to keep our teachers and students free from the counterproductive characteristics of an academic-tenure system; we will not reinstate a tenure system.
7. We will continue to support and encourage academic freedom, but will reserve the right to assess an instructor's conduct against the policies of Lindenwood University.
8. We will continue to employ faculty members who are focused on teaching and mentoring.
9. We will continue to use our whole curriculum and avoid overspecialization.
10. We will continue to promote academic strength and student achievements.

11. We will continue to teach about the benefits of the United States' free economy and competition-based system.
12. We will continue to develop the educational and cultural potential of the Boone Campus of Lindenwood University.
13. As a public-serving liberal arts university, we will fully support the students, curriculum, and facilities at our satellite campuses.

Campus Culture

1. We will continue to educate the whole person – academically, socially, spiritually, and physically.
2. We will retain the ideal of an alcohol-free, drug-free campus with single-sex housing (except for married students), and a system of strict enforcement of these policies.
3. We will continue to engender, nurture, and promote both leadership and the work ethic through a vigorous work/learn program and an emphasis on community service and volunteerism.
4. We will continue to provide education that meets real needs, has lasting value, respects history and honor, inspires responsibility, impacts the future, improves the quality of life, and strives for success through excellence.
5. We will continue to change lives and make a difference.
6. We will honor and implement our traditional values as we strive to help shape the future.
7. We will retain and teach the basic Christian values upon which the university was founded.
8. We will be diligent in trying to maintain approximately a 10% international student component in our resident student body.
9. We will use and promote our cultural facilities.

Board of Directors

1. We will maintain a Board of Directors comprised of individuals who, without exception, care deeply about Lindenwood, personally make gifts to the university, and actively procure outside support for the school, and actively promote it to the community.
2. The Lindenwood Board of Directors will continue to assume stewardship of the university's strong heritage, outstanding educational programs, healthy fiscal condition, and highly effective system of management.
3. The Board will do what is best for Lindenwood in the long run and avoid taking the path that is easiest, most convenient, or most popular in the short-term.
4. The Board will continue to require all members of the Board of Directors to actively and regularly participate in Board meetings, functions, and responsibilities.
5. The Board of Directors will become more involved with recruitment of students, especially through the Board of Directors Scholarship Program.
6. The members of our Board of Directors must represent total integrity in the community.

Alumni

1. We will encourage our alumni to be lifelong supporters of Lindenwood through the donation of their time and talent, financial support, and recruiting efforts.
2. We will emphasize opportunities for planned giving.

Faculty and Staff

1. We will continue to seek and support teachers who are dedicated to the university and her students – and avoid those who are more loyal to their disciplines than to their vocation.
2. We will continue to draw upon all the talents of our faculty and staff, including their creative, entrepreneurial abilities, not just those traditionally associated with their job titles.
3. We will continue a recruiting system in which “The whole university is involved in the Admissions functions.”
4. We will strive to maintain a high percentage of faculty members with terminal degrees.
5. We will continue to employ faculty members whose primary focus is on teaching and mentoring students.

People

Student Enrollments

Lindenwood serves a diverse, talented student body of over 11,000 students, more than 2400 of whom are resident students. Sixteen percent of our students are members of minority groups, and 63% are women. We value the cultural, social, and intellectual enrichment afforded the campus by nearly 450 international students who hail from more than 60 countries. Our domestic students represent 44 states and the District of Columbia. Our students' ages range from the teens to the seventies, with the average student being 29 years old. The 40-to-55 age group is our fastest growing contingent.

Actual Enrollments by Student Type: Unduplicated Head Counts

	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
	Actual	Actual	Actual	Actual	Actual	Actual
Full-Time Traditional Undergrad	2308	2747	2757	2992	3076	3167
Part-Time Traditional Undergrad	176	182	117	130	217	148
LCIE Undergraduate	1192	1260	1432	1507	1467	1497
LCIE Graduate	1021	1156	1004	1084	1141	1159
MBA	397	458	604	500	387	382
ED/ART Graduate	1064	1211	1455	1513	1830	2144
NonDegree Undergrad	548	641	667	565	592	590
NonDegree Graduate	1785	1834	1683	1829	2475	2431
Total	8491	9489	9719	10120	11185	11518

Projected Enrollments by Student Type: Unduplicated Head Counts

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
	Projected	Projected	Projected	Projected	Projected
Full-Time Traditional Undergrad	3507	3717	3927	4138	4348
Part-Time Traditional Undergrad	247	262	277	292	307
LCIE Undergraduate	1672	1773	1873	1973	2074
LCIE Graduate	1301	1379	1457	1535	1613
MBA	420	435	450	475	500
ED/ART Graduate	2086	2211	2337	2462	2587
NonDegree Undergrad	675	715	756	796	837
NonDegree Graduate	2822	2991	3160	3329	3498
Total	12730	13483	14237	15000	15763

Faculty and Staff

Personnel Profile

The following sixteen administrative positions report directly to the president: comptroller, business office manager, director of institutional advancement, dean of compliance, dean of admissions, chief operations officer, dean of campus life, director of communications, provost, one division-director, and six division-dean positions. Six of these individuals have earned doctorates, eight have master's degrees, and two have bachelor's degrees. Fourteen of them have faculty rank. Their full-time experience in academia ranges from less than a year up to 33 years, with a median of about 12. All but three of them came to Lindenwood with considerable non-academic management experience as well. This is a stable and loyal cadre of campus leaders, with their average seniority at Lindenwood being nine years.

One-hundred and sixty-four of the university's employees have faculty rank, and they are ordered as follows:

Professor	35
Associate Professor	56
Assistant Professor	73

Within the group of employees who hold faculty rank, 127 are primarily assigned to delivering the curriculum. Sixty percent of those instructors have earned terminal degrees in their disciplines.

Lindenwood has 133 administrative and staff employees who do not have faculty rank, distributed in the following categories:

Executive/administrative/managerial	22
Other support and service personnel	25
Technical and paraprofessional	21
Clerical and secretarial	26
Skilled craft	11
Service and maintenance	28

The level of formal education of these individuals is below the master's-degree level.

Since Lindenwood is concerned about the affordability problem in higher education today, we do everything reasonable to keep the price of a college education within the reach of all qualified students. One of the consistently effective steps we take to realize this goal is to optimize staffing. All of our offices have lean, efficient personnel structures, through which we render essential services daily. By this we mean that all employees must be prepared to learn many jobs and skills within their respective departments or offices and assume responsibility for extra assignments when a fellow employee must miss work for any reason.

Presently, 28 of our employees are enrolled in classes at Lindenwood. We would like every non-degreed member of the staff to be enrolled in a bachelor's-degree program and every B.A.-level employee to enter one of our master's-degree curricula.

Assumptions

1. We will continue to be responsible in our staffing decisions, with the goal of optimizing services in the most cost-effective way.
2. All Lindenwood employees will have multiple responsibilities and roles.
3. We will continue to insist on loyalty from all members of the Lindenwood Community.
4. The number of faculty and staff members will grow in proportion to the increase in the size of our student body.

One-Year Action Plan for 2003-04

- Identify staff members who could benefit from enrollment in Lindenwood classes and have at least one in three of those start a degree program, to enhance the quality and productive of service (all office managers; 8/03)
- Increase conferral among office and division managers to better evaluate the placement and use of employee talents within the university (all office managers; ongoing)
- Work with the provost to deploy each qualified staff member in the teaching of at least two classes per academic year (all office managers; 8/03)
- Fill faculty positions in theatre, fashion design, and accounting with experienced professionals who are ambitious program builders as well as talented teachers (deans and provost; 08/03)

Five-Year Goals for 2004-08

- Actively recruit faculty members who are team players, thrive in a merit-based work environment, and place teaching and mentoring at the top of their priority lists
- Maintain an employee recruitment and selection program that results in the hiring of ambitious, adaptive, multitasking individuals who are student-oriented
- Improve our internal communications system -- making better use of our email system, division meetings, and paper notices -- so that all faculty and staff members are informed about a greater number of events and achievements in a timely way

Future Directions

Lindenwood has been nationally recognized for her excellent individualized treatment of students. We will strive to make this our daily *modus operandi* in every area of service on campus.

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Programs

Academic Divisions and Programs

Arts and Communication

Statement of Purpose

The Lindenwood Division of Fine and Performing Arts/Communication is a microcosm of the liberal arts ideal. A truly creative person is one who must be well educated in the most complete sense. As a consequence, each discipline within the Division regularly stresses the importance of excelling in General Education classes as well as courses directly related to one's particular major area.

The Fine and Performing Arts component of the Division includes Art, Dance, Music and Theatre. The University cheerleading and pom-pom squads are additionally under the auspices of Fine and Performing Arts.

The Communication component of this Division, which includes mass and corporate communication and multimedia, has developed into the best program in the region. An investment of more than \$1.3 million over the last few years has provided the radio and television stations and the multimedia center with state-of-the-art equipment. The addition of new faculty members and a complete review and reconfiguration of the curriculum make this one of the most rapid growing programs at the university. This dynamic and diverse program provides instruction and opportunities that will equip students with the knowledge and experience to succeed in highly competitive fields.

The Division stresses learning through application. Students are provided with solid basic instruction in technique and theory. Unlike the typical conservatory setting, Lindenwood students are encouraged to begin applying the principles as soon as the opportunity to do so presents itself. Our mission is to help students develop their creative identity within an environment that supports the well-made attempt. Our intent is to prepare young actors, performers, artists, designers, musicians, dancers, historians, managers, and educators to succeed in extraordinarily competitive fields. To that end, we encourage the development of the mind, the body and the creative spirit. We also teach students that it is not enough to be talented: self-discipline, careful preparation and flexibility are also required to achieve one's goals.

Student Enrollment

In 2002-03, 627 students pursued majors in the division. Those students were distributed in this way:

2002-03 Head Count of Students in the Arts/Communications Division

Art	Dance	Fashion Design	Music	P/A Theatre	Communications
157	26	45	42	73	210

Faculty

The current Fine and Performing/Communication faculty consists of:

	Regular	Adjunct
Art (Studio, Art History, Multimedia)	5	2
Dance	2	1-2
Fashion Design	1	0
Music	3.3	13
Theatre/Performing Arts	4	0
Communication	6	1-2
TOTAL	21.3	17-19

Fourteen of the full-time arts/communications faculty members have terminal degrees in their fields.

Facilities

The faculty members of the Division are officed in Harmon Hall, the Lindenwood University Cultural Center, Spellmann Center, Young Hall, and Roemer Hall. Most of the courses within the Division are taught in Harmon Hall, the Lindenwood University Cultural Center, the Spellmann Center, the Robert F. Hyland Performance Arena, and Studio East. Sibley Chapel, Jelkyl Theatre, the Lindenwood University Club and the Boone campus locations are occasionally used, as well. Specialized studios, performance venues, labs, storage and work spaces are located in:

- Harmon Hall--ceramics studio, photo studio, University teaching slide collection, fashion and costume design studio, student "black box" theatre, Hendren Gallery, Gallery 202, small dance studio, scene shop, costume/prop/furniture storage, the University's art collection
- LU Cultural Center (auditorium building only)--choir room, band room, practice rooms, piano lab, organ practice rooms, LUCC performance auditorium, two

small galleries, sound equipment storage, small costume/prop storage (music), music library

- Studio East--large open warehouse space for teaching sculpture, 3-D design, 2-D design, printmaking, drawing, figure drawing, painting, stained glass
- Robert F. Hyland Performance Arena -- auxiliary gym: used for dance studio classes, choreography and composition classes, pommer and student dance concert rehearsals; main gym: cheerleading practice, dance recitals and some musical events
- Jelkyl Theatre--main theatre performance space
- LU Club--banquet and performance space used for small productions, dinner theatre
- Spellmann Center--video editing suites, MacIntosh labs, radio station, studios (radio)
- Young Hall--television studio, operations office for LUHE-TV, television station set and prop storage

Assumptions

1. The purpose, intent and mission of the Fine and Performing Arts Division will remain essentially the same. The foci will be twofold: exceptional instruction and multiple opportunities for students to perform and exhibit.
2. The performance and fine arts programs within the division will require continued scrutiny with regard to retention and recruitment; programs will need to be rebuilt and reconfigured to maintain viability and marketability.
3. While the classrooms, studios and performance areas will be further renovated and upgraded over the coming years, there is a need for a larger multi-purpose performance, studio, rehearsal and exhibition space.
4. The graphic and computer art programs will be placed under the auspices of Multimedia and within the purview of Communications largely because of the technological base shared by both disciplines.
5. Because of performance venue limitations on campus, the prospect of off-campus venues and touring will become more important for recruitment and retention.
6. The number of graduate students in Studio Art and Theatre will steadily increase because students are allowed to matriculate as part-time Master of Arts and Master of Fine Arts candidates.
7. The dance program will become more visible in part because of its association with the MidAmerica Dance Company but largely because of the success of students and faculty at adjudicated events such as the American College Dance Festival.
8. The 2-3 program in Theatre and Art will be instituted and will cause a significant increase in the number of students in these areas.
9. Art internship will more than double within the next three years.
10. The number of full-time faculty members and visiting artists/instructors will increase in the upcoming decade in proportion to the growth of the student population served.
11. Members of the Fine and Performing Arts division may be redeployed or called upon to develop courses and programs in American Culture at the Boone campus.

12. The Fashion Design program will pursue the development of an international component.
13. The Theatre program will be revitalized.
14. New majors in Advertising and Multimedia will be included in the curriculum.

One-Year (2003-04) Action Plans and Five-Year (2004-08) Goals

GENERAL DIVISIONAL GOALS

The objectives for the 2003-04 academic year are as follow:

- Finalize academic components and begin to publicize the 2-3 MA programs in Art and Theatre (increased recruitment; Parker, August 2003)
- Maintain updated information on the LU Website and LUHE (recruitment, retention, community service; a member from each department; ongoing)
- explore opportunities for inter-disciplinary coursework and degree programs (recruitment, retention; program managers; ongoing)
- Prepare and deliver coursework and productions in Belleville (pending approval) (recruitment; Parker; ongoing)
- Review all departmental curricula in Fine and Performing Arts (recruitment, retention; Walsh, Troy, Scoggins, Parker, Carter, Henry; August, 2003)
- Create a CD-ROM brochure/catalog outlining the programs in the division (recruitment; Ruebling, Wall, Info Tech rep.; August, 2003)
- Explore graduate courses in the Arts in the LCIE and summer cluster formats (recruitment, retention, expansion; Castro, Kemper, Manoogian, Parker, Troy; January, 2004)
- Establish Fine and Performing Arts scholarship competition with Mosaics (recruitment; Parker; August, 2003)
- Continue to review and upgrade assessment tools in the Division (academic improvement and adjustments; Walsh, Billhmyer, Bloch, Troy, Carter, Henry; ongoing)
- The programming for the Lindenwood University Higher Education television channel, LUHE, will be expanded to include more student-produced work as well as pre-programmed material and worked supported by outside grantors.

ASSESSMENT GOALS

The assessment objectives for the 2003-04 academic year are as follow:

- Develop entrance and exit examinations for art majors
- Develop rubrics for quantitative assessment of student work in studio classes
- Develop quantitative evaluation for BFA, MA, MFA programs
- Establish minimum competency standards
- Report results of junior and senior recitals and jury examinations by listing competencies and minimum standards

- Report results of Music History entrance and exit examination by listing competencies and minimum standards
- Develop pre and posttesting for introductory theatre courses; report results by listing competencies and minimum standards
- Further incorporate Bloom and Gardner categories or equivalent in several areas
- Provide assessment calendars in areas where none now exists
- Report communications portfolio results by competencies displayed

ART

The objectives for the 2003-04 academic year are as follow:

- Review and amend the BFA program course sequence (recruitment, retention, academic improvement; Troy, Hargate; October, 2003)
- Review and amend the Senior Seminar course (academic program improvement; Troy, Hargate, Burke, Ruebling; June, 2003)
- Review and amend the MA and MFA program critiques and exit requirements (academic program improvement, recruitment; Troy, Hargate, Burke; January, 2004)
- Develop and maintain formal exhibition space on campus (i.e. Spellmann Center) (academic program support, visibility of program; Hargate, Burke; December, 2003)
- Develop and maintain informal exhibition space on campus (i.e. classroom building hallways) (program visibility; Troy; October, 2003)
- Produce cross-discipline exhibitions that can be incorporated into other Lindenwood programs, i.e. medical illustration/Biology (program visibility, interdisciplinary activities; Troy; December 2003)
- Produce exhibitions with accompanying symposia which utilize Lindenwood academic expertise (recruitment, retention, academic program improvement; Troy, Hargate; December, 2003)
- Produce juried/invitational exhibitions that involve students and faculty from regional art institutions (community service and education; Troy, Burke; December, 2003)
- Explore outside funding for Visiting Artist program (recruitment, retention, academic program improvement; Troy, Parker; December, 2003)
- Continue to create additional internships at the St. Louis Art Museum, Art St. Louis and other venues for Lindenwood students (recruitment, retention, student marketability; Hargate, ongoing)
- Institute new recruitment strategy with area high schools identified as feeder schools by inviting students and their teachers to art program workshops, lectures and artist demonstrations (recruitment; Troy, Burke, Hargate, Fashion Design faculty; September, 2003)
- Create exhibitions on the LU website and LUHE-TV (recruitment, retention, community service; Troy, Hargate, Burke, Ruebling; ongoing)

- Create a new art program brochure and complete the MA/MFA brochure (recruitment; Burke, Parker; July, 2003)
- Upgrade current art studio facilities at Studio East (pending relocation; electricity upgrade and installation of accordion lights) and Photo Studio (installation of accordion lights), Kiln yard (purchase burners for the large gas kiln and purchase a digital pyrometer for ceramics) (retention, academic program support; Troy, Parker; September, 2003)
- Begin transferring slides to CD-ROM (academic program support campus-wide; Ruebling, Burke; August, 2003)
- Find an appropriate faculty replacement for Dr. Genevieve Jones and an instructor to teach fashion illustration (recruitment, retention, maintenance of academic program; Parker, July, 2003)

The five-year action plan is as follows:

The primary objective of the Art Program for the next five years is to find a permanent home on campus. We plan to aggressively recruit and retain the highest caliber of students through exceptional teaching plus. The necessity for expanded and medium-specific studio space will grow as does the student population. The desire for an art complex of classrooms and studios in a consolidated area can be accommodated in a variety of ways: New facilities can be built and/or facilities or venues on or near campus can be reconfigured as studios with minimal incurred cost. The space would not only be used during class times but in the evenings and on weekends when the bulk of a student's productivity is accomplished. The expanded space would also be available for those students with an avocational interest in art (provided they could demonstrate appropriate knowledge of materials and equipment/tools). The Division will also seek individual and corporate donors to support the program.

COMMUNICATION

The objectives for the 2003-04 academic year are as follow:

- Produce promotional videos for use on LUHE-TV and general recruitment (recruitment, public information; Scholle, Price, Queen; August, 2003 and ongoing)
- Develop public affairs television programming featuring Lindenwood faculty and/or Lindenwood-involved issues (recruitment, retention, community service; Scholle, Price, selected students; February, 2003 and ongoing)
- LUHE-TV broadcasts of Lindenwood cultural, educational, community interest and sports events (recruitment, retention, community service, fundraising; Scholle, Price, Wall; February, 2003 and ongoing)
- Develop public affairs radio programming featuring Lindenwood faculty and/or Lindenwood-involved issues (recruitment, retention, community service; Wall, Reighard; September, 2003 and ongoing)
- Produce calls-on-hold Lindenwood promotional messages (recruitment; Wall, Bush; August, 2003)

- Move radio broadcast tower (improvement of physical plant; Wall, Mueller; TBA)
- Implement audio streaming (retention, student support, community service; Wall, Reighard, Brunkhardt, Bush; TBA)
- Make KCLC-FM available on the Intranet (recruitment, retention, public information; Wall, Reighard, Brunkhardt, Bush; TBA)
- Attend to maintenance and equipment upgrades as necessary for LUHE-TV and KCLC (academic program maintenance; Wall, Brunkhardt, Scholle, Price, Parker; ongoing)
- Consider the employment of a full-time Lindenwood broadcast engineer (academic/lab and clinical support; Wall, Parker; September, 2003)
- Develop a better defined graduate degree program in LCIE (recruitment, retention, program enhancement; Wall, Castro, Kemper, Scholle; December, 2003)
- Add Media Advertising or Advertising major to curriculum (recruitment, retention, program expansion; Haedike, Billhymer, Management faculty; July, 2003)
- Add COM351 Audio Production for Fine Arts (recruitment, retention, interdisciplinary program activity; Wall, Quiggins, Henry; December, 2003)
- Consider adding a new areas of emphases: Web Mastering, Broadcast Technology (recruitment, retention, program expansion; Wall, Reighard, Ruebling, Parker; November, 2003)
- Find ways to interface with Sportscasting/Sports Information (recruitment, retention, interdisciplinary program improvement; Wall, Creer, Nicolai; September, 2003)
- Implement an open house for area professionals and educators in our new and/or newly equipped facilities (recruitment, retention, public information; Wall, Barnard, Ruebling; May, 2003)
- Make LUHE-TV available to on-campus viewers (campus support, retention, recruitment; Scholle, Price, Bush; May, 2003)
- Implement aggressive recruiting, all faculty involved (recruitment; Wall, Reighard, Barnard, Haedike, Nicolai, Ludwig, Sakahara, Scholle, Price; ongoing)
- Create a better interface with Management Division regarding "shared" courses (retention, interdisciplinary program development and delivery; Billhymer, Wall, Parker; July, 2003)
- Integrate multimedia program coursework (recruitment, retention, academic program improvement; Ruebling, Wall, Scholle; June, 2003)
- Assign faculty inter-disciplinary coursework where appropriate (academic program improvement, deployment; Parker; May, 2003 and ongoing)
- Create partnerships and possible underwriting with local municipalities, county government and corporations for KCLC and LUHE-TV (fundraising, retention, recruitment; Scholle, Wall, Parker, Floyd, Development personnel; ongoing)

The five-year action plan is as follows:

Representatives of Communication will serve on the Fine and Performing Arts Center Task Force to arrange for the development of a television studio and direct broadcast capabilities within the Center. The role of the multimedia component within Communication will become more clearly defined. There will be an intensified effort to significantly increase the number of graduate students in the evening and day formats. Expansion of the student base may result in the development of additional classroom space and faculty. We will further explore the technological interface between the MacIntosh and PC platforms and make changes based on industry standards and general student/campus needs. Communication and various areas in Performing Arts will cooperate to create a degree program in Multimedia Performance.

DANCE

The objectives for the 2003-04 academic year are as follow:

- Expand out-of-state and national recruiting (a minimum of 10 new dance majors and 25 non-major participants) (program growth; Scoggins, Bloch; August, 2003)
- Create an alumni teacher/student class day (recruitment, retention; Bloch, April, 2004)
- Work with Missouri State Department of Elementary and Secondary Education to re-establish dance teaching certificates; begin development of dance education curriculum (recruitment, retention, program expansion; Bloch, ongoing)
- Participate in the adjudicated American College Dance Festival (recruitment, retention, national publicity; Scoggins, Bloch, March, 2004)
- Expand the internship program for dance majors (retention, recruitment, student marketability; Scoggins, ongoing)
- In conjunction with MidAmerica Dance Company, create a recurring program about dance for LUHE-TV (recruitment, retention, community service/education; Scoggins, West-MidAmerica; September 2003)
- Explore the development of a graduate program specifically in Dance (recruitment, program expansion; Scoggins, Bloch; December, 2003)
- explore the delivery of courses and performances at Belleville campus (pending approval) (recruitment, expansion of performance space; Scoggins, September, 2003 and ongoing)
- Develop additional high school and community touring opportunities throughout the academic year (recruitment, retention, community service; Scoggins, Bloch; ongoing)
- Develop a stronger interface between Lion Line, Lionettes and Dance faculty/program (recruitment, retention, program solidification; Scoggins, Parker, Holland; August, 2003)

- Meet the admissions goals set for Lion Line/Lionettes and get an upper division or graduate student coach for the Lionettes (retention; Scoggins, Parker, Holland, Truttman – new graduate student; July, 2003)
- Send the Lion Line to the Universal Dance Association competition (retention, recruitment; Holland, Parker; April, 2004)

The five-year action plan is as follows:

The principal emphases will be on continued recruitment/retention and the addition of full-time faculty necessitated by the growth in the department. The expansion of the program will also require development of additional studio and rehearsal space for Dance and its related activities. Until such time as the new Fine and Performing Arts facility is planned and completed, a possible alternative site for Dance and Spirit activities includes the current Butler Center. We will also need the additional space for the more fully developed junior varsity Lion Line, the Lionettes.

As for the curriculum, class offerings will be reviewed to determine if there is a place for such coursework as world dance and dance science/body therapy. The guest artist program will also be expanded via partnerships with professional companies and by Lindenwood individually. We will seek individual and corporate donors to support the program.

MUSIC

The objectives for the 2003-04 academic year are as follow:

- Expand the marching band to include 80 instrumentalists on the field (recruitment, retention; Carter, Parker, Eichenberger; August, 2003)
- Intensify recruitment efforts in Music Education with the inclusion of a Music Education specialist on faculty (recruitment, retention; Eichenberger, Carter, Henry; ongoing)
- Develop a Visiting Artist series (retention, recruitment, community service and education; Henry, Carter; May, 2004)
- Begin to develop a Music Marketing emphasis in Music (recruitment, program expansion, interdisciplinary activity; Carter, Management faculty; December 2003)
- Create and implement plans for remodeling auditorium building--the concert hall, practice rooms, ensemble rooms (retention, recruitment, academic program improvement; Eichenberger, Carter, Henry, Heidelbaugh; September, 2003)
- Add a new program--the BFA in Music Performance with emphases in instrumental music and voice (recruitment, retention; Henry, Carter, Eichenberger; May, 2004)
- Develop active recruitment plan with Admissions so that student information from individuals with avocational interest in music (band, choir) go to the respective faculty for recruitment calls, interviews, etc. (recruitment; Carter, Henry, Guffey, Wortman; January, 2003 and ongoing)

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- Expand the community performance and touring opportunities for small and large instrumental and vocal ensembles (retention and recruitment; Henry, Carter, Eichenberger, adjuncts; ongoing)
- Integrate voice, theatre and dance into a BFA in Musical Theatre (recruitment, program expansion; Henry, Parker, Scoggins; October, 2003)
- Expand the Young Men of Harmony program to include Young Women of Harmony (recruitment, community service and education; Henry; October, 2003)
- Arrange for a guest artist for the High School Jazz Invitational concert (recruitment, retention, program enhancement, community service; Carter, Parker; March, 2004)
- Arrange for the Jazz Band to participate in the Elmhurst Collegiate Jazz Band festival (retention, program enhancement; Parker, Carter; January, 2004)
- Use new faculty member in Music Education to conduct additional choirs (gospel, Women's Ensemble, etc.) (retention, program expansion as activity, recruitment; Eichenberger, Henry; August, 2003)
- Increase the number of students in University Choir to 75 or more through on-campus advertising, consideration of evening class times, other options (retention, program expansion as activity, recruitment; Eichenberger, Henry; August, 2003)
- Utilize Lindenwood resources and new faculty member contacts to advertise the upgraded Music Education program at Lindenwood (recruitment, retention; Henry, Eichenberger, Carter, Queen, Boyle, Huss; May, 2003)
- Concentrate on developing coursework that better matches Praxis categories (retention, academic program improvement; Eichenberger, Henry, Carter; December, 2003)
- Create for sale and distribution the CD, "Sounds of Lindenwood" (retention, recruitment, student marketability; Henry, April, 2003)
- Host the 2nd Annual Coliseum Marching Band Classic with Francis Howell Central High School (community service, recruitment, fundraising; Carter, High School band director; October, 2003)
- Obtain a full set of Orff instruments for use in elementary teaching and music methods classes (retention, academic program improvement; Henry, Eichenberger, Parker; September, 2003)
- Work with American Studies faculty and program director at the Boone campus to create a concert series (community service, better facilities utilization, recruitment; Tillinger, Henry, Carter; May, 2004)
- Faculty and students will find additional ways to provide mini-concerts and musical events on campus for student enjoyment and enrichment (retention, expansion of campus activities; Henry, Carter, music fraternities; ongoing)
- Qualified student will be selected as the instrumental music director for the Spring theatrical musical (retention, recruitment, student marketability; Carter, Parker; November, 2003)

The five-year action plan is as follows:

A major goal is to expand the marching band and University Chorus ensembles to 100 or more participants. The purchase of additional band equipment to support the only collegiate marching band in the St. Louis Region will be necessitated by this growth. Moving the Music Department to the Memorial Arts Building will be under consideration. The building was originally designed for this purpose and all the offices on the main floor are soundproof. The LUCC will still be a principle concert hall. Members of the music faculty will participate in the planning of the new Fine and Performing Arts Center because it will serve as a major concert and recital venue as well. As the programs grow, we will also need to consider the addition of a full-time instrumental music teacher and the possibility of a full-time accompanist and piano instructor. The division will also seek individual and corporate donors to support the Music programs and review the possibility of developing a Master of Arts in Music.

THEATRE

The objectives for the 2003-04 academic year are as follow:

- Completely reconfigure the faculty structure in the Theatre program (recruitment, retention, academic program improvement; Walsh, Quiggins, Parker, new faculty; September, 2003)
- Continue aggressive recruitment activity with all faculty committed and involved (recruitment; Walsh, Quiggins, Parker, new faculty; September, 2003 and ongoing)
- Continue to refine the assessment activities within the department and develop even better ways to track the professional and para-professional activities of current students and alumni of the program (improvement of the academic program and assessment; Walsh, Quiggins; May, 2003 and ongoing)
- Adjust the tech theatre curriculum to include Beginning Costume and Fashion (retention, academic program improvement; Walsh; July, 2003)
- Participate in the state Thespian Festival in June (scholarship auditions and student prospecting) (recruitment; Quiggins and selected student; January, 2004)
- Faculty, specified students and members of the Board of Overseers will attend high school and junior college productions for recruitment purposes (recruitment; Quiggins, Walsh, Parker, new faculty, specified students; ongoing)
- Explore way to include an interdisciplinary course in Scenic Painting (retention, recruitment, program expansion; Troy, Walsh; July, 2003)
- Create theatre programming for LUHE (recruitment, community service, interdisciplinary programming; Parker, Scholle, Quiggins; June, 2003)
- Create coursework in Theatre taking advantage of the new technology in radio and video (recruitment, retention, program expansion; Quiggins, Price, Parker, Manoogian, new faculty; September, 2003)
- Create a Visiting Artist series in Theatre (recruitment, retention, program expansion, community service; Quiggins, Parker, new faculty; May, 2004)

- Continue to explore Shakespeare in the Park with the St. Charles Arts and Culture Commission (community service and education, recruitment, retention; Walsh, Quiggins, Parker; May, 2004)
- Create a degree program in Multi-media Performance (recruitment; Parker, Wall, Scholle; October, 2003)
- Create a BFA in Theatre (recruitment, retention, program expansion; Quiggins, Walsh, Parker, new faculty; November, 2003)
- Create a new Theatre and Performing Arts brochure (recruitment; Parker, Quiggins, Ruebling; June, 2003)
- Develop internships with professional theatre companies (recruitment, retention, student marketability; Quiggins, Walsh; December, 2003)
- Upgrade the physical plant in and around Jelkyl Theatre--rehab of the green room and annex, dressing rooms, etc. (retention, recruitment; Walsh, Quiggins, Parker, Heidelbaugh; September, 2003)
- Resurface the Jelkyl Theatre floor and replace the chairs (retention, recruitment; Walsh, Quiggins, Mueller, Heidelbaugh; September, 2003)
- Improve handicapped accessibility to Jelkyl Theatre and LU Club (community service, federal law compliance; Walsh, Mueller; September, 2003)
- Work with Music and Dance departments to create a BFA in Musical Theatre (recruitment, program expansion; Henry, Scoggins, Parker; October, 2003)
- Upgrade and replenish the theatre tool inventory (academic and technical program support; Walsh; September, 2003)
- Develop a task force to create plans for the new Fine and Performing Arts complex(recruitment, retention, program expansion, community service and education; Parker, Quiggins, Walsh, Carter, Henry, Scoggins, Troy, Mueller, Heidelbaugh; November, 2003)
- Increase the electrical power to LU Club (general improvement which supports all programs held there; Walsh, Maintenance; July, 2003)
- Move scene shop from Harmon Hall to building in the LUCC complex (former appliance store) (better facilities management; Walsh, Quiggins; July, 2003)

The five-year action plan is as follows:

The principal goal is to develop the theatre program and a number of majors beyond 100 students. The development of community-based programming is also a part of the plan, including a theatrical/dance site at the Belleville campus (pending approval). In order to sustain the student population, we will explore the possibility of taking a play to the American College Theatre Festival in Louisville. The primary focus of the department will be to develop the plans for the new Fine and Performing Arts Center. The program faculty will locate individual and corporate donors to support theatre and the new facility.

Future Directions

Movement toward Acclaim in the Arts and Communication: The faculty and student members of this Division all concur: they want Lindenwood to be the cultural center of the region with an international reputation for excellence in the Arts and Communication.

With our solid contacts in the Asian arts community and potential opportunities in Europe that will be explored, the potential to achieve this goal is very real. Lindenwood will be known as an institution that produces creative, innovative, disciplined and multi-faceted professionals who know how to make successful careers in the highly-competitive fields of Art, Dance, Theatre, Fashion Design, Music, Multimedia, Radio, Television and Corporate Communication. Our graduates are and will continue to be the most solid yet creative and sought-after talent for teaching, producing, performing, designing, commentating and other positions that demand the special qualities our alumni possess.

Continual Growth in the Division's Student Body: By 2010, the goal of 700+ full-time undergraduate and graduate students is an attainable one. In addition to the traditional semester students, there will be a healthy summer session where individuals hone their crafts in a variety of studio, performance and technical classes, workshops and hands-on experiences.

Development of the Fine and Performing Arts Complex: Much of the activity will take place in the state-of-the-art Fine and Performing Arts Center which will house studios for acting, art, dance, music, television and design as well as outstanding performance venues for student productions and professional entertainment. The immediate community and the region will benefit from this programs and events offered at this exceptional venue.

Strengthening Our Reputation for Creative Innovation: Lindenwood University is known for its creative interdisciplinary programs and the outstanding quality and innovation within its traditional programs. The American Studies program will be one of the finest in the nation and will offer opportunities for artisans and artists to find creative support for learning and teaching. The 2-3 programs in Art and Theatre will serve as national models for the seamless transfer of junior/community college students to universities granting baccalaureate and post-baccalaureate degrees. In addition, our contacts with international institutions of higher learning will produce innovative programming for American, Asian and European students for study and advanced degree completion. More important than the many accolades and awards won in Fine and Performing Arts and Communication, Lindenwood University will be the college of choice for students serious in these disciplines.

Recruitment Goals

Year	Art	Dance	Fashion	Music	Theatre	Communication
2003-04	160	42	51	59	85	258
2004-05	172	51	60	73	95	290
2005-06	180	63	68	83	110	330
2006-07	186	75	79	95	125	355
2007-08	190	85	85	105	140	375

Education

Statement of Purpose

The Lindenwood University Education Division believes in a high-quality system of K-12 public education that is free and appropriate to all Missourians. We also value the diversity of opportunities provided through the existence of a strong network of private and parochial schools. A rigorous academic program that is practical in nature stresses content both during teacher preparation and when students assume their initial employment. The worth of every youngster is emphasized without regard to race, gender, or creed and education is viewed as a means by which all children can progress to their highest level of opportunity. The underlying philosophy of the Education Division is to prepare teachers who know their subject matter and can teach it. Lindenwood University will continue to be recognized as the premier principal and teacher preparatory institution in Missouri.

Student Enrollment

2002-03 Head Count of Students in the Education Division

Early Child.	Elem. Educ.	Second. Educ.	K-12 Cert.	M.A. Cand.	M.A. Ed. Ad.	MAT	Phys . Ed.	Ed.S.
57	391	400	85	1416	506	332	221	116

Faculty and Facilities

Full-time faculty members: 19

Part-time faculty members: 55 (includes 53 adjunct faculty)

The Education Division will continue to offer most of its classes in Roemer Hall. All of those classrooms have been upgraded and continue to serve us quite well. Technology continues to improve, therefore enabling us to better model use of the hardware and software for students as they go through the teacher education program. Two state-of-the-art “eMINTS” classrooms in Roemer Hall continue to support the technology part of our Teacher Education program. With the opening of the Spellmann Center, several of our undergraduate and graduate classes have been moved to this new technology-enriched building. Four full-time and three part-time Education faculty members have relocated their offices from Roemer Hall to the recently vacated Tea Hole building on Central Campus. That structure will also house our growing Educator’s Curriculum Library. The extended site program is now offered at over 28 off-campus locations. Some of these locations include Independence, Hannibal, Missouri Valley College, Riverview Gardens, Hazelwood, Ferguson-Florissant, Parkway, Rockwood (2 locations), Mehlville, Fox, Fort Zumwalt, Francis Howell, Wentzville (High School and Southern Air locations) Northwest in House Springs, St. Louis City, Waynesville, Sullivan, and the Branson Area. All off-campus programs utilize classroom space at these various locations.

Assumptions

1. The Education Division will continue to experience a 10+% yearly growth.
2. With this growth, the expansion of the full-time faculty will need to be addressed.
3. With the increasing complexities associated with ever-changing certification requirements and increasing demands on schools because of ever-changing legislation, the establishment of professional-development (external-site) programs will become increasingly important.

One-Year Action Plan for 2003-2004

- Continue to refine the assessment process, using PRAXIS II scores and student portfolios (using the new scoring guide), to improve teaching, learning, and compliance with NCA expectations (Boyle/ Education Division)
- Continue to promote the education specialist degree, to meet a growing need for professional K-12 administrators (Team)
- Expand extended-site program by 2 sites, to increase service, the student census, and tuition revenues (Boyle/Doyle/Feely).
- Continue to move forward with our securing of TEAC accreditation (Team)
- Systematize community-college recruiting by refining the recruitment plan and timeline from each program manager in the division, to augment the number of new students from Missouri and Illinois junior college districts (Team)
- Explore opportunities to take the Specialist Degree Program to other locations around the state (Doyle/Feely)
- Systematize the recruitment of students to the Education Division by becoming more involved with the local FEA (Future Educators of America) chapters in the local area (Boyle/Team)
- Incorporate the new MoSTEP Standard that includes specific technology competencies required by the state for preservice teachers.(Team)

Assessment Goals

- Continue to refine the student assessment process, using PRAXIS scores, student portfolios, and surveys from employers, cooperating teachers, and graduate students to improve teaching, learning, and compliance with NCA expectations (Boyle; Education Division)
- Realign the curriculum for Physical Education to better meet the competencies of the PRAXIS II examination for this area (Boyle/Mulhern)

Five-Year Goals for 2004-08

- Incorporate more technology into Education course work: This will prepare students to effectively and efficiently use technology in their classrooms
- Refine the development of electronic teaching portfolios
- Finalize full membership in TEAC

- Continue to recruit highly qualified individuals into our teacher preparation program
- Develop new degree programs and certifications will be developed to address critical shortage areas
- Continue the expansion of the extended site throughout Missouri by taking other degree and certification programs to these locations
- Continue to use the assessment tools of PRAXIS scores, survey results, and student portfolios to improve the quality of teacher preparation
- Continue to explore the possibilities of distance learning
- Increase student enrollment according to the following projections

Student-Major Projections

Year	Early Child.	Elem. Educ.	Second. Educ.	K-12 Cert.	M.A. Cand.	M.A. Ed. Ad.	MAT	Phys. Ed.	Ed.S.
2003-04	60	450	405	85	1998	520	350	232	125
2004-05	71	475	440	93	2090	535	380	247	133
2005-06	82	497	480	100	2150	550	410	257	135
2006-07	85	520	495	115	2300	560	445	267	137
2007-08	92	546	505	127	2430	565	475	280	138

Future Directions

Continued growth to meet Demand: Lindenwood University will continue its significant growth well into the next century due to favorable job prospects for new teachers and administrators. Current projections indicate that as many classrooms will be staffed by less than qualified teachers. Therefore, school districts will continue to aggressively compete for capable, well-prepared, and committed individuals who choose education as a profession. Opportunities to serve practicing educators through graduate and professional development course work will continue to expand.

Geographical and Curricular Diversification: Because of its flexibility in delivery systems, practical curriculum, and entrepreneurial spirit, the Education Division will continue to be the major provider of teacher preparation and administrative preparation programs to Missouri's teachers and school districts. Long-range goals include:

- Establish convenient locations around the state
- Ensure continued recognition as the premier program for teachers and administrators in Missouri
- Explore opportunities to partner with school districts to address needs that can be met by pre-service teachers

- Grow to the point that Lindenwood University graduate course credit is awarded to 80% of the teachers in the state

Human Services

Statement of Purpose

The mission of the Lindenwood University Human Services Division is to prepare outstanding human service professionals to provide the following:

- safety, protection and defense of the community and the nation
- empowerment of the individual, community and society at large
- ethical management and leadership in the non-profit sector

Faculty members in the division strive for excellence in teaching, advising and mentoring every student holistically to enhance both personal and professional development. The aim of each program is to integrate the theory and research of the profession with the practice in the field. With a focus on service learning, the programs of the Human Services Division link the University and the community through service projects in coursework, active and involved student groups' activities, use of distinguished guest speakers, participation in community fundraisers, internships and practicum placements in community organizations, and lab school program development and management on site at Lindenwood. The Human Services Division cultivates the values of volunteerism, the dedication to lifelong learning and a passion for creating a better life for all.

Student Enrollment

2002-03 Head Count of Students in the Human Services Division

Criminal Justice	HSAM	Social Work
177	107	51

Personnel and Facilities

The current Division of Human Services faculty consists of:

	Regular	Adjunct
Criminal Justice	2	0
Human Service Agency Management	3	0
Military Science	0	3
Social Work	$\frac{1}{}$	$\frac{0}{}$
TOTAL	6	3

None of the human services faculty members has a terminal degree in his or her field.

The faculty members of the Human Services Division have offices located in Butler Hall.

Assumptions

1. Employment in all of the fields within the Human Services Division will grow faster than average through the year 2010 (Occupational Outlook Handbook, Department of Labor Statistics, 2002-03). Jobs will grow for probation and parole officers, law enforcement personnel, social workers, and social and human service assistants, in addition to jobs in the Armed Forces. The Human Services Division prepares graduates for placement into these employment arenas.
2. To attract candidates to our programs, the Human Services Division needs to implement a multi-faceted marketing plan that includes a comprehensive, current web page, updated brochures and printed materials, and video presentations, in addition to networking, colleague contacts and high school solicitation. All recruitment efforts need to be coordinated with the Admissions Office.
3. Curriculum changes need to be ongoing to remain current with the demands of the community. Shifts in our fields including the use of technology, changes in demographics such as the aging of U.S. society and the need for older adult services, and the growing interest in the area of forensics may require revised curriculum.
4. Lindenwood University is at the cutting edge in the development of non-profit leadership and management training. This expertise should be utilized in the initiation of model programming as opportunities arise.

One-Year Action Plan for 2003-04

HUMAN SERVICES DIVISION AS A WHOLE

- Develop Advisory Boards for appropriate programs with some of the membership linked to the Board of Overseers to ensure strong connections between LU and the community (Mueller, Moorefield & HSAM Program Manager, 12/03)
- Explore curriculum revisions to remain current in our fields (TEAM, 5/04)
- Continue development of on-line coursework to expand services and serve students otherwise unavailable to LU (TEAM, 5/04)
- Utilize data collected from program assessments to improve curriculum (Program Managers, 12/03)
- Increase awareness of course offerings to colleagues in other divisions to increase course enrollment and expose students to other disciplines (TEAM, 8/03)
- Complete and update web site for student recruitment (TEAM, 8/03)
- Utilize e-mail to link with high school teachers, counselors and other contacts, for recruitment purposes (Program Managers, Ongoing)
- Continue international coursework and travel to expand students' comprehension of global concerns (Program Managers, Ongoing)

- Establish a Speakers' Series on topics germane to the current issues/concerns in our field for recognition of LU as a leader in Human Services professional development (TEAM, 5/04)
- Develop a Speakers' Bureau to speak to high school classes on topics relevant to Human Services to market LU and seek recruits (TEAM, 1/04)
- Track graduates of our programs and collect data for inclusion in program assessment to ensure that graduates are adequately trained for positions in the Human Services field (Program Managers, 5/04)

CRIMINAL JUSTICE

- Develop a Forensics concentration in collaboration with the Chemistry Department to meet the growing interest and student demand in this area (Moorefield & Pavelec, Spring '04)
- Review curriculum changes and recommend changes to remain current and maintain the hiring capacity of graduates (Moorefield, 02/04)
- Utilize active Advisory Board for program assessment to ensure that trends from the field are integrated into coursework (Moorefield, 05/04)
- Explore the feasibility of instituting a crime scene laboratory to ensure that graduates are adequately trained for positions in investigation (Moorefield, 12/03)

HUMAN SERVICES AGENCY MANAGEMENT

- Institute Program Management and lab course in conjunction with the use of Butler Centre as an on-campus prototype of non-profit organization management to provide hands-on experience to those going into the field (Beckerle, Fall '03)
- Continue involvement of Advisory Board in the Assessment process to provide insight into recommended program changes and define needs of the community (HSAM Program Manager, 3/04)
- Review curriculum in both the graduate and undergraduate programs and propose needed changes to remain current with student and community demands (HSAM Program Manager, 02/04)
- Increase percentage of graduates obtaining American Humanics Certification to ensure that the competencies are met and student resumes are enhanced by this credential (HSAM Program Manager, 06/04)

MILITARY SCIENCE

- Review current funding status and facilities to ensure resources are maximized to provide optimal ROTC programming to LU students (Russell, 3/04)
- Increase awareness through mail-outs to increase numbers of recruits (Russell, 12/03)
- Request another full-time employee through Brigade-level resources to meet the needs of ROTC students (Russell, 12/03)
- Review course offerings and consider adding Military Science to Criminal Justice as an area of concentration to meet student needs (Russell and Moorefield, 12/03)

- Continue to review the program on the basis of the quality of candidates and current situation in Iraq to plan for a changing student population (Russell, Ongoing)
- Review status of proposal to become an ROTC host institution and consider the possible impact of Cadet Command realigning Brigades (Host status is necessary to increase enrollment and provide state-of-the-art facilities and resources for the LU ROTC program.) (Russell, 5/04)

SOCIAL WORK

- Review Council on Social Work Education (CSWE) Standards for accreditation of the Social Work Program and report on the feasibility for our program. – CSWE Accreditation will increase the number of students in the Social Work program and ensure excellence in social work education. (Mueller, 10/03)
- Increase MSW faculty to meet student need and enhance the knowledge base to students in the program (Mueller, 08/03)
- Review social work course offerings and recommend curriculum changes to remain current in the field and maintain the hiring capacity of graduates (Mueller, 02/04)
- Develop an Advisory Board to meet at least annually to ensure ongoing exchanges with external constituencies for program renewal (Mueller, 12/03)

Assessment Goals

- Continue assessment as developed. Compile and report multi-year comparisons in Criminal Justice and Social Work. Expand to include employers' satisfaction with graduate preparation for the profession (Moorefield and Mueller, 5/04)
- Institute and report data as collected beginning this year for Human Service Agency Management, both Undergraduate and Graduate Programs.
- Continue refinement of tools and begin multi-year comparisons in subsequent years. (HSAM Program Manager, 5/04)
- Compile a three-year report of the ROTC program based on cadets in program and cadets commissioned (Russell, 5/04)
- Increase student involvement in program assessments to ensure a diversity of feedback for program excellence (TEAM, 5/04)

Five-Year Goals for 2004-08

HUMAN SERVICES DIVISION

- Increase use of adjuncts (especially those with recruitment connections) as student enrollment dictates to provide students with a variety of experiences from the field (TEAM)
- Explore offering distance learning programs to recruit students to LU that would otherwise not be able to attend (Program Managers)

- Develop Advanced Placement (AP) courses for introductory classes to enhance connection with high schools and enhance recruiting efforts (Moorefield)
- Increase travel-based coursework to two trips per year to expand cross-cultural education in Human Services (Program Managers)
- Investigate the feasibility of an annual Summer Professional Development Conference—tuition/fee-based for CEUs or college credit—to increase awareness of LU Human Services programming and to meet professional development needs of those in the community (TEAM)

CRIMINAL JUSTICE

- Explore the possibility of a CJ/CHM major in Forensics to meet growing interest and community demand (Moorefield, Pavelec)

HUMAN SERVICES AGENCY MANAGEMENT

- Ensure connectedness of the non-profit management focus between the Graduate and programs (HSAM Program Manager)
- Collaborate with the Boys and Girls Club of America to become the national site for leadership development and training for the organization (HSAM Program Manager)

MILITARY SCIENCE

- Continue to work toward Host status to ensure program growth (Russell)
- Build program to sustain 8-10 commissions a year to maintain an active ROTC program (Russell)
- Build a rappelling tower for training and development of students (Russell)
- Facilitate an ROTC scholarship from Lindenwood University to enhance recruiting efforts (Russell)

SOCIAL WORK

- If sought, complete CSWE Accreditation of the Undergraduate Program; begin a Master's in Social Work (MSW) Program (Mueller)

Student-Major Projections

Year	Criminal Justice (*includes graduate and undergraduate programs—graduate program moved to LCIE in 2001)	Human Service Agency Management (undergraduate and graduate)	Social Work
2003-04	187	120	55
2004-05	197	200	60
2005-06	207	250	65
2006-07	217	275	85
2007-08	227	300	110

Future Directions

The Human Services Division will continue to provide excellence in teaching by utilizing techniques that will include the continuing emphasis on integration of theory and research into practice. Human Services Division faculty have been on the forefront of utilization of technology in the classroom and will continue to refine the use of Hi-tech classrooms, innovative interactive teaching techniques and collaboration with the community in service learning to enhance state-of-the-art teaching methodology in our programs. Emphasis on the importance of service learning will be enhanced by including lab schools, crime scene laboratories and community resources in all aspects and at all levels of education.

With the emphasis on service learning, the Human Services Division will continue to promote collaborative ventures with nonprofit organizations. Increased utilization of a variety of practicum and internship sites, placement of well-trained graduates into these organizations and adult education opportunities for those in the field will be the focus of future ventures.

Continued collaboration with the not-for-profit community will keep the Human Services Division apprised of current trends in the field. Future goals may include use of distance learning options including degree programs, increased program offerings at off-campus sites, certificate programs in not-for-profit management and leadership and development of specialized graduate social work programming in mental health, substance abuse and geriatric populations to meet increased job market demands.

Humanities

Statement of Purpose

Humanities is the heart of the liberal arts, offering a broad knowledge of literature, language, history, philosophy, and religion that fosters ethical maturity along with lifelong intellectual curiosity and independence. Our mission is to put each student in contact with the most significant thoughts and ideas that diverse cultures and epochs have produced. We encourage our students to develop a socially responsible worldview as well as the problem-solving and critical thinking skills they will need in their future. We hold that clear, effective writing is not only a crucial skill in today's world, but also the hallmark of an educated person.

Faculty

	Regular	Adjunct
American Studies	1	0
CMS	0	2
English	14	0
History	6	1
Languages	3	2
Philosophy	1	1
Religion	2	0
TOTAL	27	6

Seventeen of the full-time humanities professors have earned terminal degrees.

Facilities

Butler Hall is home to the Humanities Division. All Humanities offices are located on the second and third floors of the building along with one computer lab, one language lab, one writing lab, and two classrooms. In addition, the lab for the school newspaper as well as tutoring services for English, French, Spanish, German, religion, philosophy, and history are also available in Butler Hall.

Student Enrollment

2002-03 Head Count of Students in the Humanities Division

Amer. Studies	Eng-lish	Lang-uages	His-tory.	Philos-ophy	Rel/CMS
-	75	20	68	12	19

Assumptions

1. The Humanities Division will remain the core of the liberal arts tradition at Lindenwood University.
2. The Humanities Division will continue to be primarily a general-education service component of the University but will continually increase the number of students majoring in its disciplines as well.
3. The Division will continually reevaluate and revise, as needed, the division's approach to teaching writing skills.
4. Electronic media, the Internet, and computer-assisted writing programs will be used to augment the division's everyday curriculum.
5. The emphasis on values in the Humanities core courses will become even stronger as we face the challenges of the 21st century.
6. New programs aimed at meeting the needs of nontraditional and graduate populations will be explored and developed.
7. The Humanities Division will deliver more of its general education courses at off-campus sites and during evening hours. It will also experiment with ½ semester courses.
8. The Humanities Division will continue developing greater sophistication concerning and involvement with the university assessment process.
9. The number of full-time faculty members will increase in the upcoming decade in proportion to the growth of the student populations.

One-Year Action Plan for 2003-2004

HUMANITIES DIVISION

- Have printed and send brochures to department program managers of area community colleges. Include names of department heads and encourage contact. Make faculty available to meet with community college personnel and classes as the need arises (Weitzel, 07/03)
- Have printed and send brochures to department program managers of area high schools. Include names of department heads and encourage contact. Make faculty available to meet with community college personnel and classes as the need arises (Weitzel, 07/03)
- Incorporate student membership in assessment (faculty; fall 03)
- Create a new degree area: American Studies (Tretter, Tillinger, Weitzel; 08/03)
- Create additional courses to be offered at the Boone Campus (K.Smith, Tretter; 08/03)
- Offer scheduling options such as ½ semester or 4-week courses in English and history (Hurst, Whaley; 03/04)
- Investigate 3-week course rotation option (Hurst, spring 2004)
- Recognize successful passing scores on Praxis exam by history, English, and foreign language students (faculty; 03/04)

- Include CATS assessment methods in division courses (faculty; 03/04)
- Develop a partnership with the Education Division whereby students will be recruited into the history, English, and foreign language departments (Weitzel; 2004)
- Encourage students to become involved in the LU Honors Program (faculty; 2004)
- Create listing of undergraduate summer courses and distribute to area high school students (Weitzel, 05/03)

AMERICAN STUDIES

- Develop introductory course for new major (Tretter/Tillinger; 01/04)
- Develop advising to direct new majors into an area of emphasis and career development (Tretter/Tillinger; 05/04)
- Develop a assessment plan (Tretter/Tillinger; 09/03)
- Plan and conduct a high school recruitment program (Tretter/Tillinger; 05/04)
- Develop a brochure for the new major (Tretter/Tillinger; 02/04)
- Develop a web page for recruitment (Tretter/Tillinger; 03/04)
- Coordinate with other majors on campus to cross list possible American Studies courses (Tretter/Tillinger; 10/03)
- Increase library holdings (Tretter/Tillinger; 10/03)

CHRISTIAN MINISTRY STUDIES

- Develop courses as the need arises (McAlpin/Mason/Meyers; 01/04)
- Continue working on recruitment of majors into the CMS program (McAlpin/Mason/Meyers; 01/04)
- Expand the courses to reflect an interdenominational format (McAlpin/Mason/Meyers; 01/04)
- Investigate the possibility of adding one faculty member to the Religion Department to work with the CMS program (McAlpin/Mason/Meyers; 01/04)
- Develop assessment program for CMS (McAlpin/Mason/Meyers; 10/03)

ENGLISH

- Continue to enhance LU publication "Lindenwood Pride." Recruit student writers from all disciplines. (Rhodes, Weitzel; 03/04)
- Offer and refine a journal editing course for students interested in working with the "Lindenwood Pride" (Rhodes; 08/03)
- Expand the English Club. (Hurst, Canale; 03/04)
- Advertise more widely the writing certificate program for business majors (Bell, Green; 10/03)
- Write and distribute a brochure describing and promoting the writing certification program (Bell, Green; 02/04)

- Develop COL 052 as a writing course for students with limited English proficiency (Qualls; 03/04)
- Develop a language/writing assessment tool to be used with international students as a means of determining level of English language proficiency and class placement (Qualls, Weitzel; 7/03)
- Develop a tool for the evaluation and enhancement of the Effective Writing, ENG 110, course for use with students with limited writing skills (Qualls, Green, Tretter; 5/04)
- Offer five C-Base review workshops yearly (Schnellmann, Hickenlooper, Bell, Green, Canale; 03/04)
- Develop and offer formal Praxis review sessions (Glover, Tretter, Bell, Schnellmann; 5/04)
- Expand and improve the services of the writing center (Hurst; 03)
- Design and offer a capstone activity course (Wightman, Bell, Glover, Schnellmann; 05/04)
- Revise and implement new senior assessment to include more objective and measurable markers (Bell, Heyn, Canale, Hickenlooper; 01/04)
- Utilize revised assessment instruments for World Literature I and II, English 150, English 110, and COL 052 (faculty; 01/04)
- Develop and utilize assessment methods for use in all English courses (faculty; 01/04)
- Investigate adding a service learning option to composition courses (Tretter; 01/04)
- Update list of majors ensuring that all English Education majors have both appropriate education and English advising (Glover; 01/04)
- Investigate field trip options to include attendance at area theatrical performances and/or international travel in conjunction with British Literature studies (faculty; 03-04)
- Begin offering courses in the newly proposed journalism minor (faculty; 03/04)
- Increase library holdings in writing and literature and Internet access to MLA (faculty; 03/04)

FOREIGN LANGUAGES

- Develop new materials for the language lab to augment success in all language classes and on the Praxis exam (faculty; 12/03)
- Require all beginning and intermediate level language students to work in both the language listening and computer labs (faculty; 6/03)
- Offer trips to Germany, France, Spain, or other Spanish-speaking countries during J-term (faculty; as scheduled)
- Offer a Praxis Review course during J-term for Spanish education majors (Zyck; 1/04)
- Invite area high school teachers and students to campus to visit with international students who are native speakers of the foreign languages offered (faculty; 01/04)
- Be available to visit high school classes (faculty/students; 03/04)

- Hold weekly luncheon get-togethers for students and staff interested in conversing in French (Durbin; 03/04)
- Offer field trips to movies and restaurants with language students (faculty; 03/04)
- Be involved with the Intercultural Night activities (faculty; 03/04)
- Involve students in the French club and Spanish club activities (faculty; 03/04)
- Create coursework in each class that would involve students with available technology (faculty; 06/04)
- Contact area high schools concerning the Foreign Language scholarship (faculty; 1/04)
- Increase library holdings in French and Spanish (faculty; 03/04)
- Revise pre- and post-test assessment in beginning and intermediate language courses (faculty; 05/04)
- Increase emphasis on oral proficiency through use of language labs and conversation partner program (faculty; 03-04)
- Increase emphasis on reading proficiency in FLF/S 311 and 312 courses and initiate assessment process at this level (Durbin, Zyck; 05/04)
- Develop assessment tools for all 300-level courses (faculty; 05/04)
- Create new course material for the French and Spanish literary seminars (Heyder, Durbin; 2/04)
- Establish an exchange program with a French university (Durbin; 03/04)
- Work to procure a native-speaking graduate assistant in French to teach courses and supervise language lab (Durbin; 03/04)

HISTORY

- Offer graduate courses in history in conjunction with the education division. These courses are designed to acquaint secondary school teachers with historical materials that can be used in the classroom and introduce them to Lindenwood, especially the Boone Campus. These courses will expand to include European and non-western topics (faculty, 06/03)
- Send flyers to area high school history department program managers and building principals as a means of marketing the summer graduate history courses for teachers (faculty; 02/04)
- Teach workshops for area high school teachers at the Boone Campus in cooperation with Professor Cernik of the Management Division with the aim of building ties with area high schools to promote recruitment (J. Smith; Fall/03)
- Offer C-Base review in social studies (Griffin/Heidenreich; Fall/Spring/03)
- Add to Praxis Resource Library in Butler for students who are preparing for the Praxis exam (faculty; 06/03)
- Working from course objectives in History 100, establish an assessment cycle that looks at specific objectives year by year (faculty; 08/03)
- Expand our assessment of student learning in the history program through History 400 exit interview and survey of recent graduates (J. Smith/Kerksiek; Fall/Spring/03)

- Cooperate with the ROTC Department to further develop Lindenwood's ROTC program (Heidenreich; 08/03)
- Participate in the Lewis and Clark: Observations on an Expedition Symposium. (Heidenreich; 03/04)
- Become involved in the regional and state History Day competition (J.Smith/Griffin/Heidenreich; Spring/04)
- Coordinate with J. Guffey to offer a scholarship for History Day winners (Smith 04)
- Focus faculty scholarships for History Day winners (faculty; Spring 04)
- Offer a course training history majors to assist high school students to prepare for History Day contest (J. Smith/Fall 03)
- Update list of majors ensuring that all history majors seeking certification have both appropriate History and Education advising (Kerksiek; Fall/Spring/03)
- Reorganize and revitalize the History Club (Whaley; 09/03)
- Offer courses in Museum Studies minor (K. Smith; 01/04)
- Assess university general education objectives in upper division courses, specifically to assess reading and writing skills appropriate to history (faculty; Fall/Spring/03)
- Complete and publish first book based on primary source collections at Lindenwood and implement first phase of marketing plan (J. Smith; 03/04)
- Begin plans for a second book, centered on George Sibley's Santa Fe Trail journals, 1825-8 (J. Smith; 03/04)
- Offer courses in the honors program to strengthen retention of our more talented students (faculty; 08/03)
- Produce and send newsletter to history alumni (Kerksiek/K. Smith; Spring/04)

PHILOSOPHY

- Investigate philosophy programs at other universities, including graduate programs, and revise our program as needed (Brown, Charron; 06/03)
- Develop more precise and useful assessment methods for introductory courses and revise courses as needed (Brown, Charron; 06/03)
- Develop syllabi and other resources for new courses for non-majors in conjunction with other programs, such as courses in professional ethics (Brown; 6/03)
- Put course syllabi, related material, philosophy club, and philosophy department material on WebCt (Brown; 06/03)
- Investigate developing philosophy program web site with information for prospective and current students (Brown; 04/03)
- Expand philosophy club (via meetings, activities, etc.) and develop club-related recruitment strategies for prospective students (Brown; 03/03)
- Revise philosophy brochure and other literature for recruiting (Brown; 04/03)
- Investigate the possibility of offering college credit courses for high school juniors and seniors either in a high school setting or on campus (Brown; 12/03)

- Create a brochure to be distributed to high schools and community colleges that outlines the desirability of a degree of philosophy for pre-law majors (Brown, Charron; 07/03)
- Investigate LU radio and television programming in the area of philosophy (Brown; 06/03)

RELIGION

- Continue to develop qualitative and quantitative assessment tools for the religion program (faculty; 12/03)
 - Assess sections of REL 200 – *World Religion* on content learning for Western religions using a pre- and post-test. Calculate and include results in the assessment report. Based on these findings, change the curriculum and develop a pre- and post-test on Eastern Religions to be evaluated after the Spring Semester 2003.
 - Use a new pre- and post-test in REL 202 – *Religion in America* in the Spring Semester 2003 to be evaluated after the Fall Semester 2003
 - Use a pre- and post-test on content in REL 210 and REL 211 – *Old and New Testament*. Changes the presentation of material in those courses. Formulate a new evaluation tool in the next two semesters to evaluate the students' understanding of theories of scholarship used in the study of the Old and New Testament.
 - Develop a new assessment tool the next time REL 320 – *Christian Doctrine* is taught (Spring Semester 2004) and administer to the students.
 - Review assessment of the measurement device used to study the students' comprehension and ability to critically evaluate the various arguments for the existence of God after the Fall 2003 Semester in REL 325 – *Philosophy of Religion*.
 - Develop and implement a new assessment tool in the Fall Semester of 2003 for REL 100 – *Introduction to Religion*.
 - Develop a process for identifying and training tutors to assist students enrolled in REL courses. Two tutors should be in place by the Fall Semester of 2003 (faculty; 2003-2004)
- By the end of 2003, conduct a search of other institutions and career information services to develop a listing of possible career and graduate opportunities for religion majors and minors (faculty; 12/03)
- Develop and offer religion courses that deal with the practical and personal aspects of religion to allow student to develop fully their personal, spiritual, and religious understandings of life (faculty; 01/04)
 - By January Term of 2004, re-number REL 380/293 – *Practice of Religion* and promote it as both a general education and a cross cultural course to be taught in the January Term and during the summer.
 - Research and propose two other courses during the 2003-2004 academic year that address the University's emphasis on character development, values, and American character and ethics.

- Investigate addition of one faculty member to work with the Religion and CMS programs ((McAlpin/Mason/Meyers;02/04)

Assessment Goals

- List more specific indicators and minimums for student competencies in English portfolios
- Continue development of locally generated standards for student competencies in oral and written work for introductory and intermediate language classes
- Establish guidelines and competencies for upper division students in the languages
- Develop minimum competency levels for HIS 100, 105, & 106
- Provide analysis of assessment results and action plan for HIS 105, 106
- Rewrite HIS 100 and pre- an posttest
- Develop pre- and posttests for introductory Philosophy classes; report results by competency and establish minimum standards
- Develop senior seminar/capstone course/ or exit examination for Religion majors
- Systematically evaluate higher levels of Bloom Taxonomy for upper division classes in philosophy and religion
- Report assessment results by competency and establish minimum standards in philosophy and religion

Five-Year Goals for 2004-2008

HUMANITIES DIVISION

- Increase numbers of majors in all areas
- Increase faculty as the need indicates
- Encourage cross-disciplinary learning with other divisions
- Improve library holdings
- Expand use of technology for all classes
- Work with Dr. Canale to develop a lectures and concerts series

AMERICAN STUDIES

- Graduate first students with American Studies degree
- Develop new interdisciplinary courses
- Integrate university resources at the Boone Home into the curriculum
- Develop an exchange program with American Studies programs abroad
- Participate in the American Studies Association, encouraging majors to present papers
- Promote this major for pre-law, government services, museology, business, and media
- Develop an outreach program offering service learning American Studies projects to foster civic responsibility in high schools

- Begin an American Studies Club to explore topics and opportunities outside the classroom and to engage in discourse with a larger community

CHRISTIAN MINISTRY STUDIES

- Graduate first students with CMS degree
- Recruit students from at least five denominations
- Encourage participation with the greater community

ENGLISH

- Track and contact alumni of the English program
- Develop speaker series
- Sponsor a networking event by which high school and college students may have a forum to read their work (Canale, Hurst, Heyn, Qualls, Rhodes)
- Encourage students in other divisions to take writing and grammar courses
- Investigate extending the offerings of graduate level English courses for area middle and high school teachers
- Make use of J-term travel to further study of literature and writing
- Develop an optional course in basic grammar for all majors
- Investigate a junior level writing course.
- Create an English department handbook for use by department members as a means of standardizing syllabi and assessment techniques.

FOREIGN LANGUAGES

- Offer evening and/or summer courses in modern languages
- Offer regular opportunities for conversational practice in all languages through development of clubs and language tables
- Encourage students to study languages at Lindenwood University through the offering of Foreign Language scholarships
- Increase contacts with area schools
- Work to promote foreign language as a requirement for the B.A. degree

HISTORY

- Have published (LU Press) at least three books based on the Lindenwood Collections
 - Generate greater interest in local and regional history through publication and marketing of LU Press Books
 - Access holdings at Boone Campus collections for potential publication and solicit possible editors for those works
 - Publish and sell books in affordable formats while still making a profit for the university.
- Utilize university archives in American History and American Studies classes

- Serve the community through encouragement of the History Day program in schools and by preparing some of our students to participate in History Day when they are teaching
- Track and remain in contact with alumni of the history program through annual newsletters
- Investigate expanding the program in history to include regional studies other than Asia (Latin America and Africa in particular)
- Have in place throughout the program ongoing assessment of student learning and use of results to improve instruction. Major survey classes (Geography 201, History 100, 105, 106) will have in place a cycle assessing in turn specific objectives (i. e. economic geography, geographical knowledge in history, important processes, etc.)

PHILOSOPHY

- Develop summer philosophy program
- Develop a philosophy course for high school students to be taken for early start college credit.
- Investigate the development of a Masters Degree in philosophy

RELIGION

- In conjunction with the business, philosophy, and other departments, develop course selections and study guides that emphasize the religious, moral, and values-based content of Lindenwood University's mission statement. (These would not be new courses, but would bring new emphasis to teaching values, morals, and character development as a part of LU's educational system.)
- Research teaching methods and course content that would encourage students to face the critical issues in society and think rationally, morally, ethically, and critically about them.
- Investigate hiring an additional professor with expertise in religious studies outside of Western Christianity and the United States so the LU students might have the opportunity to obtain a broader education and learn more about religions and cultures they might deal with in life and business.
- Add more religion courses that deal with the practical and personal aspects of religion in order to allow student to develop more fully their personal, spiritual, and religious understandings of life.
- Investigate the possibility of inviting and incorporating at least three other denominations or faith groups into the CMS program so that it can achieve its goal of being a broad based program that educates people of all denominations.

Student Major Projections

	American Studies	CMS	English	Languages	History	Philosophy	Religion
Year							
2003-04	5	10	82	25	68	14	10
2004-05	7	15	83	26	68	16	9
2005-06	10	20	85	28	69	18	10
2006-07	14	25	86	30	70	19	11
2007-08	15	30	88	31	72	20	12

Future Directions

Continued Excellence in Teaching: The Humanities faculty is committed to excellence in teaching. Effective teaching methods are frequently discussed among colleagues in Division and Department meetings. Experienced faculty members informally mentor new faculty as a means of ensuring top quality teaching. Faculty members and the Dean of Humanities review student evaluations each semester in order to make needed changes to courses and delivery methods to better meet the academic needs of the learners. Faculty in French, Spanish, English, and history make available either/both review packets or out-of-class sessions to help students prepare for the C-Base and Praxis exams required of preservice teacher education students. In addition, Praxis review classes are offered as needed during the J-term. Test review sessions held outside of class are common among division faculty members, and tutors are trained to assist students who have difficulty with the various subject matter. Finally, faculty members are encouraged to attend conferences and seminars as a means of gathering and sharing new teaching ideas with faculty members from other institutions.

Expanded Partnership with the Education Division: Humanities faculty members offer C-Base and Praxis review sessions, packet materials, and/or J-term courses for pre-service teacher education students. In addition, history and English faculty members offer graduate level courses for area middle school and high school teachers through the Education Division. Subject matter courses in history, English, and foreign languages are also offered later in the day and during the evening hours as a means of meeting the needs of nontraditional students seeking middle or high school teaching certification.

Emphasis on Writing: All faculty members in the Humanities Division require students to problem solve and critically think about issues relevant to the subject matter. In addition, all faculty members require students to clearly develop and explain in writing their ideas. Writing across the humanities subject areas is encouraged and utilized. In addition, Lindenwood University students may choose to write for the new *Lindenwood Pride* publication. Through this experience, students learn and practice the skills of interviewing, report writing, and editing. Finally, based on a request from the President, we will begin investigating the feasibility of developing and implementing a junior-level writing assessment designed to ensure that all graduating students enter the workforce with basic writing competencies.

Additional Majors and Minors: Members of the Humanities faculty have created and are interested in offering a major and minor in American Studies to join the recently created minors in social studies (for educational majors specifically) and museum studies.

Development of the CMS Program: Beginning in the 2002-2003 academic year, coursework for the new CMS program with emphases in Youth Ministry and Pastoral Ministry began. Through this program, Lindenwood University investigated options for working with a variety of religious denominations and churches as a means of providing additional educational opportunity to LU students.

Assessment: All departments within the Humanities Division are currently using updated assessment methods. Capstone courses exist in history, writing, and philosophy, and a capstone course is being considered for English. Multi-section courses in English, history, foreign languages, religion, and philosophy are currently assessed by means of pre-post exams, and assessment for upper division courses in all areas either created and implemented or in the planning stages.

The Counseling Program offers three graduate degree programs and four areas of specialization. The master's program leading to a Master of Arts in Professional and Applied Counseling was developed in response to a local need for counseling practitioners. The program includes a practicum component and a thesis. The program is designed to prepare students for the use of counseling skills with individuals, groups, and organizations.

Year	Enrollment	Graduation	Retention	Placement	Research	Service	Outreach	Community	Global
2002	107	107	107	107	107	107	107	107	107

The program is designed to provide students with the knowledge and skills necessary to work in a variety of settings, including the counseling center, main campus, and community centers. The program is designed to be flexible and responsive to the needs of the community.

Lindenwood College for Individualized Education

Statement of Purpose

Given the likelihood that graduates will change not only their employment but also their careers over their work life and that they will compete in an increasingly global market place, the College for Individualized Education – an accelerated delivery format within Lindenwood’s general curriculum – offers students opportunities to improve their communication skills, demonstrate workplace responsibility, use interpersonal skills, practice working within a team, and develop an appreciation of the importance of continuing growth and education with an emphasis on values-centered thinking. To this end, the LCIE Programs offer a structured, generalist approach in several career areas. Designed for the student with significant employment experience, LCIE uses the Socratic method of teaching and a core requirement in the liberal arts. The overall purpose of the LCIE curriculum is the development of the student’s analytical and communication skills, with special attention to written and oral communication and skills assessments. We offer ten undergraduate degree programs and eight graduate degree programs in our LCIE format.

The Counseling Program offers three graduate degree programs and four areas of certification. The various programs leading to a Master of Arts in Professional and School Counseling are designed to prepare master’s level counseling practitioners. They provide students with a broad base of psychological knowledge and theory, and integrate these with extensive training and practice in the use of counseling skills with individuals, groups, couples, and families.

Student Enrollment

2002-03 Head Count of Students in LCIE

Bus. Ad.	Comm	Couns - eling	CJ	Health/ Geron	Hosp. Serv	HRM	IT	Mort/ Man	Val. Sci.
1049	255	506	167	113	2	238	197	1	2

Facilities

Full-time and the adjunct faculty offices and the administrative office are located in the Lindenwood University Cultural Center.

Classes are taught at various locations, including the Cultural Center, Main Campus, Westport Plaza, St. Anthony’s Medical Center (our South County Center), in the cities of O’Fallon, Wentzville, and Washington, Missouri, and at the Belleville West Campus in Belleville, Illinois.

The Counseling program recently added three labs in the Cultural Center. Located in rooms E3, E4 and E5, these labs have been equipped with one-way mirrors, cameras, microphones, monitors, and VCR's to be used as Counseling Skills Labs.

The computer lab (located in room 109) was recently moved to larger quarters. The new lab (in room 8) now offers the student adequate space to work independently or in small groups, and features state-of-the-art computer technology with fifteen computers, having inter/intranet capabilities.

The networking computer lab, located in Room 2E, was also moved to a larger room (room 4) in the Cultural Center to accommodate the increasing enrollment in the Information Technology Degree Program.

The Faculty Advisor

The Faculty Advisor (FA) serves as a mentor and an academic resource for a group of no fewer than one hundred twenty-five students. The FA handles both the procedural and the academic planning aspects of these students' programs. Besides interacting with the students, the FA teaches classes, recruits new students and, in some cases, develops/manages academic programs, and recruits and supervises adjunct faculty. For the most part, the FA is the students' immediate contact with Lindenwood University. S/he helps the student plan and coordinate his/her program of study from entry through degree completion, providing a source of continuity to the student's ongoing academic experience and serving as the central unifying factor in the educational process. Only full-time faculty of Lindenwood University can become a Faculty Advisor in the LCIE.

Faculty

	Regular	Adjunct*
General Education	1	24
Business Administration	2	24
Communications (Corp. & Mass)	1	11
Counseling Programs	3	21
Criminal Justice	1	4
Gerontology/ Health Management	1	6
Hospitality Services Management	1	4
Human Resource Management	1	5
Information Technology	1	9
Mortuary Management	1	4
Valuation Science	<u>0</u>	<u>0</u>
TOTAL	13	112

* Number may increase/decrease according to student enrollment each term. The range is typically between 75 to 110 adjunct instructors per term.

Seven of the full-time LCIE faculty members possess terminal degrees.

Assumptions

1. The LCIE faculty will continue to focus on providing quality teaching and advising.
2. Lindenwood's area of expertise and the LCIE Program's differentiating factor will continue to be the personal attention offered in the one-on-one advising sessions with the students in the program.
3. LCIE will continue to operate as part of the Lindenwood Community.
4. LCIE will continue to be a leader in innovative educational delivery systems.
5. A web site will provide information to prospective and continuing students that are searching this medium. This site will be of high quality, but will not be our focus for processing student information and/or instruction.
6. Major fields of employment continue to include, but are not limited to, information technology, health care administration, community agency & school counseling, management, criminal justice, human resource management, corporate communication, hospitality services management and the service industry.
7. LCIE will continue to investigate the need for new programs serving adult students and will add and delete programs as new occupations and community needs arise.
8. LCIE will forge strengthened community linkages for recruiting opportunities.
9. LCIE will offer colloquia with recognized presenters to serve not only LCIE students, but also the community.
10. The future of Lindenwood University and LCIE, in particular, will be fulfilled in part by the growth of St. Charles County and the continued expansion of off-site campus locations throughout St. Louis, St. Charles, and within the corporate sector.
11. The Counseling Program will continue to revise curriculum standards and competencies based on assessment results to provide a high quality degree program.
12. The Coordinating Board of Illinois will grant approval to offer courses in both Professional and School Counseling.
13. The Counseling Program will continue to facilitate the development of competent, reflective practitioners.
14. Although enrollment in the counseling program will stabilize, students will increasingly enroll in the dual degree program for 57 hours rather than the 48 hour degree program.

Student Enrollment Projections

	2003/04	2004/05	2005/06	2006/07	2007/08
Student Major					
Undecided /other	142	145	149	155	164
Business Administration*	1070	1091	1124	1169	1216
Communications*	260	265	273	284	295
Counseling Programs**	510	520	536	557	580
Criminal Justice*	170	173	178	185	192
Gerontology/Health Mgmt.*	115	117	121	125	130
Hospitality Services Mgmt.	003	005	008	010	012
Human Resource Mgmt.*	243	248	255	265	275
Information Technology	201	205	211	219	228
MFA – Writing**	002	012	018	024	030
Mortuary Mgmt.	001	002	003	003	003
Valuation Sciences	002	002	002	002	002

One-Year Action Plan 2003 – 2004

- Investigate the possibility of adding pull-down screens in all the classrooms in the LUCC. Ten screens are needed and cost estimates and suppliers will be researched by the Fall term (Kemper; 2/04).
- Continue to monitor the skills assessment inventory in order to assess the degree of student mastery of the concepts and skills required for that cluster, to improve student assessment (LCIE Full-time & Adjunct Faculty; ongoing).
- Establish pre and post testing in the Communications Cluster (Engleking, Jackson; 9/03)
- Update current Experiential Learning Credit granted through the University approval process to reflect the changes in professional certifications. For example, the credits awarded for registered nurse have been updated to reflect the difference in education required in comparison to other health professions. Further research will be done to update other credits and articulation agreements (Engleking; 12/03).
- Update Web Site: adding new programs, registration dates, quarter schedules, and the like to enhance retention and new enrollment activity (Kemper; ongoing).
- Update Advisor guidelines for transfer credit hour acceptance in LCIE to clarify and standardize transfer recognition (Griesenauer; 10/03).
- Continue to expand the O’Fallon, Wentzville and Moscow Mills cluster offerings on a per quarter basis, essentially treating these three sites as one campus and rotating cluster offerings at each site to bolster enrollment (Griesenauer, Kemper; 10/03).

- Survey advisors to discern need for three semester hour course offerings and develop a plan to offer these courses in St. Charles and select off-site campuses to prevent students from leaving Lindenwood (Griesenauer, Kemper; 9/03).
- Plan to recruit adjunct faculty (from corporations with a large market presence) who are aggressive at recruiting new students (LCIE Full-time faculty; ongoing).
- Offer colloquia from Human Resource representatives in metro area corporations to satisfy colloquia requirements and recruit new students (Manoogian; 12/03).
- Meet one-on-one with human resource directors/managers from the metro area to increase program awareness, recruit students, evaluate and improve curriculum (Manoogian, ongoing 12/03)
- Revise/update human resource curriculum as recommended by metro area human resource directors/managers (Manoogian, ongoing/03)
- Participate in community projects and events that impact recruitment efforts and human resource management (Manoogian, adjunct faculty, ongoing 03)
- Offer colloquia from Business Professionals in metro area corporations to satisfy colloquia requirements and recruit new students (Griesenauer, Kemper; 5/04).
- Investigate a possible partnership with Computer Source to make training for IT certifications available to students and staff (Kottmeyer & Brian Bush; 5/03).
- Maintain and update computer labs in LUCC with funding provided by lab fees to offer students the best possible learning environment (Kottmeyer & Bush; 9/03).
- Prepare and offer evening and weekend workshops on Microsoft Office applications for students and faculty to help faculty and students improve their computer skills, especially those students and faculty who are on an evening schedule (Kottmeyer, IT adjuncts, IT majors; 9/03).
- Dialog with managers of IT departments in local companies to explore possible internships and to stimulate interest in degree programs at Lindenwood (Kottmeyer; 9/03)
- Create and distribute a recruitment publication describing the LCIE undergraduate and graduate criminal justice programs (Steinmann; 10/03).
- Arrange a Saturday morning criminal justice panel colloquium experience available to all LCIE students (Steinmann; 2/04).
- Meet with South County criminal justice officials to promote LCIE criminal justice programs (Steinmann; 3/04).
- Arrange for additional criminal justice representatives to attend the annual career day held at the Performance Arena (Steinmann; 3/04).
- Work with area leaders in Healthcare and Gerontology to develop methods to increase enrollment (Nordstrom; ongoing).
- Expand Lindenwood's presence at St. Anthony Medical Center to recruit new student enrollment (Nordstrom, Zimmermann; ongoing).
- Implement student satisfaction survey for new cluster offerings in an effort to evaluate and improve curriculum (Nordstrom; 6/03).
- Develop a brochure for Gerontology and Health Management programs to send out to RN's and LPN's in the St. Louis and St. Charles metro and county areas to increase enrollment in these programs (Nordstrom, Ruebling; 7/03).

- Survey previous Health Management and Gerontology graduates to determine employment success to share with prospective students (Nordstrom; 2/04).
- Offer colloquia from Gerontology & Health Management representatives in metro area to increase program awareness and recruit students (Nordstrom; 12/03).
- Redesign Documentary Expression Cluster and begin offering it at least once a year, beginning April 04 (Castro, Jackson; 5/03)
- Offer at least one Communications and/or Creative Expression Colloquia each academic year (Castro, adjunct faculty; 10/03).
- Develop brochure for new MFA in Writing program (Castro, Ruebling; 6/03).
- Recruit students (at least ten by Fall/03 term) for MFA in Writing program (Castro).
- Redesign and schedule Radio Studies Cluster per student need (Castro, Wall; 3/04).
- Conduct a career networking event for alumni and current and prospective counseling students to promote professional opportunities and recruit students (Patterson; 6/04).
- Develop new "special topics" courses based on student and alumni requests to update skills and maintain certifications (Nickels; 6/04).
- Obtain approval and begin offering graduate courses in both Professional and School Counseling in Illinois (perhaps the Belleville site) (Nickels; 6/04).
- Develop a brochure advertising the Counseling Program to distribute it to schools, agencies, and various other settings (Sankar, Patterson, Nickels; 12/03).
- Survey graduates of the Professional Counseling Program and, subsequently their employers, to determine strengths and areas to be modified in the existing curriculum (Sankar, Patterson, Nickels; 6/04).
- Update the survey of the School Counseling graduates and employers to determine strengths and areas to be modified in the existing curriculum (Sankar, Patterson, Nickels; 6/04).
- Select and implement a Counseling Skills assessment to monitor progress in development of counseling skills from the beginning to the end of the degree (Sankar, Patterson, Nickels; 6/04).

Assessment Goals

Current Assessment (Student): Every LCIE undergraduate student completes a culminating project at the end of his/her degree program. LCIE graduate students may choose to complete a culminating project/thesis in the major or take a capstone course related to the major. The faculty advisors assess the culminating projects and the instructors give grades in the capstone courses. These results have been used to assess the majors that are offered in the LCIE.

Future Assessment (Student): Skills assessment inventories will be required for all clusters to measure student knowledge. These will be based on quantitatively measurable objectives and will be administered by the instructors of the clusters. The information generated will identify strengths and weaknesses in specific skills and will be used in making revisions in content or teaching methods.

Counseling Programs Assessment

Student: Continual student assessment of their theoretical knowledge and counseling skills takes place throughout the program through a variety of measures including research papers, personal reflection papers, case studies and projects demonstrating application of theory to practice, demonstration tapes of counseling skills, essay and multiple-choice exams. In addition, during their internship and field placement experiences towards the end of the program, students are rated on their counseling competencies and other related interpersonal skills by their site supervisor.

As an exit requirement, students in the counseling program have the option of completing either

1. a seven-hour exit exam which includes a nationally developed multiple-choice exam (the CPCE) covering the 8-core areas of the curriculum and an essay exam demonstrating practical application of their theoretical learning to two out of three case scenarios

OR

2. a five-chapter quantitative master's thesis.

In addition, all school counselors have to complete a portfolio demonstrating mastery of certification competencies as designated by DESE.

Program: Program evaluation consists of the following:

1. overall students' performance on the CPCE multiple choice and essay exams, in the 8 core areas to provide a quantitative measure to identify areas of weaknesses, provide feedback to instructors and make appropriate revisions in textbooks, instructional method, etc.
2. a standardized rating counseling skills assessment utilized at four different points to measure students' progress through the program from the beginning (the foundations class), midway through the program (skills lab classes) to the end (internships and field placement)
3. surveys of graduated students and their employers on their satisfaction with the training they received.

Five-Year Goals for 2004-08

- Investigate the possibility of converting Room 109 in the LUCC to a "Smart Classroom" to serve both the information technology students and the students in all programs that use computer technology when giving presentations to the class. Estimated cost for the required computer, projector, vcr/dvd player, cabinet and cabling will be researched within the first year of this plan.
- Investigate opportunities for creating a specific capstone course for Human Resource Management students, and /or working with current capstone instructors to allow for more shared emphasis in the area of human resource management.

- Continue conducting off-site human resource workshops/seminars for local organizations to serve as a recruitment tool.
- Develop a publication (independently or partnering with the publishers of the *Lindenwood Pride*) that highlights pertinent/timely information for LCIE undergraduate and graduate students. Areas that will be covered include, but are not limited to, the following:
 - Monitoring graduate movement – offering graduates the opportunity to network with other graduates
 - Highlighting graduate performances and accomplishments in both working environment and community involvement
 - Spotlighting those students who continue to serve as recruiting agents for Lindenwood University
 - Commentaries written by local professionals on issues impacting today's employees, organizations and global efforts
- Add a one-two week summer program to train junior and senior high school civics teachers in an overview of the criminal justice system
- Establish Pre-Law session on a Saturday morning where students can gather information and meet with local attorneys
- Explore offering criminal justice courses at such sites as large police departments, jails/prisons, or juvenile facilities
- Identify certifications that would be appropriate for award of Experiential Learning Credit through the University approval process. These areas will require additional research due to the evolving demands of the workplace. For example, The Society of Human Resource Managers offers a certification process that is extensive enough to possibly warrant recognition. Also under consideration are various technical certifications offered to computer professionals
- Make more technical (computer) training available to staff and majors through partnerships with outside vendors, allowing up to 9 hours of academic credit for this training
- Arrange internships for interested information technology majors
- Develop a graduate degree in information technology management for qualified IT graduates and individuals already working in the area of IT – needs assessment for degree and rough draft for clusters/courses by summer 2004 - development of clusters/courses by summer 2005
- Expand the marketing efforts for Health Management and Gerontology in underserved areas, such as South County and Lincoln County
- Develop capstone course for graduate Health Management students
- Work with representatives of area nursing homes to develop CME credit seminar for nursing home administrators
- Explore ways of integrating the art program with the technology program to develop specific program options
- Explore the possibility of utilizing a webcam to facilitate supervision of students in outlying areas
- Explore the feasibility of offering graduate credit courses for recertification of psychological examiners

Management

Statement of Purpose

The Lindenwood University Division of Management strives to teach students to be functioning, contributing members of the business community. The Division focuses on the development of the "whole person" as an enlightened, future leader in business and of society. The Division integrates the latest theoretical and practical knowledge into comprehensive learning designed to meet the needs of the employers and their future employees.

Student Enrollment

2002-03 Head Count of Students in Management

Acct	Bus Adm	Fin	HR Mgmt.	Int'l Bus.	MIS	Mktg	Mgmt.	Pol. Sci.	Public Mgmt.	Sport Mgmt.	Retail
105	733	78	36	51	88	128	19	40	20	95	30

Faculty

	Regular	Adjunct
Accounting	4	3
Economics	2	2
Finance	1	3
Human Resources	1	1
Information Systems	3	3
Law	1	2
Management	2	9
Marketing	2	3
Political Science	1	0
Public Management	0	1
Retail Merchandising	1	0
Sport Management	<u>1</u>	<u>2</u>
TOTAL	19	29

There are seven faculty members with terminal degrees in the management division.

Facilities

The Management Division has most of its faculty located in the Memorial Arts Building. Faculty members located in MAB primarily teach in the undergraduate and/or traditional graduate programs. MAB also houses one classroom and two computer labs used primarily for management classes/students. Management classes are also taught at various locations, including Westport, O'Fallon and Wentzville. On campus business graduate courses will be taught in the Spellmann Center beginning in the Spring of 2003.

Assumptions

1. Lindenwood's area of expertise will continue to be the personal attention, personal education of the student and exposure to a business experienced faculty.
2. A web-site presence will continue to be an essential communication vehicle to utilize, but it will not be our focus for processing student information or for student faculty interaction.
3. On-Line learning options will be required or meet some students' needs.
4. The development of the student as a value based business leader and citizen will still be a focal point of the "Lindenwood Educational experience."
5. Business professionals have an increasing need for technological and quantitative skills.
6. Areas of employment within the business field will continue to grow ,including MIS, general management, retail management, public management ,and entrepreneurial studies.
7. Lindenwood University's future will be fueled by the growth of St. Charles, Lincoln, and Warren Counties in Missouri and by new service centers in Illinois.
8. The continued growth and service areas' expansions will result in an increased demand for graduate courses to support the growing number of corporations within the entire service area.
9. Additional scheduling alternatives will need to be offered.

One-Year Action Plan for 2003-2004

- Enhance coordination with Adjunct Faculty to better help them participate in the assessment process has been established (Hardman; ongoing)
- Continue efforts to enhance assessment tools for both graduate and undergraduate students, to implement pre- and posttesting procedures and establish capstone assessment at both the graduate and undergraduate levels (Cernik/Program Managers; ongoing)
- Periodically review of syllabi by, to ensure consistency of standards (Hardman/Program Mangers; 12/03)
- Implement and market newly developed or revised Master of Arts in Accounting, Finance, HR Management, Marketing, MIS, Public Management and International Management, to enhance program and increase enrollment (Hardman/Arns/Program Managers; 09/03)
- Administer a survey to current MBA students in order to determine the demand alternative scheduling options (April 03 and June 03), analyze enrollment in Saturday MBA courses to determine if they are attracting new students to the MBA program (April and July 2003), and evaluate the possibility of offering one credit hour courses in Friday/Saturday weekend seminar format (Summer 03), to better meet student scheduling needs and increase enrollment (Morris/White/Schultz; periodically, as noted)
- Develop the newly established Hospitality Management Program, to interact with community college to seek additional articulation agreements that will provide for

a smooth transition to our program and increase student enrollment (Hammond/Kamm; ongoing)

- Develop a Business Speakers Program, to enhance contact with community organizations and schools and improve recruiting (Otto/Najjar/Chilton; 09/03)
- Evaluate the establishment of Certificate Programs to meet local business needs, to meet local community needs and encourage ongoing learning (Otto/Weidner/Wlodarczyk; 10/03)
- Increase the number of MIS courses offered in a semester format. Offer BA 342 Programming in Visual Basic during the Fall 2003 semester and teach BA 441 Database Design and Management during the Spring 2004 semester. Develop and offer a new MIS elective for Fall 2004, to attract more MIS majors and better meet student needs (Ezvan/Hammond; fall/04)
- Survey Entrepreneurial Studies programs at other universities to gauge feasibility of a new program at Lindenwood University and meet with selected members of St. Charles business community to determine interest in Lindenwood-based entrepreneurial training programs, to provide a foundation for the development of courses aimed at entrepreneurship and meet a community need for this type of educational focus (Morris; ongoing)
- Determine potential student demand for Entrepreneurial Studies Program through the following actions: (a) Offer MBA 565 Entrepreneurship and Growth in the Spring Quarter 2003 and assess graduate demand; (b) Offer BA 419 Entrepreneurial Studies: Business Planning in the J-Term 2004 and assess undergraduate demand
- Pursue and promote the graduate and undergraduate International Business Programs, to better meet the needs of a growing number of students interested in International Businesses and attract new students to International Business (Wlodarczyk, ongoing)
- Enhance communications and rapport with retail operations to support student internships and enhance recruitment, to enhance retail internships, and improve recruiting (Schultz; 08/03)
- Revise MA Sport Management curriculum to meet NASPE NASSM standards, to improve the program in Sport Management (Ellis; 05/04)
- Develop an advisory Panel for Sport Management, to better meet the needs of both the student and those who employ Sport Management students (Ellis; 02/04)
- Establish a Sport Management Club for students, to promote more interaction among Sport Management students (Ellis; 09/03)

Assessment Goals

- Continue development of pre- and posttests assessing specified competencies and setting minimum standards in individual courses
- Use BA 430 (Capstone Course) to assess selected competencies
- Devise graduate-level assessment procedures

Five-Year Goals for 2004-2008

- Build or renovate an existing campus building to create a comprehensive “state-of-the-art” management education facility to be the focal point for both graduate and undergraduate management/business education
- Develop and establish a Doctorate of Management to meet the needs of potential students in this rapidly developing geographic area
- Develop concentrations and/or majors at the BA, MA, and/or MBA level in Entrepreneurial Studies
- Develop a center for the previously noted newly developed entrepreneurial studies to support the rapidly growing number of small businesses in St. Charles, Warren, and Lincoln Counties
- Develop a new major in Accounting Information Systems and explore possible articulation agreements with Community Colleges related to this major
- Work with the newly developed Lindenwood University Press for possible Management, Public Management, and Political Science publications
- Expand the number of course offerings in MIS to meet the expanding areas of focus in information systems management areas
- Continue to enhance learning assessment process both at the graduate and Undergraduate level as an integral part of our total quality effort
- Develop appropriate management education distance learning courses
- Develop an MA program in Retail Management
- Develop the Retail Management Club into a student managed retail organization
- Develop a program in Tourism to augment the Hospitality Management Program
- Achieve North American Society of Physical Education/ North American Society of Sports Management program accreditation (NASPE-NASSM)
- Introduce Sport Management degree programs to the Community Colleges
- Develop a professional golf management degree program
- Host an NAIA National Championship to strengthen the Sport Management Program, and to serve as a learning experience for our Sport Management students

Projected Major Counts

Year	Acct	Bus Adm	Fin	HR Mgmt.	Int'l Bus.	MIS	Mktg	Mgmt	Pol. Sci.	Public Mgmt.	Sport Mgmt	Retail
2003-04	110	739	80	37	53	90	130	19	42	21	100	30
2004-05	112	753	81	38	54	92	132	19	43	22	102	31
2005-06	115	774	83	38	55	94	135	19	44	23	104	32
2006-07	117	789	84	38	56	96	137	20	44	23	106	32
2007-08	120	812	86	39	58	99	140	20	45	23	109	33

Sciences

Statement of Purpose

The Lindenwood University Sciences Division stresses critical thinking skills and data-based decision making. Our mission is not only to effectively convey the content of Mathematics and the Natural and Behavioral sciences, but also to nurture a scientific attitude toward investigation and discovery. We consciously balance basic science with applied science, and the study of the human body and mind with stewardship of the natural environment.

Student Enrollment

2002-03 Head Count of Students in the Sciences Division

Biology	Chemistry	Comp. Sci.\.	Pre-Engin.	Math	Psychology	Sociology
126	27	91	28	39	150	9

Faculty

	Regular	Adjunct
Biology	4	3
Chemistry	2	
Computer Sci.	2	
Earth Science	2	
Math/Physics	5	1
Psychology	5	
Soc. /Anthr.	<u>2</u>	<u>1</u>
TOTAL	22	5

The sciences division has 16 professors with terminal degrees.

Facilities

The Sciences Division has its faculty offices and most of its classrooms in Young Hall. Young Hall features 13 traditional classrooms, one computer classroom, a computer workshop for Computer Science students, a greenhouse, five biology laboratories, three chemistry laboratories, a physics laboratory, a psychology laboratory, and an earth science laboratory. There are also two chemical storage rooms and several smaller prep and storage rooms. Eight classrooms are outfitted with "high tech" computer, video and projection equipment to enhance the multimedia opportunities for instruction. The classroom space in Young Hall is also used by other divisions, creating a high demand and utilization rate for the building during day and evening hours. Lindenwood also

leases two wetland areas on the Missouri River that are used by environmental biology students as outdoor science "laboratories".

Assumptions

1. The Sciences Division will remain principally devoted to excellent teaching and mentoring.
2. The division's classroom and laboratory areas will continue to be renovated and updated over the next five years.
3. Delivery of content and skills to our students will involve more computer and "high tech" equipment, but will maintain its focus on in-class interaction between instructors and students.
4. The number of undergraduate majors in the division will continue to increase incrementally during the upcoming decade.
5. The number of full-time faculty members will increase in proportion to growth in the student population served.
6. New programs will be developed and existing programs revised to meet student needs.

One-Year Action Plan for 2003-04

- Expand contacts with area high school and community college science faculty to increase their awareness of Lindenwood's Science programs, thereby increasing quality and quantity of incoming science students (Program Managers; 5/04)
- Initiate development of a Speakers Bureau featuring Sciences Division faculty members that would give presentations in their areas of expertise at area high schools, church groups etc. to raise the profile of Lindenwood's Sciences programs (Program Manager; 12/03)
- Complete installation of computer projection equipment in all classrooms in Young Hall so that all students can benefit from integration of appropriate technology in instruction (Soda; 8/03)
- Continue improvements in Sciences Division Program web pages to enhance recruiting of computer-savvy students who expect a detailed and informative web presence (Golik, Perantoni, VanDyke; 12/03)
- Develop a database to track Sciences Division graduates to monitor career success in all majors; evaluate ways of publicizing this information to potential students and student advisors (Program Managers; 5/04)
- Complete review and revision of existing Pre-Engineering articulation agreements (Hardy, Golik; 3/04)
- Expand course offerings in Physics / PreEngineering to include Circuit Theory (Hardy; 12/03)
- Evaluate potential for increasing opportunities for students to complete majors in both Psychology and Sociology/Anthropology (Kelly, Scupin; 5/04)
- Revise assessment tools in Psychology to incorporate data from previous years (Kelly; 3/04)

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- Complete renovation of labs for upper division Biology and Chemistry courses and work areas for student research (Abbott, Ayyagari, Saum; 12/03)
- Evaluate potential for improvements in existing greenhouse facilities (Abbott, Anderson; 1/04)
- Reevaluate curricula and course offerings in Biology, Chemistry and Earth Sciences to reflect expertise of new faculty, particularly in the Environmental Science area (Abbott, Saum, Perantoni; 2/04)
- Maintain ongoing chemical waste management program (Abbott, Saum - Quarterly)
- Evaluate potential for offering a Survey Calculus course to be incorporated into Biology, Computer Information Systems, and other Sciences curricula in place of Calculus I & II (Soda; 11/03)
- Offer new courses in UNIX/LINUX and Telecommunications (already approved and added to catalog) to facilitate growth of Computer Information Systems program (Soda, Haghighi; 5/04)
- Evaluate potential for introducing a course in BioInformatics for Biology, Biochemistry, Computer Science, and Mathematics students (Ayyagari, Soda; 4/04)

Assessment Goals

- Biology: Report results of pre- and posttests for BIO 151 and 152 by competency, listing minimum standards
- Chemistry: Eliminate assessment via grades; develop pre- and posttesting using desired competencies and minimum standards; develop action plan based on assessment results
- Earth Science: Implement pre- and posttesting for Oceanography and Astronomy as per action plan; revise pre- and posttest for meteorology as per action plan; report geology assessment using desired competencies and minimum standards
- Mathematics: Establish minimum standards for objectives/competencies; report student performance by objective; formulate action plan per results of competency assessment
- Sociology and Anthropology: Identify desired competencies as illustrated in portfolios; develop minimum standards; develop action plan per assessment results

Five-Year Goals for 2004-2008

- Continue to build awareness and positive reputation of Lindenwood University Sciences programs among potential students through Speakers Bureau, enhanced website and the successes of our graduates
- Continue improvements in physical facilities of Young Hall to enhance teaching and learning
- Establish additional articulation agreements with community college programs to increase enrollments in upper division courses, particularly in Biology, Chemistry, and Computer Science

- Improve assessment systems for science majors and for General Education students, and utilize the results to improve teaching and learning in science courses
- Evaluate potential for developing curricula to support a minor in Physics, particularly for students majoring in Mathematics, Computer Science or Chemistry
- Expand the existing array of internship opportunities for students, particularly in Chemistry, Computer Science, Environmental Biology, and Psychology

Projected Student Count

	Biology	Chemistry	Computer Science	Math	Pre-Engineering	Psychology	Sociology/Anthro.
Year							
2003-04	126	27	91	39	28	150	9
2004-05	132	28	95	40	29	155	11
2005-06	139	29	99	40	31	160	13
2006-07	146	30	103	41	32	165	15
2007-08	153	31	107	41	35	170	18*

*Projected increases in Sociology/Anthropology majors assumes a significant increase in Psychology students electing double majors or minors in these areas.

Future Directions

Continued Excellence in Teaching: A proven record of teaching excellence and a clear desire to mentor students will continue to be the primary criteria in the selection and retention of faculty members. Lindenwood's Sciences professors will become known for their ability to maximize student achievement and success in the context of high standards of science education.

Growth in the Number of Science Majors: Projected increases in students majoring in the sciences will come primarily through increases in the proportion of new students selecting those areas of study, since the total population of full-time undergraduate students is projected to remain constant over this period. This will require aggressive implementation of Action Plan items that will improve the visibility and reputation of Lindenwood University's Sciences Programs among potential students, their parents, and their advisors in the schools and communities. These items include: a Speakers Bureau of Sciences faculty; an expanded and frequently updated Science Division website; and dissemination of success stories of Lindenwood Sciences graduates.

General Education Program

Statement of Purpose

The mission of Lindenwood's General Education Program is to ensure that all Lindenwood students receive a "liberating arts" education with long-lasting functionality – a broad and deep foundation for problem-solving, innovation, meaningfulness, and personal satisfaction throughout life. We want to instill the ability to "think outside the box," the courage and motivation to make a real difference in the world, and a proclivity to be other-centered in personal relationships as well as in one's work.

One-Year Action Plans for 2003-04

- Develop specific, incisive rationales for each of Lindenwood's general education requirements
- Review the effectiveness of the general education requirements and make appropriate recommendations to the Deans' Council
- Explore the desirability and viability of formalizing general education requirements for our graduate programs and make resultant recommendations to the Deans' Council
- Conduct the annual review of general-education-course syllabi relative to their formal completeness and substantive quality
- Review the general-education components of Lindenwood's comprehensive student assessment program and make recommendations for improvement
- Work with the Humanities Division to establish a junior-year writing assessment and a related general-education course in professional writing for students who need additional education in this area

Five-Year Goals for 2004-08

- Produce brochures and other publications that and promote Lindenwood's "liberating arts" approach to general education
- Help bring Lindenwood's general-education assessment to a very high level of effectiveness, in terms of producing clear improvements in achievement levels
- Make graduate-level general education a regular part of our graduate programs

Future Directions

We see Lindenwood's progressive General Education Program becoming a model for this country's independent colleges and universities. We anticipate that the innovative initiatives described under our "One-Year Action Plans" will effect a significant improvement in our curriculum that will be noticed and emulated by other forward-looking universities.

Boone Campus and NCSACV

Statement of Purpose

The Boone Campus – which includes the Boone Home, the historical Boonesfield Village, and a several-hundred-acre environmental laboratory and preserve – is being developed and operated to present unique learning opportunities for students and regional and national patrons interested in the areas of American Studies, Environmental Science, and Character Development. Lindenwood’s National Center for the Study of American Culture and Values (NCSACV) is the overarching educational and cultural program that creates and delivers these distinctive learning experiences. The NCSACV has six “cornerstone” programs: American History and the American Experience, American Citizenship and Civics, American Heritage – the Arts, the Humanities, and Historic Interpretation, Character Education and Character Development, Ethics, Faith, and Spirituality.

Personnel

The Boone Campus is run by a Director and two other full-time employees who manage the grounds and facilities. The Campus also utilizes independent contractors (when necessary for special projects), student interns and assistants, and volunteers who staff the tourism operations and special events and programs.

Facilities

The Boone Campus includes more than a thousand acres and the historic Boonesfield Village in Defiance, Missouri. The Village is made up of more than 15 historical buildings and shops.

Assumptions

1. The Boone Campus initiative will continue to draw a substantial tourism business, which will help defray development and maintenance costs.
2. The NCSACV will continue to attract regional and national attention and will eventuate in sizable gifts from benefactors with commitments to the precepts of the Center.
3. The Boone Challenge Semester will be operating in full form as a unique experience in American higher education by the fall of 2004.
4. Tuition revenues will become a significant source of income from the Boone Campus operations by 2008.

Recent and Ongoing Developments

ACADEMIC PROGRAMS

- Museum Studies Minor has been approved in the humanities division. ‘HIS 386, Introduction to Museum Studies’ will be offered at the Boone campus again this fall. Students will do the bulk of the Museum Studies Minor at the Boone campus, receiving hands-on experience with the collection.

- Summer archeology class is underway.
- The MFA student has completed the pottery shop & kiln and has finished several period-correct pieces, now being sold in the museum shop.

HISTORIC INTERPRETATION/RESEARCH

- The Campus opened for the season on March 1st.
- Research regarding Daniel Boone & the Boone property continues into the Draper Manuscripts – the purpose to further verify and document the interpreter scripts as well as seek out new information.
- First person interpretation continues to be developed to enhance the visitor's experience.
- Archive area developed in Stake House for Boone family genealogy research. Resident historian Ken Kamper has been examining Price-Loyles archives for further Boone family information.

ACQUISITIONS

- A cane, said to have belonged to Daniel Boone, was given to the Boone Home in January of 2003.

COLLECTIONS MANAGEMENT

- Over 400 objects in the Price-Loyles Collection have been cataloged and entered into the computer collections database.
- All windows covered in Boone Home & Stake House to minimize light damage.
- Storage areas improved in Stake House.
- Other preventative measures and light conservation work done to protect objects on exhibit and in storage – appropriate materials such as acid-free boxes and tissue used to properly store archives and three-dimensional objects.
- Inventories monitored in all buildings on the property.

SMITHSONIAN AFFILIATES PROGRAM

- We have been asked to submit additional information on our application. They are especially interested in understanding the ways in which we handle, store and exhibit our artifacts. Their standards and guidelines have specific standards, which we do not meet in all of our buildings.

SPECIAL EVENTS

- In April of 2003, we held the Spring Music Festival

PUBLIC RELATIONS/TOURISM MARKETING

- *Missouri Life* will feature an article about the Boone Campus in an upcoming issue.
- The Boone Campus will be represented at a meeting of International Tour guides in May.
- The National Rural Letter Carriers Association, Washington, DC, will produce a 100th Anniversary video using Boonesfield Village as a stage.

- London Weekend Television is producing a documentary on the History of the English Language and how it has developed around the globe. Lord Melvyn Bragg will present a portion of this series on the Boone Campus property.
- Several companies have contacted us for consideration of producing a documentary about the Boone Home and Campus.

FUNDRAISING

- The Director of Institutional Advancement is working on a grant from the National Endowment for the Humanities targeting improvement projects for the Boone Home and Collections. Projects would better prepare the Campus as a future Smithsonian Affiliate

WEDDINGS

- Weddings are now getting underway for the spring season.

OPERATIONS

- Chapel floor has been varnished.
- Theater has been painted.
- In process of moving equipment into Craftsman Center
- Supplies and lumber from workshop moved from storage sheds into new Craftsmanship Center and Storage Barn.
- Industrial shelving added to storage barn.
- Storage sheds being dismantled as they are emptied.
- Craftsman Center has been tied into the septic system at Van Bibber.
- Security has been tightened with checklists and alarm updates.
- Donated Ford Truck has been repaired and licensed.

GROUND

- Interpretive vegetable garden is planned for Stake House yard.
- Interpretive fiber garden planned for area near School House.
- Paths have been repaired for safety of visitors.
- New drainage installed in certain spots to prevent path deterioration.
- 2 storage sheds have been torn down, others in progress.
- Eagle Scouts have donated projects – wooden benches & picnic tables to enhance visitor picnic areas.

One-Year Action Plan for 2003-04

- The goal for this year is to maintain the property and clean up the years of accumulation that must be done before taking on any new major projects.
- Van Bibber will offer farming with popcorn, bean fields and a heritage garden of traditional plants.
- Storage barn beside blockhouse will be dismantled. The barn will be enhanced with a fenced-in pasture to allow for grazing.

- We are considering Cotswold Sheep as a potential animal to have on campus. These sheep are known to have come to Missouri from Kentucky in the early 1800s. Cotswold fleece is known for easy spinning and will be used as part of our interpretation and living history activities in the Village.
- Wood Pole Barn is under consideration to be installed on the backside of the Storage Barn for lumber.
- Landscaping and driveways into the building will complete the Craftsmanship Center project.
- New paths into Van Bibber from parking lot are being considered. Grading needed in this area as well.
- Boone Home updates of a new roof and improved air system. The roof will be a shake style using cypress for longevity. The air system is needed to better control humidity to protect the artifacts.
- Boone Home gutters need shields installed to eliminate regular cleaning, as they are difficult and dangerous to approach.
- Electric and plumbing/sprinkler systems need inspection.
- Borgmann Mill windows must be secured and clapboard repaired in preparation for the move to its permanent location. Site to be determined.
- Vinegar Mill will be installed with some pieces missing to better represent operation.
- Post Office needs wood stove or heater.
- Smoke house needs tuck-pointing and fire pit added for the smoking process.
- Engledew porch: Add benches and hanging lanterns.
- Finish Lower Level of Engledew as meeting room: Ceiling, flooring, lighting and kitchenette.
- Grading needed in several areas. Many dead trees and rock and brush debris will be removed from border of the Village.
- Small Outbuilding next to Stake to be removed to Craftsman Center as a learning project in restoration.
- Arbor benches need restoration and weather protection.
- Well needs tuck-pointing and the top installed for safety.
- Detached kitchen needs weather protection.
- We will repair the roof of the Stake House boiler room.
- Stake ramp/path needs tuck-pointing.
- Chapel boiler needs shed built to protect it from weather.
- Chapel sprinkler needs two heads installed
- Cabinet Shop needs all windows stabilized, chinking repaired, ramps on back rebuilt, and weather treatment. Several leaks need to be explored and repaired.
- Chicken Coop will transform into Landscaping Shed. New roof, siding and drive in door are needed to complete this.
- Potter's Kiln Yard Shed built. This is the only building project and quite necessary to complete the Potter's Operation. The kiln and wood need protection from the weather and using tarps is a terrible eye sore. Pottery is very popular with the living history camps and can be used for classes through L.U. School House needs weather protection.

- Gas tanks will be moved to Storage Barn and Propane Tanks should go underground.
- Scouts will clear brush along the stone wall north of Sappington Dressel House during music festival. This will be a service project in exchange for camping on the property at the Boy Scout camp the same weekend.
- Spring needs engineering plan to prevent further sinking.
- Carriage House Roof will be repaired.
- Path in Museum Shop and path to Boone Home need to be replaced.
- Will meet with Boone Society in May to discuss 2004 Boone Family Reunion in St. Louis.
- 2003 Special Events will include the following: September 27-28 – Pioneer Days; October 26 – Daniel Boone Birthday Party; December 5, 6, 12,13 – Candlelight Tours.

Educational Action Plan for 2003-04

- Summer YMCA Living History Camps set for June & August. Plans to offer a similar program to an open registration are being discussed.
- The Education Division will conduct classes on character education for teacher-education students this summer and fall.
- “Scouting the Boone Home” workshop has been planned for this summer, in conjunction with the Department of Conservation. The workshop, targeted to education graduate students, will explore further experiences for school children at the Boone Home.
- The Institute for the Study of Economics and the Environment will schedule at least three internationally recognized speakers on environmental issues.

Five-Year Goals for 2004-08

- Plans for Boone Challenge Semester for 2004 are underway. We will offer a unique opportunity for students that will challenge and develop the whole person as preparation for the new frontiers of the 21st century.
- We will develop effective regional and national marketing to bring some of the nation’s top undergraduate and graduate students to the Boone Campus for a semester or more of immersion in the site’s unique heritage and culture.
- The Development Office will pursue several additional grant opportunities, targeting mainly private sources with particular interests in the themes of the NCSACV.
- We will augment programs and events for each of the cornerstones of NCSACV, but particularly for the newest component, Ethics, Faith, and Spirituality, which we will develop in tandem with our Christian Ministry Studies curriculum.
- The Institute for the Study of Economics and the Environment will seek sufficient benefactor support to become self-sustaining as a research, educational, and policy development enterprise.

Future Directions

Boonesfield Village will continue to grow in both features and stature, and it will reach a level of recognition and acclaim comparable to that of the Old Sturbridge Village (Massachusetts). However, in contrast to the Sturbridge project, Lindenwood's historical village will become better known for its distinctive contributions to higher education and scholarship in the areas of American Studies and Character Development.

Student and Program Support

Academic Services

Statement of Purpose

The Academic Services Office is dedicated to creating a positive, people-focused culture and operational excellence at Lindenwood University. This division provides services for all student populations, support to the administration, faculty and staff, and fosters communication between all academic and student services.

Responsibilities

Responsibilities of Academic Services include

Management of all registration services:

- Grades and transcripts
- Student information for mentoring program
- Progress reports
- Streamlining transfer process
- Degree audits and graduation certification
- Classroom utilization
- Government reporting and institutional surveys
- Certification of athletic eligibility
- Veterans Affairs Coordination
- Enrollment verifications and loan deferments
- Management and processing of course schedules
- Database management
- Honors Convocation Ceremony
- Baccalaureate and Commencement Ceremonies

Development of an improved level of academic advising and mentoring for our students on campus and at off-site locations:

- Academic Advising and Mentoring:
- Early identification of "at-risk" students
- Assignment of mentors to students encountering academic difficulties
- Retention of students through early intervention of roadblocks to success
- Facilitation of response to special academic needs of students

Personnel

The Academic Services team includes Director of Academic Services, Registrar, Associate Registrar for Student Services, Assistant Registrar, Director of Records, Admitting Coordinator, and two Data Coordinators.

One-Year Action Plan for 2003-04

- Enhance support for at-risk students and students with learning disabilities, to increase the success rate in the student population (associate registrar, mentoring director, team; 9/03)
- Evaluate and improve advising, tutoring, student retention mechanism, to augment the success rate of first- and second-year students, in particular (associate registrar, mentoring director, team; ongoing)
- Integrate technical advances into everyday operations, to improve services, advising, registration, record keeping, report generation, degree audits, and VA certification, to boost our competitive edge and increase customer satisfaction (director; admitting coordinator; 9/03)
- Establish six additional articulation agreements with partner schools, to increase recruitment of quality students and facilitate the transfer process (director of records, provost; 5/04)
- Renovate of the Academic Services office, to make the operation more customer friendly and accessible (director, team; 9/03).
- Install and implement effective digital imaging system, to increase the effectiveness and efficiency of document handling (director, information services director, provost; 8/03)

Five-year Goals

- Continue to improve the retention rates for all student populations
- Refine institutional research in order to support our managed enrollment, one that reflects in size and quality the vision of Lindenwood
- Maintain and improve the people and technical connectivity of the off-site locations
- Work with other departments and divisions to improve effective space management of classrooms and other scheduled spaces

Future Directions

We will continue to review and or revise, when applicable, all programs, policies, and procedures that lead to our students' success.

Multidimensional Support Services: In our undergraduate program, we will help all students reach their full potential by providing a multifaceted, supportive learning environment in which we strive for both disciplinary competence and education of the whole person. This is one of the many tasks of the Associate Registrar for Student Services. The latter works closely with the following team members to promote success: Director of Athletic Success, Director of Campus Life, Director of Student Success, and Director of Leadership. This group works in concert to identify and mentor students who are having difficulties. Students who participate in this program have shown increased academic success.

Admissions

Mission

The office of admissions serves the University mission by identifying and enrolling talented students of all ages who will benefit from our many programs of study and co-curricular activities. A special emphasis is placed on major involvement of all faculty, staff, board members, alumni, and friends to identify talented prospective students of all ages: "The admissions office is not the entire University. The entire University is the admissions office."

Personnel and Facilities

The Welcome Center houses all of Admissions' main offices, with work station capacity for more than fourteen admissions representatives as well as international student admissions, the dean of admissions, assistants, and other clerical staff. All representatives receive cross-training in order to work with all students and represent all program formats. The campus switchboard, 949-2000, and main admissions telephone, 949-4949, are also housed in the Welcome Center. Satellite sites are served by on-site representatives.

Current Staffing According to Counselor's Area of Emphasis

The Dean of Admissions oversees all admissions areas:

Personnel Responsible for Traditional Undergraduate Students

three full-time Assistant Directors of Admissions
one full-time Counselor
four and three-quarters time equivalent Admissions Representatives, coaching one sport
11 part-time equivalent coaches, (staff and faculty with recruiting responsibilities)
four part-time staff in cheerleading, dance, and bowling with recruiting responsibilities
two full-time administrative assistants

Personnel Responsible for Adult, Corporate and Graduate Students

one full-time Director of Adult, Corporate and Graduate Admission
one Assistant Director
one full-time Counselor
one full-time for Counselor for Military Affairs
two full-time Admissions Representatives
one and one-half time Admissions Representatives split emphasis with Day Admissions & management of South County
one and three-quarters time Corporate Relations Manager
three-quarters time clerical assistant
two part-time Adult Student Assistants maintaining offices at O'Fallon and Washington, MO, sites
one full-time Counselor/Manager at West Port site and 1 at Wentzville site

International Admissions

Director for Institutional Research and Innovation
three Graduate Assistants

One-Year Action Plan for 2003-2004: Traditional Undergraduate

- Reach resident student enrollment capacity with the most talented students identified (team; ongoing)
- Continue to enhance student referral initiatives through closer, ongoing contact with all full- and part-time faculty, staff, and current students (J. Guffey/Hollander; ongoing)
- Enhance and strengthen undergraduate student ambassador program (J. Guffey; 11/03)
- Continue to update recruitment materials and website with major emphasis on professional public image branding across all programs (J. Guffey; 10/03)
- Establish greater stratification of institutional funding (J. Guffey; 08/03)

Five-Year Goals for 2004-08: Traditional Undergraduate

- Continue and strengthen all current initiatives, especially in prioritization of applicants
- Gradually reduce general institutional aid provided to allow for greater stratification
- Continue to implement creative recruiting initiatives, such as the Pork-for-Tuition and Rural Teachers Scholarship programs

One-Year Action Plan for 2003-2004: Adult, Corporate, and Graduate Admissions

- Continue growth pattern across all degrees and formats
- Continue and enhance emphasis on retention of potential continuing students through degree programs; student re-enrollment efforts through advisors; corporate relations team to meet needs of area business
- Continue to update recruitment materials and website with major emphasis on professional public image branding across all programs
- Continue establishment of satellite-site recruitment efforts

Five-Year Goals for 2004-08: Adult, Corporate and Graduate Admission

- Continue and strengthen all current initiatives, especially in prioritization of applicants

Ten Year Vision

We will continue aggressive recruiting efforts in all admissions areas. We will strive for a reduction in general institutional aid while continuing to assist exceptional students with need.

Athletics

Statement of Purpose

The purpose of the Intercollegiate Athletics Program is to provide a variety of extracurricular activities for Lindenwood University students in order to help establish a strong sense of University spirit and pride. Intercollegiate athletics is an integral part of meeting the learning goals of Lindenwood University. It supplements classroom instruction by providing outlets for physical and intellectual growth of students, for development of proper citizenship traits, and for significant learning experiences within the broad range of human values.

Students Served

The present components of the program are 19 men's sports and 18 women's sports. The men's sports include Baseball, Basketball, Bowling, Cheerleading, Cross Country, Football, Golf, Indoor Track and Field, Lacrosse, Outdoor Track and Field, Roller Hockey, Soccer, Swimming and Diving, Tennis, Trap and Skeet, Volleyball, and Wrestling. The women's sports include Basketball, Bowling, Cheerleading, Cross Country, Field Hockey, Golf, Indoor Track and Field, Lacrosse, Lion Line Dancers, Outdoor Track and Field, Soccer, Softball, Swimming and Diving, Tennis, Trap and Skeet, and Volleyball.

During the 2002-2003 school year a total of 920 student athletes participated in 33 sports, and 73 students participated in our Athletic Training program, which complements the Athletic Programs. In 2003-2004, Ice Hockey and Water Polo will be added for both men and women.

Personnel

The Athletics Program is staffed with an Athletics Director and 22 staff members. Of these, 17 are full-time employees and 5 part-time employees. All full-time coaches teach, work in the Admissions Office, or have other staff duties in addition to their coaching responsibilities. Twenty-one Graduate/VA Assistants are involved in the Athletics Programs or in the Athletic Training Program.

Facilities

The Athletics Program currently has the following facilities:

- Hunter Stadium has an Astro Play surface and a 6,000-person seating capacity. It is utilized by the Football, Soccer, Lacrosse, and Field Hockey teams.
- The Field House contains a classroom, locker rooms, coaches' offices, and an Athletic Training facility.
- The Fitness Center includes a three-lane indoor jogging track, weight equipment and machines, aerobic equipment, and a 20,000 square-foot weight room. The

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Center is used by students and all athletic teams, including the Lion Line Dancers, Spirit Squad, and Cheerleaders.

- Hyland Performance Arena is a 10-million-dollar, 3,000-seat arena that houses Men's and Women's Basketball, Volleyball, and Wrestling as well as Cultural, Dance, and Fine Arts events. The facility has offices for six coaches, three Athletic Trainers, two Dance and Fine Arts professors; also, three classrooms, a conference room, an Athletic Training Facility, and a 5000 square-foot VIP lounge.
- The Baseball and Softball fields are modern and laser leveled.
- The Outdoor Track and Field facility is new and contains an eight-lane all-weather track surface plus additional throwing, jumping and vaulting areas. The track and field facility will be utilized by the Track and Field team but will also be available for use by students for intramurals and other activities.
- The Practice Field is located inside the new track and has a grass surface suitable for use by the Football, Soccer, Lacrosse, and Field Hockey programs. The field will also be used by students for intramurals and other activities.

One-Year Action Plan for 2003-04

- Continue to support 37 intercollegiate and sports programs on the varsity level and encourage the support of 36 freshman and or developmental programs, to increase recruitment and development of varsity-level athletes (Creer/team; 5/04)
- Add Men's and Women's Ice Hockey and Water Polo as intercollegiate sports, to increase opportunities for student involvement in intercollegiate sports (Creer; 9/03)
- Upgrade the Fitness Center with additional weights, fitness machines and general repairs/painting, to improve appearance and service for both students and athletes (Creer; 9/03)
- Enhance bleachers at Hunter Stadium, to improve appearance and safety (Creer/Mueller; 6/04)
- Fix sound system at Hunter Stadium, to improve sound in stadium and prevent sound interruptions (Creer; 8/03)
- Build new softball field, to replace current softball field and make room for new dorm parking (Creer/J. Mueller; 12/03)
- Explore possibilities for trap and skeet shooting facility training facility, to promote the program and decrease costs (J. Mueller/Steenbergen; 8/03)

Five-Year Goals for 2004-2008

- Continue to encourage participation at the Varsity and Junior Varsity levels in all sports
- Strive for higher academic performance by student athletes
- Implement Intercollegiate Ice Hockey and Water Polo for men and women
- Continue awareness and compliance with gender equity issues

- Maintain an ongoing outstanding coach-player ratio in the athletic program – one that will encourage students to know that they will get individualized instruction if they choose Lindenwood University
- Continue improvements to Hunter Stadium and the concession area
- Create a cross country course on the campus
- Construct an Natatorium facility on campus
- Construct an Indoor Track and Field facility on campus

Bookstore

Mission

The mission of the bookstore is to provide students with access to the books and supplies they need to succeed in college.

Personnel

The bookstore is staffed with one business officer, two salespeople; one salesperson is for the lower level, so he/she can help with the processing of the books, while the other salesperson operates the cash register and prepares merchandise for sale of emblematic merchandise. Also, there are two graduate students who assist the salespeople in everyday operation.

Facilities

The bookstore is housed in Units A and B of the Lindenwood Mall. Storage, wall, and shelf spaces are fully utilized. The bookstore sells branded clothing, branded novelties, and amenities, as well as books and academic supplies.

Assumptions

1. Non-textbook sales will constitute a progressively larger proportion of the bookstore's annual revenues.
2. Increasingly often, students will purchase their books from online vendors or via telephone orders to the bookstore.

One-Year Action Plan for 2003-2004

- Improve the selection of merchandise, to increase sales volume (manager; ongoing)
- Improve fixtures for our part of the annex (manager; J. Mueller; 01/04)
- Reduce the number of returns by providing more effective sales guidance at initial purchase (team; ongoing)

Five-Year Goals for 2004-08

- Continue promotional brochures and catalogs to be printed and sent out to students and alumni
- Improve the fixtures in the book department with metal and wooden gondolas
- Improve the fixtures in the student and administrative department for supplies to wooden fixtures
- Improve the décor in the lower level walls, ceiling and etc.
- Improve the lighting in the southwest parking lot and rear of bookstore
- Become more computerized in the ordering of books, new and used
- Increase the marketing of books to off-campus students

Ten-Year Vision

If space is available, we would like to move the bookstore into the Spellmann Center. This would afford the bookstore more exposure to the students, faculty, administration, and visitors. We would also like to develop a larger area for computers and computer accessories.

Business Office

Statement of Purpose

The Business Office is student-oriented and focuses on accurately charging and collecting. In this role, the Business Office maintains critical communication between the student and other departments such as Academic Services, Financial Aid, and Housing.

Personnel

The Business Office personnel currently consist of nine full-time employees (including the Business Office Manager). Primary responsibilities include the following: collection of student accounts, management of deferred payment plans, processing student Perkins Loans and student refunds, overseeing the authorization of transcripts and diplomas, corporate billing, daily cashier activities, and processing of student work-and-learn hours.

The Controller's Office is staffed by the Controller/Chief Financial Officer, five full-time employees, and one part-time employee. Primary responsibilities involve management of student billing cycle, student account data, student refunds and federal work-and-learn checks, accounts payable, employee payroll and benefits, accounts receivable and accounts payable systems, and the general ledger. Additional duties include preparation of quarterly and annual budgets and financial reports, management of cash and investment, maintenance of fixed asset records, and oversight of internal audits and financial-aid record keeping.

Facilities

The Business Office is located on the main floor of Roemer Hall. It occupies nine rooms with two cashier windows and a vault.

Assumptions

1. There will be continued growth in the student body.
2. Our technological systems will improve.
3. Business Office personnel will continue to improve their skills.

One-Year Action Plan for 2003-2004

- To convert all student payment plans to our direct debt plan, to reduce default of payment plans (Kapeller; 6/04)
- Reduce the current percentage of accounts receivable by 10%, to save time spent on collection efforts (Kapeller;06/04)
- Purge inactive student accounts, to reduce confusion (Jackson; 06/04)
- Upgrade information systems between Financial Aid and Business Office, to improve communication (Kandel; 06/04)
- Research and propose an addition of hardware and software in Controller's Office, to enable more efficient responses to inquiries (Kandel; 06/04)

Five-Year Goals for 2004-2008

- Enhance current computer software to enable integration with other departments on campus, which should improve communication between departments and student service satisfaction
- Review the possibility of implementing additional services that would be available to students
- Enhance the role of human resource management
- Propose and prepare a manual for each department for Business office procedures
- Implement a Lindenwood University direct student loan program for Graduate Students.
- Implement an online billing and payment system

Future Directions

In the next decade, the Lindenwood Business Office will implement a direct student loan program for undergraduate students. Through careful and responsible financial management, it will also facilitate enough cash flow to enable the University to remain debt free.

Career Development

Statement of Purpose

The Career Development Office at Lindenwood University exists to support and strengthen the university's academic programs by designing, implementing, and managing services, programs, and systems that meet the career development, employment, and future educational needs of students and alumni. We recognize the individuality of each student and provide personalized, professional service. In addition, the Career Development Office strives to build connections within the university community as well as with local, national, and international employers.

Students Served

The Office of Career and Development is open to all Lindenwood University students and Alumni.

One-Year Action Plan for 2003-2004

- Launch on-line resume database, to help candidates receive greater amount of exposure to potential employers (Wehrli; 03/04)
- List all part-time, full-time, volunteer and internship opportunities online, to afford candidates 24-hour access to employment opportunities (Wehrli; 05/04)
- Coordinate summer Education Job Fair open to all students and alumni, to help teacher candidates receive contracts (Wehrli; 04/04)
- Co-coordinate "Leap into Leadership" recognition luncheons, to ensure that students receive positive reinforcement from the University (Wehrli; 04/04)
- Conduct seminars for all COL 110 classes to introduce TAP program and teach resume/job search skills, and to encourage students to begin preparing for career from the time they begin classes at Lindenwood (Wehrli; 09/04)

Five-Year Goals for 2004-2008

- Construct Career Library
- Increase on-campus interviewing opportunities

Financial Aid

Mission

The primary service of the Financial Aid Office is to serve as the financial assistance resource service center for all students requesting assistance in meeting the cost of their education. More specifically, it is to provide a broad range of services within its available resources—ranging from assisting the student in filing the Free Application For Federal Student Aid, to applying for a Stafford loan, or establishing an individual

financial plan guiding the student through the time period required to achieve his/her educational objective.

Personnel

Employees of this office consist of the Director of Compliance, Director of Financial Aid, Director of Financial Aid Planning, two Financial Aid Technical Officers, and three Financial Aid Student-Services Officers.

Facilities

The office is located in the lower level of Roemer Hall.

Assumptions

1. The services of the Financial Aid Office will be in very high demand for the foreseeable future.
2. With the continued growth in enrollment, the Financial Aid Office will serve in excess of 7500 students in the 2003-04 academic year – against the backdrop of a sagging economy.

One-Year Action Plan for 2003-04

- Convert financial aid database to new software, to increase efficiency and service to students (Computer Services; TBA)
- Train financial aid staff on new software, to increase service to students (Computer Services; TBA)
- Continue to utilize electronic services available through Net Wizard and Wiz Kid, to provide greater service and quicker delivery of funds to students (Team; ongoing)
- Update Financial Aid Web page on a monthly basis, to offer more current information to students and potential students (Ziegenfuss, McCullough; ongoing)
- Continue to use the Department of Education electronic return of Title IV aid software, to increase accuracy and efficiency in the return of Title IV aid (Ziegenfuss/McCullough; ongoing)
- Install electronic NASFAA encyclopedia, to increase accuracy in disbursement of Title IV aid (McCullough; ongoing)
- Strengthen training/cross-training for all financial aid staff, to better meet student needs

Five-Year Goals for 2004-08

- Continue to upgrade technological capabilities to further enhance services to students (e.g., electronic entrance and exit counseling, electronic filing of FAFSA, etc.)
- Continue to work closely with all Lindenwood University administrative offices to more effectively and efficiently serve our students in a proactive manner

Future Directions

The University has grown dramatically in recent years -- and will continue to do so -- by providing first-rate educational programs at affordable prices. Increasingly, the demand

for an “improved” and “strengthened” customer service component grows daily and will continue to do so. It will become more and more difficult to “sell” first rate educational programs which are not user friendly, highly accessible, and actively and constantly seeking new ways of marshalling their resources to provide such first rate service. In a manner of speaking, one could almost say that the challenge facing the Financial Aid Office will be to proactively anticipate problems, impediments, and bottlenecks. The office will also bring its full range of resources to bear upon such situations to prevent them from ever developing into truly systemic problems that impede our purpose.

Information Services

Mission Statement

The Information Services (IS) mission is to advance the principles of Lindenwood University by providing superior Information Services support to our students, faculty, and staff through teamwork and innovation. Our goal is to help develop students who are well educated, socially enlightened, and morally centered citizens ready to take their place in the global community. Toward that end, Information Services focuses specifically on the talents, interests, and needs of our student charges. In them we encourage adaptive thinking as well as support and encourage their development of problem solving skills with the future in mind.

Tasks

The IS Department is a demand-oriented body. It is tasked with providing services and technical support for Lindenwood’s satellite campuses as well as the main campus in St. Charles. The Department currently provides daily support for 2,500 student-related computers and associated equipment as well as the electronic devices of more than 400 faculty, staff and support employees. We also maintain telephone services and cable television support, Web innovation and support, Database design and support, and audio/visual support and High-tech classroom support for an equal number of students, faculty, and staff.

Students Served

Last year the six-member IS team and its work-and-learn associates processed 5,491 trouble tickets, installations, deployments, and reconfigurations. Our anticipated annual workload closely tracks university expansion as well as reflecting public domain technological advances that require us to “fine tune” our operation as the situation warrants. Our group is scheduled to cover network redesign and restructuring, network failures, and other planned or unplanned tasks.

Personnel

The Information Services Department is structured as follows:

The Director of Information Services is responsible for the direction, budgeting, planning, negotiating, purchasing, implementation, operation, and support of all technology deployments at Lindenwood University. Subordinate to him are the Associate Director, Network Administrator, Assistant Network Administrator, Web Design and Development Coordinator, User Services personnel, and the Information Service Administrator.

Assumptions

1. Information capture and delivery continues to evolve at a rapid rate. Remaining abreast of technological advances requires constant situational awareness and training by IS Department personnel.
2. The IS Department's unique role within the University assures that students, faculty and staff of Lindenwood University are always apprised of technological advances, and provided state-of-the-art equipment, and software upgrades by selecting, organizing, and evaluating new equipment and product information on a routine basis.
3. The constantly changing information, technological and research environment requires flexibility in staffing, training, and allocating institutional resources in a manner that ensures consistency in both methods and delivery.
4. Rising user expectations always incite increased demands on resources.
5. Information resources costs increase at relatively the same rate that technological development advances. New products bring new demands that require more resources that require more information, etc.
6. Resource sharing will always be an important way to satisfy demand while keeping costs in check.

Ongoing Objectives

- Enterprise Resource Plan – ERP Is a consolidation of all databases to a single platform
- Bandwidth – expanding the Lindenwood CAN to support ever-increasing net loads and peak demands
- Document Imaging – Providing the faculty and staff with the capability of seamless document copying, storage, archiving and retrieving of the thousands of documents generated within the confines of Lindenwood University every week.
- Distributive Technology - connectivity to Lindenwood's expanding number of satellite campuses and remote sites
- Safeguards – providing both internal and external safeguards to defeat known and potential threats to the integrity of our administrative and financial data

- Technical Training – Provide the ability and means to train our students, faculty and staff to obtain the maximum value from our networks, systems, software, and equipment
- Distance Learning – allows Lindenwood University to reach out to the community by making available online learning, registration, interactive information, and any other resource deemed important enough available to the larger community via the Internet. Already the IS Department supports interactive lessons and information links between students and faculty and specific computer-held learning material through use of our network resources. Using video classrooms and available interactive technology could provide Lindenwood with the capability to “broadcast” classroom lectures and provide parents and alumni with both live and archived sports contests via both the Internet and our CAN. The ability of the IS Department to support and develop new links between the University and virtual resources is dependent on the future availability of both bandwidth and server capacity
- Streaming Audio and Video – Eventually the IS Department hopes to deploy streaming Audio and Video capabilities to the Lindenwood intranet to provide more capable and exciting virtual information to the students residing in University housing and Internet users. Streaming Audio and video would provide Lindenwood the capacity to virtually reach out to rural areas without the capital expense of physical classrooms and teachers. Again, this concept is dependent on server capacity and bandwidth availability

One-Year Action Plan for 2003-04

- Continue implementation of the IS infrastructure for campus and intercampus connectivity, to increase student, faculty, and staff satisfaction (Bush; ongoing)
- Continue to fine tune our firewall project to limit both outside intrusions and inappropriate material from entering our intranet, to better utilize current facilities (Bush; ongoing)
- Complete Web development project, to increase usage by making it easier to navigate and broadening its scope (Bush; 07/03)
- Construct gift-pledge Web page, to increase donations to the University by making it convenient to pledge a gift (Bush; 07/03)
- Increase bandwidth for Internet and intercampus connectivity, to provide additional students with increased speed on the Internet as well as provide better connectivity for WebCT users and new programs that use streaming audio and other distance learning initiatives (Bush; 08/03)
- Make bookstore products available via Web page, to increase sales (Bush; 12/03)
- Implement new dialing plan for students, to consolidate numbers and make it easier for student to use the telephone system (Bush; 08/03)
- Implement document imaging system, to provide better document management and interoffice use of common database (Bush; 08/03)

Five-Year Goals for 2004 – 2008

- Implement the Distributed Technology Plan – This allows Lindenwood satellite campuses to connect to the Lindenwood University intranet in order to develop a seamless enterprise network capable of supporting all our campuses from a single site.
- Improve student email – Develop and deploy manageable, maintainable, controllable, and secure system for our students to communicate with each other, the faculty and staff, and well as the “outside” world without adversely affecting or diminishing the available bandwidth and computing power of our existing and anticipated network resources
- Enhance distance Learning – will come in five forms: One, it allows Lindenwood to reach out to the virtual community by making available additional online learning classes. Already the IS Department supports interactive lessons and information links between students and faculty and between students and specific computer-held learning material utilizing our network resources. The hope is to expand this resource. Two, use of video classrooms and available interactive technology could provide Lindenwood with the capability to “broadcast” classroom lectures to other direct video sites. Three, we can provide the local community with videocassettes for home study. Four, we could broadcast video on our local Higher Education station. Five, we can provide students on the Internet the same video broadcast available through our two previous venues. The ability of the IS Department to support and develop new links between the University and virtual resources is dependent on the future availability of resources.
- Fully implement streaming audio and video services in order to provide parents and students with real-time audio of sporting events. We can provide students, parents and alumni with both live and archived sports contests via both the Internet and our Intranet.

Ten-Year Vision

Projecting what might or should be ten years in the future is a tentative undertaking within the realm of information technology. Current trends suggest wireless and infrared technology will replace hard-wired networks, and that current computer capacity is miniscule compared to the processors already being developed in manufacturing laboratories around the world. With that in mind, we will continue to provide the university with the latest technology available for our students – but always in the context of a cost-benefit analysis that prioritizes on the basis of Lindenwood’s mission and the students’ educational needs.

Institutional Advancement

Statement of Purpose

The responsibilities of the Institutional Advancement office encompass activities and programs that help foster understanding and support among the university's constituencies. The office stands as the fund-raising arm of the university and has direct contact with prospective donors, including alumni, foundations, corporations and friends.

Institutional Advancement articulates, facilitates, and encourages financial and other support for the enhancement of the University's capacity to fulfill its mission. The office provides a number of private support-related services that include endowment stewardship, administration and allocation of gifts and bequests, a fund-raising recording and reporting structure, development and enhancement of community relations, and planned giving programs and fund-raising for specific campus initiatives, including capital improvements.

Personnel and Facilities

The Institutional Advancement office is staffed by a Director of Institutional Advancement, Director of Development, Director of Community Development, Marketing Coordinator, Manager of Database systems, and one work and learn student. The office will seek a Director of Alumni during FY 2004.

The Institutional Advancement office continues to reside at 120 Kingshighway, adjacent to the Alumni Museum, which houses memorabilia and artifacts related to the University's history and heritage.

Assumptions

The office of Institutional Advancement serves the University twofold: a) as a gatekeeper for new funding sources and revenues that will advance the University's mission and b) as a liaison with established revenue sources. The staff continues to lead efforts in the following major funding priorities:

1. Annual Fund: The annual fund goal seeks funds to support increased student scholarship needs, which reflect our expanding student population and funds needed for campus operations;
2. Capital Needs Fund: Capital initiatives will require major gift solicitation from existing sources and newly developed donor bases;
3. Endowment/Stewardship: Securing the University's future through an enriched endowment program includes developing a strong supporter base that will shepherd the university and developing materials that will support this expansion.

Enhancing the efforts to reach funding expectations and needs in each priority will necessitate expansion in the following areas:

1. Increased frequency of publications for alumni and friend donor base
2. Development of new publications in areas of planned giving and capital needs
3. Increased usage of website on-line donation pages through awareness programs (Alumni page on website, repeat information in alumni newsletters)
4. Design of e-mail and internet alumni campaigns to enhance responsiveness to fund-raising projects
5. Institutional Advancement's continued maintenance and further development of a broadened base of donor/alumni information through records, alumni contributions through the Connection and other publications, and alumni meetings such as the Butler/Sibley Society Dinner, board meetings, receptions and other meetings
6. Increased use of one-on-one meetings and group discussions with prospective donors with planned giving interests as well as developing Planned Giving Council for Lindenwood, with representatives from legal, accounting, tax consulting and banking industries

One-Year Action Plan for 2003-2004

- Cultivate new donors for annual campaign through increased correspondence (letters/newsletters) (On-going by Team)
- Identify and recruit new corporate and foundation connections to increase funding revenues (On-going by Team)
- Expand endowed scholarship and Honors programs initiatives
- Attract major endowed gifts through increased friend and alumni efforts
- Increase alumni participation in fund-raising and event participation
- Strengthen community advisory groups to increase donor base
- Increase donor base for specialized programs: Daniel Boone and Village, Campus Ministries program, Campus capital expansion

One-Year Action Plan for Community Development

- Facilitate implementation of the potential partnership between Lindenwood and the U.S. Department of Energy in connection with the educational use of its Weldon Spring Site Remedial Action Project site
- Continue to cultivate, enrich, and initiate relationships and partnerships with the City of Belleville and its governmental and business organizations
- Pursue a potential partnership with the Show Me Aquatic Center project
- Strengthen and expand our partnerships with organizations and businesses in the growing municipalities of western and southwestern St. Charles County.
- Work with Lindenwood's National Center for the Study of American Culture and Values to seek partnerships and cooperative agreements with area organizations, groups, and benefactors interested in promoting the precepts and initiatives of the Center

Five-Year Goals

- Complete a \$100 million development campaign by the end of fiscal 2008
- Develop capital funding campaign to raise \$35 million for construction of residence halls and fine and performing arts center
- Increase endowment fund by \$10 million, focusing on planned giving programs (annuities, trusts, wills and bequests)
- Continue to raise annual fund goal of \$1.5 million per year
- Attract increased levels of funding participation by alumni, to achieve 15% rate of giving
- Enhance alumni giving through support and development of regional alumni associations
- Expand the major gift program by attracting corporate and/or foundation gifts of \$100,000 or more (3 per year)
- Increase Butler Society membership by three members annually
- Strengthen community involvement through the Board of Overseers and partnership opportunities with corporations and foundations (Anheuser-Busch Leadership Center activities)
- Reorganize the Board of Overseers so that the various Advisory Boards within that body become more actively involved with the academic programs, to provide information and networking resources for the development of new community partnerships

Future Directions

Today, Lindenwood University stands at record strength, with 2,450 students residing on campus and over 11,000 students enrolled in undergraduate and graduate classes, an endowment of \$23.5 million a recently completed campaign that resulted in construction of two new residence halls, a Performance Arena and a new Campus Center.

Lindenwood now stands on solid footing, with eyes looking toward our 200th anniversary, with a vision that will secure our academic prominence in the region and with leaders (Board of Directors, administration, faculty and staff) who can transform that vision into reality.

The Office of Institutional Advancement will move in these directions in the next decade:

- Develop long-range funding needs (capital, endowment) and identify major gift solicitations to secure needs
- Develop planned giving emphasis that will include increasing planned giving activities to targeted alumni and friend groups
- Develop stronger base of Lindenwood "friends" groups through increased referral base (from Board of Directors and alumni)
- Increase communications to alumni, friends and special constituencies through university newsletters, alumni phone-a-thons, and special requests

- Develop endowed chair program that will cultivate major gifts for faculty chairs

Leadership Center

Statement of Purpose

The Center's mission is to lead the academic community in developing young leaders by providing effective, comprehensive educational tools and services. We will guide our students in developing and executing a personal leadership plan. The program will involve many facets of teaching, coaching, and mentoring. We will help students build self-confidence, which is the cornerstone to successful leadership. We will teach the importance of ethics and integrity in every phase of our lives. Building character, self-discipline and nurturing the development of strong values will be the foundation of the program.

Candidate Pool

The Leadership Development program will conduct leadership conferences targeting coaches, student athletes, and the general student population in the university-based clubs and organizations. We will model and shape behavioral and attitudinal characteristics of all participants. It is important that our students develop and demonstrate positive character traits.

The four major programs in the Leadership Center are Career Development, Work-and-Learn, Community Work Service, and the Leadership Development Program.

Personnel

The personnel for the Leadership Center consists of four full-time employees: A Dean of Campus Life, a Director of Leadership Development, a Director of Career Development, and a Director of Work and Learn.

Facilities

The Leadership Center is located in Spellmann Campus Center.

One-Year Action Plan for 2003-2004

- Host leadership lectures during the academic year, to enhance leadership concepts and models (Hargrave/Wehrli; 02/04)
- Generate student involvement through developing organizations on campus, including FCA and Letter Winners Club, to promote leadership development in our students ((Hargrave/Wehrli; 02/04)
- Involve the Leadership Program alumni in activities as often as ities, to augment recruitment and retention (Hargrave/Wehrli; 12/03)

- Increase the student and faculty awareness of program, to enhance recruitment (Hargrave/Wehrli; 09/03)

Five-Year Goals for 2003-2008

- Integrate campus organizations and Community life classes for incoming students
- Utilize the corporate community to inspire our students toward success
- Increase alumni involvement in activities
- Help each student develop a strategy for success

Ten-Year Vision

The Leadership Development Program will be running like a well-oiled machine. Our students will be developing and executing a personal leadership plan. The Career Development Program and the Leadership Development Program will work hand in hand in a comprehensive initiative. The leaders we produce will have a tremendous impact in all aspects of our community

Library

Statement of Purpose

The Butler Library serves the curricular and research needs of the students and faculty of Lindenwood University. The Library staff performs acquisitions, preservation, circulation and bibliographic control of print and electronic resources that support the University's curriculum. Staff of the Library promotes use of these resources through direct user support services, formal bibliographic instruction and development of instructional aids.

Students Served

Butler Library is open 81.5 hours per week during the academic year and serves students, faculty, staff, alumni and administration.

Personnel

The current staffing consists of four professional librarians and two paraprofessional staff members responsible for reference, cataloging, bibliographic instruction, government documents, acquisitions, circulation, serials, and collection management.

Facilities

The facilities include the following:

- Card catalog

- Ten workstations that may also be used to access the library catalog via MOBIUS; the Internet; and the following databases: EbscoHost, Gale, FirstSearch, Standard and Poors, and ABC/CLIO.
- Workstations able to access OCLC cataloging, interlibrary loan and reference services
- Books, serial back files, other paper materials, and government documents (130412 titles)
- Theses collection (1200 volumes)
- Periodical collection (10,142 bound volumes, 2416 microform reels)
- Audiovisual Materials (1739 videos, cassettes, records, and CDs)

Assumptions

1. A strong electronic presence of libraries and library resources will continue to be the trend. As a result, the library can be most successful by considering cost-effective ways to bring the library to the student versus expecting the student to come to the library for any resources that may be available electronically.
2. The library must provide exceptional service by building better relationships with students and faculty and truly integrating the library into the academic process.
3. The library is a cost-center and must be diligent in identifying cost effective ways to provide service, as well as identify opportunities to generate revenue if at all possible.
4. The technology of information delivery will continue to evolve at a rapid rate and the library must stay aware of current technology and apply new technology when appropriate.
5. The library should take every opportunity to ensure students develop lifelong learning skills.
6. The library has a role in adding value to information by selecting, organizing, synthesizing, and evaluating information.
7. The library exists as a support function for the university. As a support function, the library staff must behave in a proactive manner to understand all aspects of its patrons' service and information resources needs and behave diligently in providing those services and resources
8. The constantly changing information, technological, and research environments will demand greater flexibility in staffing, training for staff, and allocation of institutional resources.
9. Resource sharing will continue to be an important way to meet demands and keep costs in check.

One-Year Action Plan for 2003-2004

- Install e-books and additional database offerings to supplement hard-copy collection, to provide a cost effective way to supplement the hardcopy collection and provide students with increased access to resources (MacDonald; 05/03)
- Conduct old-book weeding process, to make room for \$100,000+ in needed new-publication acquisitions (MacDonald; 12/03)

Lindenwood University Strategic Plan 2004-08

- Conduct ascension-list assessment in cooperation with external vendors, to update all collections, to (MacDonald; 09/03)
- Implement pre-cataloged-book system, to expedite the shelving and circulation of new titles (MacDonald; 08/03)
- i, to provide increased user satisfaction when they can actually access materials found in the catalog
- Clean up MOBIUS database, to increase the service level and access to resources for students (MacDonald; 08/03)
- Develop comprehensive training program for all library staff, to have a noticeably positive impact on workflow and will result in better service for students (MacDonald/Moore/Heritage/McWeeney/Hubenschmidt; 07/03)
- Develop implement plan to strengthen the web presence of the library, to give students improved access to the entire library collection (MacDonald/McWeeney/Hubenschmidt; 09/03)
- Develop and implement plan for reclassification, to give students improved access to the entire library collection (MacDonald/McWeeney/Hubenschmidt; 09/03)

Five-Year Plan for 2004-2008

As part of Butler Library's 5-year plan, the intention is to ensure library services are available to all users including residential or remote. This will be accomplished by relying on professional librarians to continue to develop marketing and instructional tools. It will also be accomplished by exploring new technologies like virtual reference and live online instruction. The goal is to integrate Butler Library and its services into all aspects and locations of Lindenwood University.

- Develop and implement an ongoing marketing plan for library resources and services
- Strengthen both formal and informal relationships with faculty, administration and staff to make the Margaret Leggat Butler Library a truly integral part of the educational process
- Continue to provide increased service and resources via the web
- Develop and implement plan to ensure archival collection is maintained.
- Continue to evaluate print collection and determine cost effective ways to supplement the collection electronically
- Develop subject specific instructional materials
- Increase professional and graduate-student staff to support added services

Ten-Year Vision

Operate in a proactive manner to understand new technologies and develop resources and services that continue to support the mission of the Margaret Leggat Butler Library and Lindenwood University.

Student Activities

Statement of Purpose

The Student Activities Program provides extracurricular experiences to broaden the University experience through participation in clubs, organizations, intramural programs, social events, and school spirit functions. While some non-traditional students are currently served, the program is essentially directed toward the more traditional, full-time residential student.

Activities planned or assisted by Student Activities include the following: movie nights, spades tournaments, trivia nights, karaoke nights, Midnight Breakfast, Butler Breakout (Finals Week), Homecoming/Parent's Day Weekend, LSGA Fall Festival, Organization Day, Spring Fling and Cotillion. Additionally, the Director of Student Activities oversees all campus activities, dealing mostly with recognized student organizations and clubs and assisting them in making their functions successful and appropriate. This includes ensuring the correct use of facility request forms and approval of flyers. Similarly, the Director of Student Activities attends Lindenwood Student Government Association meetings to aid in direction, answer questions, input suggestions or comments, and assist in making LSGA functions successful. Furthermore, the Director of Student Activities is also in charge of overseeing Butler Centre.

Staff and Facilities

Currently, Student Activities consists of one full-time worker, the Director of Student Activities. More than 30 work-and-learn students are also employed.

Assumption

1. Student Activities will become progressively more significant as the student population continues to increase and become more diversified.

One-Year action plan for 2003-2004

- Expand student activities in growth, quality, occurrence and diversification
- Make better use of student activities for not only retention but also recruitment through promotion with the radio station, TV station, newspaper and website
- Open a new Student Activities Center in the bottom floor of the Spellmann Center - This venue will serve as a connection center in which all prudent student activities information will be located.
- Add a Welcome Back Bash, Big Screen Movie Night and a Barbeque with Music to Welcome Week
- Continue to actively encourage the 65 recognized student clubs and organizations to become more involved in activity sponsorship
- Acquire and maintain a list of international student e-mails to achieve more efficient and effective communication of activities to international students

- Continue to develop international activities, specifically more off campus events for international students

Five-Year Goals for 2004-08

- Set up more labs similar to Butler Centre that will serve not only as a social outlet but also an academic venue. - As a result, the talents of our students through classes and internships will be better utilized.
- Work with Computer Services to get a campus-wide email system to achieve more efficient and effective communication between administration, faculty and the students

Ten-Year Vision

The Student Activities Office will continue to strive to meet the continually changing and growing activity needs of the student body.

Work/Learn

Statement of Purpose

The mission of the Work-and-Learn program is to provide students with the opportunity to develop strong work ethics in a variety of occupations and basic work skills that they can apply to themselves to be successful in the general workplace and community. This goal is in concert with the general university mission of educating and developing the whole person to be a successful and productive member of society.

Personnel

This department has a director, one graduate assistant and a number of Work-and-Learn students.

Assumptions

1. Lindenwood will continue to maintain a very large Work-and-Learn program to enhance students' character development, help students reduce the expense of a college education, and augment the staffing of the University in a responsible and productive way.
2. Time accounting will continue to be a challenge for the Work-and-Learn office and the work-site supervisors.

One-Year Action Plan for 2003-04

- The office will determine an efficient and effective means to automate the time sheet system to make it easier to track students' work hours and to allow students to view their progress at the earliest possible moment, while maintaining the security and integrity of the reporting system to prevent any "time sheet" fraud (Tadsen; 11/03)

Five-Year Goal for 2004-2008

- The office will consider combining several independent and separate student databases that now exist for Work and Learn, Financial Aid, Housing and mailboxes.
- The office will work with the Leadership Center to develop new ways of fostering leadership development via the Work-and-Learn program.

Five-Year Goal for 2004-2008

- The office will consider combining several independent and separate student databases that now exist for Work and Learn, Financial Aid, Housing and mailbox.
- The office will work with the Leadership Center to develop new ways of fostering leadership development via the Work-and-Learn program.

Facilities

Main Campus

Statement of Purpose

The facilities department has four primary roles within the University. This department not only maintains the physical plant of the University but also works continuously to enhance and improve the appearance and condition of the existing physical plant. These two roles are performed so that the primary activity of educating students may take place in a clean, safe, and fully functioning environment. The facilities department is also responsible for providing input for planning of new construction projects. This input is a vital part of the University's overall master plan. Finally, as new construction projects are implemented, the facilities department is responsible for overseeing the entire construction process. The combination of these four roles leads to achieving the facilities department's goals of exceeding the expectations of our customers and being able to attract new ones.

Students Served

This department serves each of the University's students. Residential students are served by the department's providing and maintaining housing facilities, recreational facilities, food service, telephone and internet access, mail room use, keys, and emergency repair. All students are served by classroom, computer, and administrative facilities.

Others Served

This department also serves the faculty, staff, and the community. The faculty and staff are supported by making sure they have a comfortable, safe, and efficient workplace. The community is served by having an aesthetically pleasing institution within their neighborhood and having the ability to attend events at a safe, well-maintained campus.

Personnel

The facilities department consists of 1 Chief Operations Officer, 2 directors, 1 manager, 9 maintenance/construction workers, 2 groundskeepers, 1 electrician, 1 plumber, and 6 housekeepers. Several students perform work-study duty for tuition credit by working for the Facilities Department in a number of cleaning or maintenance functions. Subcontractors are often hired for larger projects.

Facilities

Physical Plant

The main campus of Lindenwood University is comprised of 420 acres, 13 administrative/classroom structures, 12 dormitories, 75 mobile homes, 156 houses, 4 athletic facilities, and several other properties. These numbers change frequently, as the University continues to grow and prosper. Lindenwood's Boone Campus in Defiance, Missouri, spans more than 1,000 acres and includes twelve buildings for conferences, classes, and tourism.

Land: 420 acres located in St. Charles City and 1000 acres in St. Charles County

Administrative and Classroom Buildings: Roemer Hall, Harmon Hall, Butler Hall, Butler Library, Young Science Hall, Memorial Arts Building, Gables, Business Service Center, Southern Air (Wentzville), Lindenwood Cultural and Community Center, Visitor Center (Former Commerce Bank), O'Fallon Senior Center (leased space), Spellmann Campus Center, Field House, and the Success Center.

Dormitories: Sibley Hall, Ayres Hall, Parker Hall, Cobbs Hall, Irwin Hall, Niccolls Hall, McCluer Hall, Blanton Hall, New Men's Hall, Watson House, Eastlick, Stumberg

Mobile Homes: 75 mobile homes in LV2

Houses: Linden Terrace (83), Kingshighway Houses (4), Duchesne Houses (5), First Capitol Houses (64)

Athletic Facilities: Robert F. Hyland Performance Arena, Fitness Center, Hunter Stadium, Field House, Softball and Baseball Fields

Maintenance Facilities: West Clay maintenance building, First Capitol Drive facility, various storage garages around campus

Other: Presidents' House, Alumni House, Drive-in property, Frontage on First Capitol Drive, Lindenwood University Club, Commercial properties in First Capitol Drive Relocation area, Daniel Boone Home and Village, McGregor house and acreage, Vehicle repair facility on West Clay, Commercial properties near LUCC

Assumptions

1. All campus repairs are performed or contracted for with three goals in mind: quality work, cost effectiveness, and maintainance historical integrity of structure.
2. Student needs are a priority, and all maintenance requests related to a student's safety are given top priority.
3. The existing buildings require ongoing repairs and continuous improvement to maintain our standards.

One-Year Action Plan for 2003-04

Continue assessment/repair of all roofs, to eliminate water problems

- Continue assessment/implementation of tuck-pointing and sealing needs, to eliminate water problems
- Complete remodeling of Ayres Dining Hall, to provide additional 60 beds for men
- Complete remodeling of biology and chemistry labs, to enhance science department services (Heidelbaugh; 08/03)
- Complete construction of new residence halls C & D, to provide 360 additional beds allowing us to take multiple trailers out of service (J. Mueller; 12/03)
- Begin construction of new loop road, to provide access from newly aligned road through campus (J. Mueller; 06/04)

Five-Year Plan for 2004-08

- Construction of Dorms E and F, 180 students each
- Complete elimination of all trailers
- Termination of West Clay auto repair lease and demolition of building
- Construction of new Fine Arts Center
- Addition of new pedestrian pathways allowing better access to all parts of campus
- Finalize re-development plans for First Capitol area
- Continue to acquire new housing for married couples in Glenco area as necessary

Ten-Year Vision

- Complete entire master plan including construction of indoor track and indoor swimming/diving pool
- Demolition of Clark property buildings allowing construction of new North entrance and addition to Cultural Center
- Continue to perform routine maintenance on each building and system to extend the life of the facilities, ensure proper working conditions, and save resources

Belleville Campus

Lindenwood has become the only true bi-state university in the Missouri-Illinois region. Consistent with this expanded public-service role, we have entered into a three-way partnership with the City of Belleville and Belleville School District 201, which allowed us to purchase the historic 22-acre campus of Belleville West High School. Lindenwood has already begun offering classes at this location for graduate-education students and those enrolled in the LCIE program.

Personnel

Staffing for this campus will include a Director, a Manager, and maintenance, clerical, custodial, and security staff.

Facilities

There are over fifty classrooms available for use. These classrooms include science labs, computer labs, and multipurpose classrooms. There are three gymnasiums, an athletic field, a theater, a cafeteria, and ample office space for University operation.

Assumptions

1. Paying tenants will lease at least half of the available space for the next five to ten years.
2. The demand for Lindenwood courses and programs in Belleville will be very strong for the foreseeable future.
3. Community support for our Belleville programs will be very strong for the foreseeable future.
4. Numerous additional business opportunities in Southwestern Illinois will emerge within the next several years.

One-Year Action Plan for 2003-04

- Start additional classes in the fall for degree-completion courses and MBA courses
- Locate tenants for reserve space, raising funds to support fine arts and facilities programs (with the help of the City of Belleville)
- Establish partnerships with local businesses that result in tuition reimbursement for employees
- Significantly escalate our recruiting campaign in the Southwestern Illinois area to boost enrollments by at least 500% within the first year
- Start developing articulation agreements with Southwestern Illinois College
- Start asbestos abatement and selected demolition operations
- Start renovation and an upgrade of selected classroom areas

Five-Year Goals for 2004-08

- Lindenwood University will invest at least \$1.4 million in capital and technological improvements over the next five years.
- The Belleville site will become a full-service degree-completion campus with several full-time faculty members and support staff.

Future Directions

Lindenwood's physical and service presence will continue to expand in Southwestern Illinois, where our Belleville campus will serve as a higher education hub for students seeking four-year and graduate degrees. Increasingly, undergraduate students from Illinois will elect to pursue a portion of their college education at the Belleville site and the remainder at the St. Charles campus, as we establish several "internal articulation programs" that span the two campuses. At the same time, we will initiate a number of ongoing partnerships with businesses and organizations in the Belleville region.