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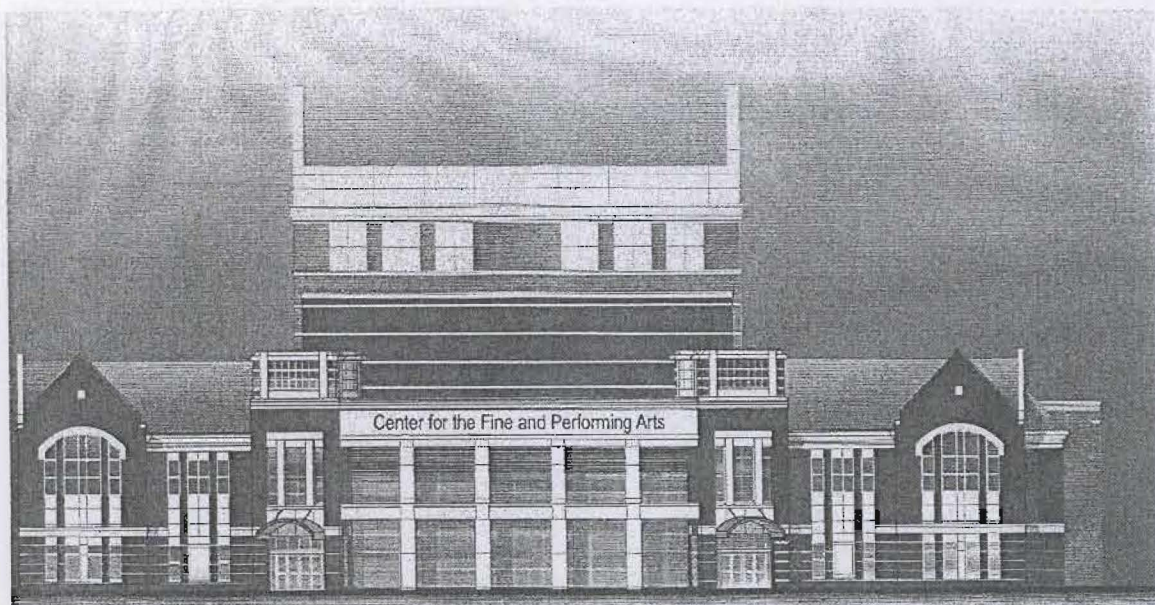
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STRATEGIC PLAN *Fiscal 2006* **Create the Future**

PLANNING PROCESS DOCUMENT

Values-Based

LINDENWOOD

University

STRATEGIC PLAN *Fiscal 2006*

July 8, 2005

Customer-Friendly

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Executive Summary

People We have just completed another record-setting year in numerous areas of endeavor, including increasing the faculty and student populations to all-time highs. The size of the student body grew to more than 13,000, and in fiscal 2006 we expect our student head count to pass the 14,000 mark, with more than 3000 students living on campus. We will continue to improve the successful student-retention initiative launched in Fiscal 2005. Freshman retention is improving, and we expect the graduation rates of last year's freshman class and future freshman groups to rise resultantly. The number of employees with faculty rank now exceeds 200 and continues to grow each year. We plan to hire faculty and staff at a rate that ensures excellent service for an ever-growing student population.

Programs Lindenwood will offer the second year of full Boone Challenge Semesters in the summer and fall terms of 2005-06, with many of the students residing on the Boone site. We will expand the historical village onto an adjacent 30 acres that we recently acquired. We will strengthen and more actively recruit through several formal partnership agreements with regional junior colleges – including Saint Louis Community College, SWIC, and East Central College. We will also be expanding our partnership with the College of Engineering of the University of Missouri – Columbia. Additional Asian and Central American initiatives are underway and promise an infusion of new student and professorial talent from those regions. Lindenwood's academic programs will continue to excel in quality as they grow in size and variety. A formal proposal for the Doctor of Management degree program will be constructed and evaluated for mission relevance and financial viability. As well, we will explore the feasibility of starting a Doctor of Education program to extend opportunities presented by our very successful Education Specialist program. We will also be taking the final steps in achieving national accreditation in Social Work from CSWE.

Facilities We will further expand and improve our Belleville campus, including acquisition of additional parking areas and conference and classroom space. We are especially delighted that we can proceed full-speed ahead with the refurbishing of the Lindenwood's theatre in Belleville, thanks to an extremely generous gift from the Kern family. The Brock Baseball/Softball Complex will be completed and will be the most impressive university facility of its type in this region. We will complete the remodeling of Hunter Stadium, break ground on a new Fine and Performing Arts Center, and firm up plans for commencing development of the Lindenwood Town Center.

Continuous Improvement This fall we look forward to a focused visit by a Higher Learning Commission team for purposes of reviewing our enhanced student retention initiative and the unique professional-development environment we provide for our professors.

Accredited Since 1918

Mission Statement

Lindenwood University offers values-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.

Challenges and Opportunities

We anticipate that Fiscal 2006 will bring many additional opportunities for innovative and progressive initiatives, including the following:

Accreditation:

- Host focused Higher Learning Commission visit in October, 2005
- Continue to build on the many positives cited
- Conduct remaining steps in CSWE accreditation
- Progress toward full membership in TEAC

Belleville Campus:

- Acquisition of additional property adjacent to the original Belleville Campus site
- Expansion of programs (Day College)
- Sale of Cafeteria Building to Illinois State Police
- Recruit actively through our partnership with SWIC
- Potential cooperative program in forensics with Illinois State Police

Campus Revitalization and Continued Expansion

- Complete dormitories # 5 and 6
- Complete Brock Baseball/Softball complex
- Finish the "new" Hunter Stadium
- Install additional campus roads and pedestrian paths
- Begin construction of the Fine and Performing Arts Center
- Obtain initial commitments from vendors, partners, and the City of St. Charles regarding the Lindenwood Towne Centre
- Continue to pursue the inner belt road loop concept for City of St. Charles

Boone Campus

- Enlarge the resident student population for the Boone challenge semesters in summer and fall
- Fulfillment of the new master plan for the Boone Campus

Other New Partnerships

- Expansion of Central American partnerships beyond that with Panama
- Expansion of our ties with the best schools in Taiwan and China
- Codification of several agreements with junior colleges

Programs and Degrees Ahead

- YMCA Professional Studies program
- Doctoral programs in Management and Education
- Innovative options for master's degrees in Management, such as Lindenwood's MBA with Advanced Standing

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 3200 residential students and 2800 commuter students (including evening undergraduates).
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 strong.
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 once provided by the LV trailer parks and housing off First Capitol; the new Campus center; 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 buildings.
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.
5. The University will continue to be tenure-free.

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.
6. The University will increase its student retention over the next five years.

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.
3. Management decisions will continue to be mission-generated and student-centered.

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, and the Board, faculty, and staff review, evaluate, and revise them at least annually. 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 178 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.
6. Members of the faculty and staff will maintain total integrity on the job as well as in the community.
7. Faculty and staff decisions and actions will consistently place the student’s developmental interests first.

People

Student Enrollments

Lindenwood serves a diverse, talented student body of over 13,000 students, more than 2850 of whom are resident students. Sixteen percent of our students are members of minority groups, and 65% are women. We value the cultural, social, and intellectual enrichment afforded the campus by 500+ international students who hail from 67 countries. Our domestic students represent 46 states and the District of Columbia. Our students' ages range from the teens to the seventies, with the average student being 30 years old. The 40-to-55 age group is our fastest growing contingent.

Actual Enrollments by Student Type: Unduplicated Head Counts

	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
	Actual	Actual	Actual	Actual	Actual	Actual
Full-Time Traditional Undergrad	2747	2757	2992	3076	3167	3425
Part-Time Traditional Undergrad	182	117	130	217	148	180
LCIE Undergraduate	1260	1432	1507	1467	1497	1698
LCIE Graduate	1156	1004	1084	1141	1159	1314
MBA	458	604	500	387	382	462
ED/ART Graduate	1211	1455	1513	1830	2144	2610
NonDegree Undergrad	641	667	565	592	590	599
NonDegree Graduate	1834	1683	1829	2475	2431	1753
Total	9489	9719	10120	11185	11518	12041

Projected Enrollments by Student Type: Unduplicated Head Counts

	2004-2005	2005-06	2006-2007	2007-2008	2008-2009	2009-2010
	Actual	Projected	Projected	Projected	Projected	Projected
Full-Time Traditional Undergrad	3778	3927	4038	4148	4200	4240
Part-Time Traditional Undergrad	139	277	292	307	317	326
LCIE Undergraduate	2067	2373	2473	2524	2600	2610
LCIE Graduate	1723	1857	2035	2113	2223	2270
MBA	410	450	475	500	510	524
ED/ART Graduate	3110	3337	3462	3587	3727	3801
NonDegree Undergrad	549	600	650	675	675	685
NonDegree Graduate	1287	1260	1360	1498	1498	1593
Total	13063	14081	14785	15352	15750	16049

Assumptions

1. Student retention will be an even higher priority focus than it has been traditionally at the University.
2. Communication and cooperation will improve among the various sectors of the University that must work together to boost student retention.

One-year Action Plan and Time Line for 2005-06

Athletics

- Improve on our system for working with and tracking athletes who elect not to participate in their sport after they get here. (Athletics Director, Assistant Dean of Campus Life, Athlete Mentoring Director; August, 2005)

Social Life and Development

- Provide more opportunities for students to excel through the Campus Life Office. Many of these opportunities can come from students helping the staff offices to set up, promote, and carry out activities and social initiatives. A merit-rank supervisory system within our work/learn program is yet another route to leadership skill development. (Director of Work and Learn and the Director of Student Activities and Leadership; *Due date for the plan:* July, 2005. *Implementation due date:* August, 2005)
- Have Resident Directors and Resident Assistants continue to improve their direct involvement in the mentoring system (begun in spring of 2005), to improve student success and retention. (Dean of Campus Life, Assistant Dean of Campus Life, Director of Resident Life; August, 2005)

Communication

- Increase the scope and accuracy of the student e-mail directory, so that Campus Life, the Activities Office, and Academic Services can send every student immediate news about events, activities, policies, and opportunities on a daily basis. (Dean of Campus Life, Director of Information Services, and the Academic Services Coordinator; *Due date for the plan:* August, 2005)

Advising and At-Risk Retention

- Ask programs with high attrition rates to make a concerted effort to identify the probable causes of excessive departures from those programs and implement creative new initiatives to engage students with the major early in their college career. (Provost Division Deans; July, 2005)
- Ask each first-year student to choose a major (at least tentatively) by the 10th week of class in the fall semester and join an associated student organization (Advisors, Registrar, Community Living Coordinator; *Due date:* October, 2005)
- Revise the first-year advising templates used by faculty advisors to match course selection with ACT profiles and academic histories (taking the student's anticipated major into account) (Provost, Division Deans; July, 2005)

Five-Year Goals for Fiscal 2006-10

- Increase total unduplicated student head count to more than 16,000, to assure continued financial viability and service excellence
- Become publicly recognized as the premier customer-friendly university in the region, to assure continued financial viability and establish a durable record of successful student retention

Faculty and Staff

Personnel Profile

Eighteen administrative positions report directly to the president: comptroller, business office manager, director of institutional advancement, dean of the Boone Campus, director of outreach and quality control, dean of admissions and enrollment management, chief operations officer, dean of campus life, director of communications, provost, one division-director, and seven division-dean positions. Nine of these individuals have earned doctorates, seven have master's degrees, and two have bachelor's degrees. Sixteen of them have faculty rank. Their full-time experience in academia ranges from slightly more than a year up to 34 years, with a median of about 13. All but four of them came to Lindenwood with considerable non-academic management experience as well. This is a stable and loyal team of campus leaders, with their average seniority at Lindenwood being 10 years.

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

Professor	43
Associate Professor	55
Assistant Professor	106

Within the group of employees who hold faculty rank, 150 are primarily assigned to delivering the curriculum. Sixty percent of those instructors have earned terminal degrees in their disciplines.

Lindenwood has 157 administrative and staff employees who do not have faculty rank, distributed in the following categories:

Executive/administrative/managerial	28
Other support and service personnel	30
Technical and paraprofessional	23
Clerical and secretarial	31
Skilled craft	15
Service and maintenance	30

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

Presently, 27 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.

Assumption

We will continue to emphasize a team-work attitude, adaptability to university needs, and excellent student services at all levels of our personnel structure, with eyes turned especially toward the boosting of our freshman retention rate.

One-Year Action Plan for 2005-06

- 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; August, 2005)
- Adopt a systems-analysis model whereby staff members and office directors assess the functionality of their decisions, procedures, and information flow before requesting and implementing new hardware and software (all office managers; ongoing)
- Fill the new position of Webmaster and Web Marketer (President, Provost, Dean of Enrollment Management, Director of Information Services; June, 2005)
- Implement at least three new services and/or modes of interacting with students that will positively affect student retention. (all office managers; ongoing)
- Continue to publish the explicit clause in Faculty Handbook to emphasize that each faculty member has a choice as to the level of contract and teaching load he or she requests (Team; November, 2005 and each November thereafter)
- Analyze the faculty's relative time commitments to teaching, advising, and committee work; recommend adjustments where appropriate (Faculty Strategic Planning Committee; Division Deans and Provost; February, 2006)
- Extract explicit summary points on faculty deployment from 2003-04 Self-Study Report to clarify the Report's analysis of the role of the faculty member at Lindenwood, and publish a position booklet titled "The Academic Leadership Process" (Provost, Academic Deans, Professors; September, 2005)
- Compile record of faculty professional development initiatives and achievements, to verify the faculty's involvement in professional development for the HLC (Division Deans; July, 2005)
- Develop summary statement on governance from 2003-04 Self-Study Report, to further clarify the role of Lindenwood's faculty in the governance process (Provost and Deans; October, 2005)

Five-Year Goals for Fiscal 2006-10

- More completely institutionalize the "students-first" orientation throughout the faculty, staff, and administration to meet the ideals of our mission at an even higher level
- Improve our system of regularly reviewing and restructuring of employee duties to effect even better economy of operation and increase the percent of revenues that can be invested in the future of the University

Programs

Academic Divisions and Programs

Arts

Statement of Purpose

"...the arts, instead of quaking along the periphery of our policy concerns, must push boldly into the core of policy. The arts are a response to our individuality and our nature and help to shape our identity. The arts are not a frill and should not be treated as such. They have the potential to become the driving force for healing division and divisiveness."

Rep. Barbara Jordan

The Arts do "push boldly into the core of policy" at Lindenwood and have been a critical part of the communal and academic life of its students since 1827. As true representatives of the liberal arts ideal, students in Theatre, Dance, Music and Art must be completely educated: they must know and understand the basic principles of science, mathematics, philosophy, religion, history, social science and literature. Conversely, students majoring in areas outside the traditional "artistic disciplines" learn via general education coursework in the Arts and activities such as choir, dance and theatre available to all matriculating students, to be more imaginative and flexible, to apply critical thinking skills, and to understand the concepts of teamwork, self-discipline and creative problem solving.

The Lindenwood Division of Fine and Performing Arts is a microcosm of the liberal arts idea. It stresses learning through innovation and application, never losing sight of the basic tenets and principles at the core of each discipline. Our mission is to help students develop their creative identities within an environment that supports the well-made attempt. Our intent is to prepare young actors, performers, artists, designers, musicians, dancers, historians, managers, entrepreneurs and, certainly, educators to succeed in extraordinarily competitive (and often woefully underfunded) fields. To that end, we encourage the development of the mind, the body and the creative spirit that exists in all of us

Assumptions

1. The purpose, intent and mission of the Fine and Performing Arts Division will be three-fold: to provide exceptional instruction across the curriculum; to provide a

multitude of opportunities for students to perform, design, and exhibit; and to educate the best teachers in the arts.

2. The number of graduate students in Art and Theatre will steadily increase because individuals are allowed to matriculate as part-time Master of Arts and Master of Fine Arts candidates.
3. The completion of the new cultural arts and studio arts venues will establish Lindenwood University as the fine and performing arts center of the region. The number of students majoring and minoring in the arts and arts education will increase rapidly and dramatically.
4. The number of full-time faculty and visiting artists/instructors will increase in the upcoming decade in proportion to the growth of the student population served.
5. As a Division, we will pursue opportunities for study abroad and partnerships with institutions of higher learning in Europe, Asia, Central and South America.
6. Lindenwood will expand its degree programs to include the Doctorate in Fine Arts in Art and Theatre.
7. Lindenwood will establish itself as the primary institution of higher learning for future arts educators.
8. The Division of Fine and Performing Arts will make a commitment to the Belleville and Boone campuses.

Student Enrollment

In 2004-05, students majoring in the division were distributed in this way:

Head Count of Students in the Arts Division

Art	Fashion	Dance	Music	P/A Theatre
162	60	38	34	168

Note: Fashion Design is included under Art

Personnel

The current Fine and Performing/Communication faculty consists of:

	Regular	Adjunct
Art (Studio, Art History, Multimedia)	5.75	2
Dance	1.8*	3
Fashion Design	1	1
Music	4	8-12
Theatre/Performing Arts	4	1
TOTAL	16.55	15-19

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

*Faculty will increase in 2005-06 to 2.8 FTE's

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, the University's art collection
- Clark Street studios--scene shop, costume/prop/furniture storage
- 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, computer labs

Assumptions

1. The purpose, intent and mission of the Fine and Performing Arts Division will be three-fold: to provide exceptional instruction across the curriculum; to provide a multitude of opportunities for students to perform, design, and exhibit; and to educate the best teachers in the arts.
2. The number of graduate students in Art and Theatre will steadily increase because individuals are allowed to matriculate as part-time Master of Arts and Master of Fine Arts candidates.
3. The completion of the new cultural arts and studio arts venues will establish Lindenwood University as the fine and performing arts center of the region. The number of students majoring and minoring in the arts and arts education will increase rapidly and dramatically.

4. The number of full-time faculty and visiting artists/instructors will increase in the upcoming decade in proportion to the growth of the student population served.
5. As a Division, we will pursue opportunities for study abroad and partnerships with institutions of higher learning in Europe, Asia, Central and South America.
6. Lindenwood will expand its degree programs to include the Doctorate in Fine Arts in Art and Theatre.
7. Lindenwood will establish itself as the primary institution of higher learning for future arts educators.
8. The Division of Fine and Performing Arts will make a commitment to the Belleville and Boone campuses.
9. The Fine and Performing Arts Division faculty will explore opportunities for Performance and academic experiences with colleges, universities and secondary schools in Asia, Europe, Central and South America

One-Year Action Plan for 2005-06

DIVISION-WIDE RETENTION OBJECTIVES

With the continued support of the University's Administration regarding people, programs and facilities, it is not unreasonable to envision a goal of 80% retention in the Fine and Performing Arts Division beginning in the 2005-06 academic year. However, this goal is realistic for other reasons besides new facilities, equipment, and personnel. The structure of each department enhances the student's experience at Lindenwood by providing significant and numerous performance and exhibition opportunities, varied internship placements, and a spirit of cooperation across curricular "boundaries" unparalleled in many institutions of higher learning.

The opportunities to perform and/or exhibit, to design or choreograph—in essence, to create—begin when the students first matriculate and continue throughout their tenure at the institution. In addition, feedback and support are built in to each department's program so that young artists receive encouragement and "correction" on a regular basis—certainly semester-by-semester but most often class-by-class.

From the graduate seminars created for the post-baccalaureate students to the undergraduate juries and interviews with faculty members at the end of each semester, students are constantly mentored by their instructors and peers. And, unlike conservatories, where students are regularly dismissed from programs for what may appear to be arbitrary reasons, Lindenwood faculty members in the Arts would rather teach students, help them develop their skills and abilities—even if it means channeling them into related areas of study--than cast them off, with broken spirits and hearts.

This attitude among faculty members helps to build an *esprit des corps* among the students within a framework of healthy competitiveness. Freshmen are embraced by upperclassmen and graduate students. They are made to feel welcome and important. They are coached and supported and corrected along the way. They have easy access to their instructors and other professionals in their respective fields. They have opportunities to perform, conduct, exhibit, and create. And, as the student populations

grow, the faculty in each program makes certain that the chances to create grow, proportionately. For example, because of the new program in Musical Theatre, the Theatre Department added an additional musical performance in the Mainstage series and two musical revues each year. Instrumental ensembles and even marching band performances are conducted by students. Freshmen are eligible to design and model apparel at the annual high school fashion show. Artists create posters and lay-out for the *Pride* and other publicity pieces.

We stress academic excellence, self-discipline and self-determination within a framework of opportunity. We compel our students to be engaged and involved. With the continued support of the Administration we believe that the retention goal we have set for ourselves is definitely attainable.

ART

- Review and amend the MA and MFA program critiques and exit requirements (academic program improvement, recruitment; Troy, Hargate, Burke; January, 2006)
- Develop and maintain additional informal exhibition space on campus (i.e. classroom building hallways, Spellmann Center) (program visibility; Troy; ongoing)
- Produce exhibitions with accompanying symposia which utilize Lindenwood academic expertise (recruitment, retention, academic program improvement; Troy, Burke, Hargate, Collier, Sakahara; ongoing)
- Explore outside funding for Visiting Artist program (recruitment, retention, academic program improvement; Troy, Parker, Savage; ongoing)
- 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)
- Explore the development of the DFA degree with Ted Gregory of the Theatre Department (academic program development, recruitment; Troy, Burke, Hargate, Sakahara, Gregory, Parker; May, 2006)

FASHION DESIGN

- Continue to expand recruitment and retention (program development; Dewan, Parker, Admissions; ongoing)
- Promote our new 3 million dollar CAD program and utilize it as a recruitment tool (program visibility, recruitment; Dewan, Queen; ongoing)
- Continue to research and recommend industry standard software for CAD patternmaking and textile class to stay current with the fashion industry.
- Expand internship with various corporate offices, i.e. JC. Penney, Target, Sears, Chico's and May Co (recruitment, retention, development; Dewan; ongoing)
- Explore international study options in fashion centers such as Paris and Milan (recruitment, retention, program development; Dewan, with assistance from other faculty in departments where these programs are already in place; May, 2006)

- Promote Fashion Design program by continuing to produce fashion show in off-campus venues (recruitment, retention, development; Dewan, Parker, Savage; May annually)
- Visit high school and community colleges and encourage students to study at Lindenwood; work closely with Admissions to get maximum benefit from these visits (recruitment; Dewan, Admissions; ongoing)
- Send senior students to attend high school career fairs to promote Fashion program (recruitment; Dewan; ongoing)
- Continue to search for outside funding and donors for the Fashion Design program (development; Dewan, Savage, Parker; ongoing)
- Add a full time faculty member for Fashion and Costume Design programs in conjunction with growth in both areas (retention, program development; Dewan, Gregory; May, 2006)
- Update and refresh the LU webpage for Fashion Design (recruitment; program visibility; Dewan; August, 2005)
- Continue to encourage students to participate in local, national and international Fashion Design competition (resume enhancement, employability of students and graduates; Dewan; ongoing)
- Participate in planning and implementation process for studios and classrooms in the new cultural arts center (curriculum enhancement, recruitment, retention; Parker, Dewan, Gregory; ongoing)
- Create a program card for use in recruitment and public relations (recruitment, development, program visibility; Dewan, Collier, Parker; August, 2005)

DANCE

The objectives for 2005-06 are as follows:

- Pursue prospective students via already-established recruitment initiatives such as the Missouri and national Thespian conventions (recruitment; Strzelec, Scoggins, Gregory; ongoing)
- Add a full time faculty member (program development, recruitment, retention; Parker, Scoggins; June, 2005)
- Create a program card for use in recruitment and public relations (recruitment, program visibility; Strzelec, Parker; June, 2005)
- Develop regular program about dance for LUHE-TV (recruitment, retention, community service/education; Strzelec, West-MidAmerica Dance Company, Carlos; ongoing)
- Expand high school and community touring opportunities throughout the academic year with a special concentration on the Belleville campus (recruitment, retention, community service; Scoggins, Strzelec, Walsh; ongoing)
- Create a stronger relationship and interconnectedness between Lion Line, Lionettes and Dance faculty/program (recruitment, retention, program solidification; Scoggins, Parker, Parisi, Garrison; June, 2005 and ongoing)

- Meet or exceed Admissions goals for general dance, Lion Line and Lionettes (Strzelec, Scoggins, Bloch, Parisi; ongoing)
- In addition to exploring participation of LU dancers in national and regional competitions (i.e. Universal Dance Association and American College Dance Festival) explore the development of national/regional competitions sponsored and/or co-sponsored with other organizations (i.e. National Spirit, NAIA) (retention, recruitment, program visibility; Parisi, Parker, Strzelec, Creer; Nichols; August, 2005)
- Find suitable rehearsal space on campus for Lion Line (25+ members), Lionettes (25+ members), and dance recital pieces (as many as 20+ students each in various pieces) (recruitment, retention, program development; Strzelec, Barger, Parisi, Parker; ongoing)
- Find a suitable upper level or graduate student coach for the Lionettes (recruitment, retention, student development; Strzelec, Parisi, Parker; July, 2005)
- Participate in planning and implementation of plans for new cultural arts center (Strzelec, Scoggins, Bloch, Parker, et al; and ongoing)
- Continue to monitor the progress of reinstatement of teacher certification in Dance in Missouri and be ready to amend curriculum accordingly (Bloch, Boyle, Parker; ongoing)

MUSIC

- Expand the marching band to 100 members. (recruitment, retention; Alsobrook, Parker, Admissions; August, 2005)
- Expand University Chorus to 80 members. (recruitment, retention; Wallis, Parker, Admissions; August, 2005)
- Present a Music Business degree plan for approval to the Dean's Council. (recruitment, program expansion, interdisciplinary activity; Alsobrook, Management faculty; December, 2005)
- Host Phi Mu Alpha Province 19 Workshop in fall of 2005. (recruitment; Alsobrook; November, 2005)
- Create a Chamber Singers and/or Show Choir to accommodate increase in Musical Theatre, Music and Performing Arts students. (recruitment, retention; Wallis, Parker; August, 2005)
- Create syllabi for all major courses that delineates alignment with DESE and MENC standards. (program enhancement; Wallis; August, 2005)
- Voices Only tour of the southern United States for 10 days. (recruitment, retention; Wallis, Parker; August, 2005)
- Develop a new format for private lessons to include two students for each session thereby enhancing the experience, the instructor's time and the repertoire students may explore (retention, program enhancement; Alsobrook, faculty, adjuncts; August, 2005)
- Obtain the following instruments and/or equipment (program facilitation; Alsobrook, Parker; August, 2005)
 - Electronic pianos for class piano lab (2)
 - Marching snare drums (6)
 - Marching tenor drums (3)

Marching bass drums (4)
Concert Baritones (3)
Concert Tubas (3)
Band Uniforms (as needed)

THEATRE

- Continue aggressive recruitment activity with all faculty committed and involved (recruitment; Walsh, Quiggins, Parker, Gregory; 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; ongoing)
- Participate in the state Thespian Festival in January, the national Thespian Festival in January, The Texas Thespian Festival in November (scholarship auditions and student prospecting) (recruitment; Gregory, Walsh, Quiggins; June, 2006 and November, 2006)
- Continue developing theatre coursework in video and for LUHE (recruitment, community service, interdisciplinary programming; Parker, Scholle, Gregory; June, 2006)
- Continue a Visiting Artist series in Theatre (recruitment, retention, program expansion, community service; Gregory, Parker; ongoing)
- Develop additional internships with professional theatre companies (recruitment, retention, student marketability; Gregory, Walsh; ongoing)
- Continue to upgrade the physical plant in and around Jelkyl Theatre--rehab of the green room and annex, dressing rooms, etc. (retention, recruitment; Walsh, Quiggins, Parker, Gregory, Heidelbaugh; June, 2006)
- Upgrade and replenish the theatre tool inventory (academic and technical program support; Walsh; September, 2005)
- Continue cooperative planning for the new Fine and Performing Arts complex (recruitment, retention, program expansion, community service and education; Parker, Quiggins, Walsh, Gregory, Alsobrook, , Scoggins, Troy, Mueller; ongoing)
- Develop an educational outreach program for the Belleville campus to include workshops for youth (recruitment and academic program improvement; Gregory, Parker, Quiggins; September, 2005)
- Develop an educational outreach program with a company of student actors for touring to regional high schools (recruitment and academic program improvement; Quiggins; September, 2005)
- Develop a high school teacher workshop for Belleville area high school teachers (recruitment; Gregory; October, 2005)
- Continue to develop relationships with regional high school theatre teachers through direct marketing of program, guest visits by faculty to high schools, and high school teacher workshops held at the main campus; (recruiting; Gregory, Parker, Walsh, Quiggins; September, 2005)

Five-Year Goals for Fiscal 2006-10

ART

The acquisition/modification of designated studio space can be accomplished within a year and increased studio offerings can begin immediately. By Fall, 2006, we can accommodate at least three additional sections taught by adjunct faculty of proven quality performance, i.e. Harry Weber, Scott Smith. By Fall, 2007, there will be students for two or three more sections. Intro classes feed the majors' numbers which will increase at the same time the general university population is being better served.

FASHION DESIGN

- The principal emphases will be on continued recruitment and retention. Goal is to have one hundred majors in Fashion Design program.
- Need to add a full-time faculty for Fashion Design program as soon as the new Arts and Performance facility is completed.
- Develop new standard for this design department by recruiting quality students.
- Implement portfolio submission in the enrollment processing for Fashion Design students.
- Expand graduate program in Fashion Design.
- Develop various scholarship programs for the Fashion Design students.
- Develop costume collections in the new Arts and Performance Center with proper storage.
- Promote Lindenwood through Fashion Program.
- Continue to develop new studio classes in the Fashion Design program.
- Expand CAD classes by adding CAD III in the Fashion Program as textile CAD class.
- Offer trips to New York, France, Italy, during Summer semester.
- Establish an exchange program with a French university.

DANCE

The principal emphases will be on continued recruitment/retention and the addition of full-time faculty and guest artists necessitated by the growth in the department. Due to the significant growth in the number of dance majors, minors and overall student participation, the dance program projects the need for the equivalent of 3 full time faculty members or the equivalent of 2 full time faculty members and a roster of guest artists. In addition, dance program retention would be enhanced by the addition of live music accompaniment in advanced level technique classes. This may be accomplished by using upper division students from the music program.

The completion of the new fine and performing arts center will provide needed venues for classes, rehearsals and performances based on anticipated growth.

As for the curriculum, we will need to consider splitting combined classes such as tap and choreography in order to maintain teaching excellence and to meet the needs of the increasingly high level of its dance students and the large enrollment in the classes. This

will also aid the Musical Theatre program. Expansion of the guest artist program could enable us to expand course offerings into such areas as World Dance and Dance Science/Body Therapies. Dance advocacy groups are working to reinstate Dance Certification as a teaching competency in the Missouri public schools. The LU Dance Program needs to position itself to offer a specialty in Dance Pedagogy when the need arises.

- Review and restructure the Dance program in view of student needs, curricular requirements and expansion of the program (academic enhancement, recruitment, retention; Strzelec, Parker)
- Expand Visiting Artist and Master class opportunities (retention, recruitment, program enhancement; Strzelec, Dance coaches and faculty)
- Explore possibility of offering a Master of Arts in Dance (program enhancement for Dance and Theatre; Strzelec, Parker)
- Explore the possibilities of expanding the curriculum to include classes in World Dance, Dance Therapy, etc. (program enhancement and expansion for general education curriculum; Dance faculty, Parker)
- Create opportunities for Music students to accompany at dance classes and rehearsals (recruitment, retention, student resume enhancement; Dance and Music faculties)
- Continue to promote and enhance the degree program in Arts Management-Dance which is becoming a popular option for majors—many of whom want to open their own studios (program development, recruitment, retention, student placement; Strzelec, Management and Human Service Agency faculties)
- Significantly expand internship opportunities (recruitment, retention; Strzelec)
- Explore the possibility of creating a professional company in-residence of Lindenwood University students (recruitment, retention, student resume enhancement; Strzelec, Dance faculty, Parker)
- Explore expansion of the program and partnerships with Social Sciences, Natural Sciences and Athletic Training to create courses of study in Dance Science and Body Therapies (recruitment, retention, program expansion; Bloch, Parker)

MUSIC

- Expand the marching band to 125 members. (recruitment, retention; Alsobrook, Parker, Admissions)
- Expand University Chorus to 100 members. (recruitment, retention; Wallis, Parker, Admissions)
- Secure Sibelius music notation software for all computers in the lab assigned for music student use. This lab is currently located in LUCC-8. (academic program improvement; Alsobrook)
- Secure Pyware or Showare drill design software for all computers in the lab assigned for music student use. This lab is currently located in LUCC-8. (academic program improvement; Alsobrook)
- Present a Master of Arts in Music Education degree plan for approval to the Dean's Council. (recruitment, program expansion, interdisciplinary activity; Wallis, Education faculty)

- Produce Voices Only follow-up CD. (program promotion, recruitment; Wallis)
- Obtain the following instruments and/or equipment. (program facilitation; Alsobrook, Wallis, Parker)
 - Crotales (1)
 - Bass Clarinets (4)
 - French Horns (4)
 - Crash Cymbals (3)
 - Suspended Cymbals (4)
 - Drum Set (2)
 - Choir Uniforms
 - Band Uniforms (as needed)
 - Keyboards for computers w/Sibelius

- Specific objectives for the 2007-2008 academic year are as follows:
- Expand the marching band to 150 members. (recruitment, retention; Alsobrook, Parker, Admissions)
- Expand Lindenwood Chorale to 60 members. (recruitment, retention; Eichenberger, Parker, Admissions)
- Secure the hardware/software to establish a music video production course open to all students. (program expansion, interdisciplinary activity; Alsobrook, Communications faculty)
- Produce CD of Lindenwood Bands & Choirs. (program promotion, recruitment; Alsobrook, Wallis)
- Host an All-Senior Honor Band and Choir. (program promotion, recruitment; Alsobrook, Wallis)
- Arrange for first site visit by NASM. (program promotion, accreditation; Alsobrook, Wallis, Carter, Eichenberger)
- Obtain the following instruments and/or equipment. (program facilitation; Alsobrook, Parker)
 - Oboe (1)
 - English Horn (1)
 - Soprano Saxophone (1)
 - Contra-Bass Clarinet (1)
 - Xylophone (1)
 - Bells (1)
 - Choir Uniforms (as needed)

- Expand the marching band to 175 members. (recruitment, retention; Alsobrook, Parker, Admissions)
- Expand University Chorus to 125 members. (recruitment, retention; Wallis, Parker, Admissions)
- Implement an annual alumni symposium for program evaluation, refinement, and financial support. (program enhancement; Alsobrook)
- Obtain the following instruments and/or equipment. (program facilitation; Alsobrook, Parker)
 - Steel Drums (1)

Timpani (1 Set)

- Expand the marching band to 200 members. (recruitment, retention; Alsobrook, Parker, Admissions)
- Expand Lindenwood Chorale to 80 members. (recruitment, retention; Eichenberger, Parker, Admissions)

THEATRE

- The principal goal is to develop the theatre program and a number of majors up to and beyond 200 students. (recruiting; Gregory, Parker, Walsh, Quiggins; ongoing with a goal of 200 majors by the fall of 2010)
- The development of community-based programming is also a part of the plan, including programming that actively utilizes the renovated Belleville campus theatre. (academic program improvement; recruiting; retention; Quiggins, Walsh, Parker, Gregory)
- Develop community-based and academic programming for the new Fine and Performing Arts Center. (academic program improvement; fundraising; recruiting; retention; Parker, Gregory, Walsh, Quiggins)
- To expand our guest artist program to include artists – in – residence both in performance and as guest teachers/lecturers. We will seek some of the top professionals in the field, e.g. Kevin Kline, Michael Bloom, Oscar Brockett, Kate Capshaw, etc. (academic program improvement; recruiting; retention; Gregory, Parker, Walsh, Quiggins)
- Substantially expand our technical theatre program in conjunction with the increased opportunities that will be presented by the new Fine and Performing Arts facility. (academic program improvement; recruiting, retention; Walsh, Quiggins, Gregory, Parker)
- Investigate and develop (pending approval) a Doctorate of Fine Arts (DFA) degree at Lindenwood University looking at the possibility of a joint degree with other regional universities. (academic program improvement; recruiting; Gregory, Parker)
- Investigate and develop (pending approval) a MFA/JD degree in conjunction with a regional university for students who desire to focus their studies in entertainment law. This type of program is beginning to surface in some of the top academic institutions on the East Coast. (academic program improvement; recruiting; Gregory, Parker)
- Expand the arts administration program to include an MFA degree as well as actively recruit to this field (one of the largest growing majors in the arts nationwide). We will look at hiring a full time faculty member (pending approval) in this area whose primary responsibility will be to run this program in conjunction with developing programming for the new Fine and Performing Arts facility (recruiting; programming; retention; fundraising; marketing; Parker, Gregory)
- Develop more efficient and productive marketing initiatives for departmental programming as well as for recruiting purposes. This will include the development and regular updating of a departmental website (launched in March, 2005) (fundraising; recruiting; Gregory, Parker)

- Increase the size and diversity of the faculty (pending approval) to coincide with the increase in majors and the number of opportunities being offered. In addition to the arts administration faculty we will need to hire full time positions in costuming/theatre history (Fall 2006), voice and movement for the actor(Fall 2008), as well as an additional directing/acting/musical theatre instructor (Fall 2010) and an additional technical theatre instructor (Fall 2006) (academic program improvement; recruiting, retention; Parker, Gregory, Walsh, Quiggins)
- The program faculty will assist in identifying individual and corporate donors to support theatre and the new facility.
- We will actively pursue an exchange program with such universities as Queens University in Belfast, Northern Ireland and the National Taiwan School of the Arts. (retention and recruiting, currently ongoing; Gregory)
- Begin participating in the Humana Festival of New Plays College Internship program held in Louisville, Kentucky every spring. The Humana Festival is the nation's premier new play festival attracting international attention. Students will have the opportunity to observe as well as take workshops with some of the world's leading professionals in the field (academic program improvement; recruiting; retention; Gregory, Parker, Quiggins, Walsh)
- In addition to recruiting at the International and Missouri Thespian Festivals we will look to expand our recruiting efforts to two of the largest Thespian Festivals in the country – The Texas Thespian Festival and The Florida Thespian Festival (recruiting; Gregory, Parker, Quiggins)

There will ultimately be the necessity to add faculty and technical support staff to meet the needs at the new facility and attendant growth in the student population

Recruitment Goals

Year	Art	Dance	Fashion	Music	Theatre
2005-06	165	51	72	60	130
2006-07	172	63	80	72	145
2007-08	184	75	90	86	160
2008-09	197	85	100	103	180
2009-10	205	92	110	124	200

Graduation Projections

Year	Art	Dance	Fashion	Music	Theatre
2005-06	29	9	13	13	26
2006-07	33	7	15	16	39
2007-08	39	9	20	19	45
2008-09	39	15	22	23	49
2009-10	42	15	24	27	53

Communication

Statement of Purpose

The Lindenwood University Division of Communication is dedicated to preparing students for successful careers in the ever-changing, highly competitive, widely diverse fields that comprise communication in the 21st century. The curriculum brings together technology and creativity while stressing the need for students to be well rounded in body, mind and spirit. As a consequence, the Division emphasizes the importance of excelling in General Education classes.

The Communication Division, which includes Mass and Corporate Communication, Multimedia Production and Advertising and Media, is one of the leading university programs of its type in the region, if not the country. The radio and television stations and the multimedia centers are equipped with state-of-the-art equipment. The addition of new faculty members and the recent reconfiguration of the curriculum make this one of the most rapid growing divisions at the university. This dynamic and diverse program provides instruction and opportunities that will equip students with the knowledge and experience they need to succeed.

The Division stresses learning through experience and the importance of versatility. Students are provided with solid basic instruction in technique and theory and are provided with opportunities to put those concepts into practice. Our facilities serve as learning laboratories, where classroom lectures are translated into meaningful hands-on lessons. The curriculum gives students a broad base of knowledge and provides them with the tools and perspective to be successful in industries where technology is constantly changing.

Student Enrollment

	Mass Com	Corporate Com	Multimedia Design	Advertising and Media	Pro Writing
2004-2005	240	42	26	5	-

Faculty

The Communication Division consists of 8 fulltime 2 part-time and 1 adjunct faculty, 1 staff with faculty rank and 1 part-time engineer.

Facilities

The faculty members of the Division are officed in the Spellmann Center, Young Hall, Roemer Hall and Harmon Hall. Most of the courses within the Division are taught in the Spellmann Center, Young Hall and Harmon Hall. Virtually all location on Lindenwood's campuses are used in the production of radio and television programming. Specialized studios, labs, storage and workspaces are located in:

- Robert F. Hyland Performance Arena – broadcasts of sports events and specialty programming
- Lindenwood University Cultural Center – broadcasts of fine arts productions and specialty programming
- Jelkyl Theater – broadcasts of fine arts productions and specialty programming
- Spellmann Center--video editing suites, multimedia labs, radio station, studios (radio)
- Young Hall--television studio, operations office for LUHE-TV, television station set and prop storage

Assumptions

1. To stay viable, our academic curriculum must reflect the technological changes in broadcasting, and computer-related industries.
2. Our enrollment will continue to grow at a minimum of 10 percent a year.
3. Our need for new faculty will increase with enrollment.
4. The new Fine and Performance Theater will house LUHE-TV.
5. Eventual resolution of governmental confusion regarding the implementation of digital radio will require the radio station to make some technical adjustments to our infrastructure. This could include the possible relocation of the broadcast tower.
6. The rapid expansion of new broadcast technologies will result in an increase in the number of students seeking communications degrees and/or hands-on training.
7. Changing Federal Communications broadcast definitions will require technological changes for LUHE-TV, specifically as it applies to high definition digital video.
8. The rapid expansion of new broadcast technologies will alter many long-standing business models in the industry, requiring an adjustment in our instructional methods to better fulfill industry recruiting needs.
9. The structural changes in Charter Communications' service to St. Charles County and its various municipalities will force a change in LUHE-TV's governmental assignment.
10. The growth in Internet commerce will create a need for educated web development professionals.
11. The corporate need for versatile professionals will necessitate more integrated curricula involving Communications, Fine Art and Business.
12. Lindenwood University will continue to be one of the few universities with hands-on, major market sports broadcasting training.
13. More significant communications industry companies will request Lindenwood interns.

One-Year Action Plan for 2005-06

DIVISION

- Maintain updated Communication 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)
- Continue to review and upgrade assessment tools in the Division (academic improvement and adjustments; team; ongoing)
- Develop relationships with other cable outlets that will allow Lindenwood-produced programs to be shown in neighboring communities (recruitment, retention, community service; Scholle, Carlos, Martin; ongoing)
- Create Lindenwood video awards and awards ceremony to acknowledge the work of Lindenwood's talented students and area high schools programs (retention, recruitment; Carlos, Scholle, Martin; April, 2006 and ongoing)
- Develop more public affairs radio programming featuring Lindenwood faculty and/or Lindenwood-involved issues (recruitment, retention, community service; Wall, Reighard; ongoing)
- Begin discussion and planning to move radio broadcast tower (improvement of physical plant; Wall, Reighard, Brancato; TBA) There are currently three probable options:
 - Raze the existing tower and move KCLC broadcast antenna and microwave antennas to the St. Charles water tower
 - Lease antenna space on an existing tower (i.e. the Southwestern Bell tower at I-70 and US 94)
 - Build a new tower and sell or lease antenna space
- Pursue possibility of video streaming (retention, student support, community service; Wall, Scholle, Carlos, Martin, Bush; December 2005 and ongoing)
- Attend to maintenance and equipment upgrades as necessary for LUHE-TV and KCLC (academic program maintenance; Wall, Reighard, Brancato, Scholle, Carlos, Martin; ongoing)
- Implement on-line certification for Media Literacy (expanded source of revenue, blended academic program; Barnard, Johnson, E., Boyle; August, 2005)
- Consider the employment of a full-time Lindenwood broadcast engineer (academic/lab and clinical support; Wall, Scholle; June, 2006)
- Develop a better working relationship between LCIE and semester programs in Communication (recruitment, retention, program enhancement; Wall, Castro, Kemper, Scholle; August, 2005 and ongoing)
- Begin reconfiguration of multimedia labs to PC platform computers (expanded classrooms, better institutional support, more economical; Wall, Gordon, Collier, Bush; August, 2005 and ongoing)
- As University sports programs continues to grow, expand sports broadcasting on both KCLC and LUHE (recruitment, retention, community awareness; Wall, Reighard, Scholle, Carlos, Martin; ongoing)
- Implement effective retention procedures, all faculty involved (ongoing)
- Recruit a new faculty member to guide and teach the multimedia program in the day and LCIE formats (recruitment, retention, academic program improvement; Castro, Wall, Scholle, Gordon; June, 2005)
- Evaluate the traditional daytime Communication Masters program and, if necessary make effective changes (Wall, Scholle; June, 2005)

- Contribute to the design of the new Fine and Performance Arts building as it pertains to the proposed television studios and integrating technology in the theatre structure to maximize media access and coverage without intruding on the performance space or detracting from the theatre experience (Team; August, 2006)
- Continued development of new advertising courses to build a relevant curriculum for the Advertising and Media degree. Educated advertising professionals are in great demand, and there is considerable opportunity for Lindenwood to establish a reputation in that lucrative industry. (Gordon; August, 2006)
- Establish the values of the Professional Writing program to attract students who might have previously not chosen Lindenwood because of its lack of a "Journalism" degree. (Billhymer; ongoing)
- Explore non-tuition sources of revenue to support Lindenwood University's broadcasts stations. These

LUHE-TV

- 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 (institutional advancement, academic program enhancement; Scholle, Carlos, Martin; ongoing)
- Expand the role of LUHE and the Lindenwood University video production and educational programs to more extensively include community involvement, particularly in its relationship with the City of St. Charles, Foundry Arts, and St. Charles County (recruitment, retention, community service; Scholle, Carlos, Martin, selected students; ongoing)
- Through cooperation with Charter Communications, pursue the establishment of a more stable and permanent television channel allocation for LUHE-TV (recruitment, retention, community service; Scholle, Carlos, Martin; July, 2006)
- Also, through cooperation with Charter Communication, work to expand cable television subscribers' access to LUHE-TV beyond its current geographic limits. As Charter Communication implements newer technology, coverage to include Troy, Warrenton, and points west (recruitment, retention, community service; Scholle, Carlos, Martin; ongoing)
- Develop live broadcast capabilities which could include mobile remote units (recruitment, retention, community service; Scholle, Carlos, Martin, selected students; September, 2005 and ongoing)
- Update and refine promotional videos for use on LUHE-TV and general recruitment (recruitment, public information; Scholle, Carlos, Martin; ongoing)
- Continue to develop public affairs television programming featuring Lindenwood faculty and/or Lindenwood-involved issues (recruitment, retention, community service; Scholle, Carlos, Martin, selected students; ongoing)
- LUHE-TV broadcasts of Lindenwood cultural, educational, community interest and sports events (recruitment, retention, community service, fundraising; Scholle, Carlos, Martin, Wall; ongoing)
- Investigate the possibility of pursuing an Low-Power Television Station FCC license (Wall, Scholle; September, 2005)

ASSESSMENT

The assessment objectives for the 2005-06 academic year are as follows:

- Refine entrance and exit examinations (Billhymer, Reighard; August, 2005)
- Refine rubrics for quantitative assessment of student work in studio and lab classes (Entire staff; August, 2005)
- Include the Senior Portfolio as an assessment tool (Reighard, Billhymer; January, 2006)

RETENTION

- Genuine one-on-one, advisor-to-student contact (Barnard, Billhymer, Gordon, Ludwig, Scholle, Reighard, Wall; ongoing)
- Even distribution of student/adviser ratios to better serve out students (Barnard, Billhymer, Gordon, Ludwig, Scholle, Reighard, Wall; ongoing)
- Faculty attendance at student events and performances (Team; ongoing)
- Encourage current students to seek out and involve new students (Team; ongoing)
- "Advertise" available opportunities in the radio and television (Reighard, Wall, Scholle, Martin, Carlos; ongoing)
- Develop more aggressive recruitment programs for Communications clubs (NBS-AERho, Advertising Club, Explorer Post) (Nicolai, Scholle, Gordon, Carlos, Wall; ongoing)

Five-Year Goals for Fiscal 2006-10

- Continue enrollment growth
- Graduate more qualify media salespersons and buyers than any school in the state of Missouri
- Build a strong multimedia program focusing on web design and architecture
- Secure as permanent as possible, a secure venue to air LUHE-TV, Lindenwood's television channel
- Provide HD production and programming for LUHE-TV
- Air daily student newscasts on LUHE-TV
- Use campus-wide connectivity to present live programs
- Use university-wide communications to present programs from any Lindenwood campus
- Move communication and broadcast antennas to a location that will provide a permanent solution for Lindenwood's broadcast tower needs
- Establish a functioning, integrated television studio in the new Fine and Performing Arts Center
- Expand LUHE-TV's production to include revenue-generating clients
- Convert KCLC's broadcast signal from analog to digital
- Establish active relationships with area high schools to encourage participation in Lindenwood communications opportunities

- Create an online radio station to offer communication/broadcast courses at the Belleville Campus.
- Develop and implement workshop/clinics to market to corporations to improve their employees writing and presentation skills.

Enrollment Projections

Year	Mass Com	Corporate Com	Multimedia Design	Advertising and Media	Pro Writing
2005-06	265	48	30	15	10
2006-2007	285	53	35	20	15
2007-2008	310	58	40	25	20
2008-2009	325	65	48	35	25
2009-2010	335	70	55	40	30

Graduation Projections

Year	Mass Com BA	Corporate Com BA	Multi-media BA	Advertis-ing and Media BA	Profession-al Writing BA	Communic-ations BS	Communic-ations MA
2005-06	54	29	6	2	2	18	34
2006-07	61	33	9	8	10	21	38
2007-08	67	37	12	16	15	25	42
2008-09	74	40	16	21	18	28	46
2009-10	81	44	20	25	24	32	51

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 that 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, who can teach their subject and are prepared to make contributions to the ever-changing educational initiatives. Lindenwood University will continue to be recognized as the premier principal and teacher preparatory institution in Missouri.

The Mission Statement of the University and the 11 Standards for preservice teachers drives the Conceptual Framework of the Education Division of Lindenwood University. Lindenwood's liberal arts program helps to insure that our students take a multicultural and global view as they meet the challenges of teaching in the twenty-first century. We have agreed that the model that best reflects our common effort is the concept of teaching as both an art and a science. We have agreed that art, a stimulating and harboring of creativity, along with a scientific attitude and other scientific considerations, must be the basis on which to build a total educational scheme including the admission of candidates, the construction and maintenance of curriculum, the structuring of clinical experiences, and the support of newly-employed professionals. We believe that the act of teaching is a blend of "Art" and "Science." Our program is based on this concept and is driven by personal reflection to assure that our students embrace this understanding in their personal philosophy of education.

Student Enrollment

In 2004-05, students majoring in the division were distributed in this way:

Early Child.	Elem. Educ.	Second. Educ.	K-12 Cert.	M.A. Cand.	M.A. Ed. Ad.	MAT	Phys. Ed.	Ed.S.	A.Th. Trng.
79	522	181	82	1693	671	504	278	195	110

Personnel and Facilities

The current Education Division faculty consists of 17 full-time, 3 part-time and 90 adjunct faculty that are used when needed. One additional part-time faculty member will be added for the 2004-05 academic year.

The faculty of the Education Division continue to have their offices in Roemer Hall, the Gables and the Tea Hole. The Director of Program Development has his office in the Corporate Service Center.

Assumptions

1. All Education Division activities will be under the direction of the Dean of the Education Division. An Assistant Dean has been added to facilitate the Early College Program, Master of Arts in Teaching and any other duties that might arise. The Director of Program Development will coordinate the off-campus operations at the 38 sites around the state and Illinois. This will streamline the operation of the Division and bring it to the point that on-campus and off-campus operations will be more in concert with one another.
2. Professional Development Schools will be established with 2 local districts. This will allow opportunities for undergraduates to start networking with local districts as well as receiving valuable in-class activities.
3. Expansion of the Education Division will continue because of the teacher shortage over the next 20+ years.
4. Thought will have to be given to the ratio of full-time/part-time faculty in order to keep up with the growth of the Education Division in order for the high level of service will be maintained.
5. Data-driven decision-making will be incorporated into coursework

One-Year Action Plan for 2005-06

GENERAL

- Refine the assessment process, using PRAXIS II scores and student portfolios (using the new scoring guide), to improve teaching, learning, and program development. This will help each member of the Education Division to evaluate what and how we are doing. (Boyle, Team; ongoing)
- Expand the promotion of the education specialist degree programs, to meet a growing need among professional K-12 educators. The numbers of highly qualified administrators in the Bi-State area continue to be addressed. Our program has a reputation in providing highly qualified administrators. (Team; ongoing)
- Investigate the feasibility of establishing a doctoral program, to extend the scope of Lindenwood's teacher-education mission and attract a significant number of new graduate students (Boyle; November, 2005)

- Expand extended-site program by 2 sites. This expansion will lead to increased service, student census, and tuition revenues. (Boyle, Feely; ongoing)
- Start the establishment of an M.A. in Special Education in Panama to boost enrollments (Boyle, R. Guffey; January, 2006)
- Continue to move forward in developing a DRAFT of the Inquiry Brief for TEAC accreditation. The Inquiry Brief is a document that is correlated to the MoSTEP Standards and will be used as the basis for accreditation. (Team; May, 2005)
- Expand community college recruiting. This effort will augment the present population with new students from Missouri and Illinois junior colleges (Team; ongoing)
- Explore opportunities to take the Specialist Degree Program to other locations around the state. We are exploring areas that are not served for this advanced certification program. This effort will increase student enrollment. (Huss/Feely; July, 2005)
- Expand 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. This would allow us the opportunity to meet and recruit new students that want to become teachers. (Boyle/Team; ongoing)
- Continue to incorporate MoSTEP Standards for technology required for preservice teachers. Teachers are required to have competency in the area of technology. With the web-based portfolios and imbedding technology into class work, we believe that we are addressing this standard. (Team; ongoing)
- Professors will continue to review current literature to incorporate current "best" practices in their classes. This is essential for all professors to keep current with all current literature in their field so that preservice teachers are prepared with current material. (Team; ongoing)
- Continue to remain informed of the on-going changes in the educational arena and be ready to change as mandates are handed down. This area seems to keep changing as governmental intrusions occurs. We must keep informed in order for our division to remain proactive.(Boyle/Team; ongoing)
- Work with local districts to provide Beginning Teacher Assistance/Mentoring Programs. This effort allows us to meet all beginning teachers and possibly recruit them into our graduate programs. (Team; ongoing)
- Incorporate data-driven decision making into course work. The arena of education is changing daily and the data that districts receive should and will become the basis of decisions that will be made.(Boyle, Team, ongoing)
- Work with Webmaster at Lindenwood to update all information needed by our students as well as prospective students to gain needed information regarding the Education Programs. The website is often the first look at Lindenwood. We want to provide as much information to prospective students as we possibly can with this technology. (Team; ongoing)

ASSESSMENT

- Continue to refine the student assessment process, using PRAXIS scores, surveys from employers, cooperating teachers, and graduates, and student portfolios, to improve teaching and learning. (Boyle, Team; ongoing).
- Continue to refine the Assessment Plan for graduate students completing the Master's degree program in order to revamp the Master of Arts in Education program. (Team; ongoing)
- Electronic portfolios will be required of all individuals seeking their initial certifications in all areas. Evaluation of these portfolios will indicate the progress of implementing technology into our programs. (Team; ongoing)

RETENTION

- Advisors will continue to contact students who are having difficulties in class to help resolve stifling problems that could be causing students to leave (Team; ongoing)
- Start all education majors in the Orientation to Education classes so that the tie in to the Education Division happens early on in their program, to help them identify with a major and engage them with the University (Team; August, 2005)
- Exercise flexibility with students who need additional help or who are having difficulties in their classes, to remove incentives to leave college (Team; ongoing)
- Implement the SOS (Save One Student) program within the Education Division, to boost retention over and above that produced via normal effort (Team; ongoing)

Five-Year Goals for Fiscal 2006-10

- Incorporate more technology into Education course work. This will include students being able to effectively and efficiently use technology in their classroom and development of their teaching portfolios.
- Refine the development of electronic teaching portfolios.
- Finalize full membership in TEAC
- Expand recruitment of highly qualified individuals into our teacher preparation program.
- New degree programs will be developed to address areas of student interest such as the Educational Specialist in Curriculum and Instructional Leadership.
- Expand 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
- Explore opportunities to take degree programs to other locations around the state
- Increase student enrollment according to the following projections

- Continue to remain informed of the changes that are forthcoming in the ever-changing field of education.
- Develop Professional Development School Partnerships at the Elementary level within the local districts.
- Prepare for the next accreditation visit by the Department of Elementary and Secondary Education. Scheduled for the spring of 2006.
- Redesign the Elementary Education Degree/certification program.
- Explore the possibility of the MAT program being offered in the LCIE format.
- The MA in Education with an emphasis in one of the following areas needs to be revisited. Those areas would be in Mathematics, Science, English and Social Studies.
- Establish several additional concentrations within the new doctoral program, to further extend our teacher-education mission and fulfill local and regional needs for additional graduate-study opportunities in the St. Charles and Belleville areas.

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.
2005-06	87	515	440	100	1820	717	554	237	215
2006-07	95	575	480	115	2000	800	610	267	240
2007-08	105	625	495	127	2200	880	675	280	264
2008-09	116	675	520	145	2420	968	745	300	294
2009-10	126	730	550	155	2640	1000	790	325	315

Graduation Projections

Year	Early Child.	Elem. Educ.	Second. Educ.	K-12 Cert	M.A. Cand.	M.A. Ed. Ad.	MAT	Phys. Ed.	Ed. S.
2005-06	25	100	8	120	330	200	50	43	20
2006-07	35	120	13	135	370	220	65	50	27
2007-08	45	145	20	150	405	235	80	60	33
2008-09	60	175	27	165	445	260	100	72	40
2009-10	75	205	34	180	485	285	120	84	47

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 passion for creating a better life for all.

Student Enrollment

In 2004-05, students majoring in the division were distributed in this way:

Criminal Justice	HSAM	Social Work
226	146	49

Personnel and Facilities

The current Division of Human Services faculty consists of:

	Regular	Adjunct
Criminal Justice	4*	0 to 1
Human Service Agency Management	3	2
Military Science	0 to 1	1
Social Work	2	0
TOTAL	9-10	4-6

We anticipate that one additional full-time faculty member will be added in Criminal Justice, and perhaps one in Social Work, in conjunction with expansion of both programs and pursuit of specialized CSWE accreditation in Social Work. We anticipate that two additional adjunct faculty will be added in the area of Human Service Agency

Management in response to the growth in certifications from American Humanics and International YMCA relations.

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

Assumptions

1. We will initiate a cooperative effort with the Missouri Police Chief's Association to conduct a CJ Command and Staff School.
2. All of Lindenwood's CJ programs will come under one management umbrella supervised by the CJ program manager.
3. We will initiate several additional major HSAM partnerships with organizations such as the Boy Scouts of America. These new programs will bring in several hundred new enrollments within the next two years.
4. We will obtain CSWE accreditation within the next two to three years, and that will lead to both increased enrollments and possibly the creation of an MSW program.
5. ROTC will be revitalized, and enrollment will increase to more than four dozen full-time students within the next 24 months.
6. Forensic science will continue to be an emphasis area for CJ recruitment and program initiatives for the foreseeable future.
7. Human Service Agency Management will provide YMCA transfer credit for participating students/professionals, and enhance facility collaboration between Lindenwood University and the YMCA.

One-Year Action Plan for 2005-06

HUMAN SERVICES DIVISION AS A WHOLE

- Continue to develop and enhance existing 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 (Jacobsen, Corbin & Mansfield; ongoing)
- Explore curriculum revisions to remain current in our fields (Team; December, 2005)
- Utilize data collected from program assessments to improve curriculum (Program Managers; September, 2005)
- Utilize e-mail to link with high school teachers, counselors and other contacts, for recruitment purposes (Program Managers; February, 2006)
- Increase interactions and mentoring behaviors with our advisees, particularly freshmen, to enhance retention (Program Managers; October, 2005)
- Continue to 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; June, 2006)
- A 200 level HS course will be developed and offered featuring interpersonal skills, professional writing skills and basic assessment skills required of all

students within the Division, to enhance the basic business and life skills of HS students for better performance in one's career. The course will be open to all students and required in some areas of our Division (Team; November, 2005)

CRIMINAL JUSTICE

- Expand forensic science offering in the CJ program, especially those dealing with laboratory analysis of evidence to enhance recruitment, retention and program development. (Corbin, Marhanka, Steenbergen, Johnson; August, 2005 and ongoing)
- Review curriculum changes and recommend enhancements or updates to remain current and maintain the high job placement rates of graduates (Corbin, Marhanka, Steenbergen, Johnson; August, 2005 and ongoing)
- Plan and implement a Police Command and Staff School in cooperation with the Missouri Police Chief's Association that will provide advanced management and leadership training for police executives throughout Missouri. (Corbin, Marhanka; January, 2006)
- Select, hire and orient a new CJ Faculty Member to enhance recruitment, retention and program development. (Corbin, Marhanka, Steenbergen, Johnson; July, 2005)

Freshman Retention:

Our specific actions for CJ program faculty to reduce the withdrawal rate of majors to an acceptable level are;

1. CJ Faculty will increase both formal and informal contacts with our majors in order to encourage retention and to proactively detect and deter obstacles that prevent retention (CJ Faculty; September, 2005)
2. Prepare a formal CJ Program power point presentation for interested prospective students to view that will promote a better understanding of the program prior to declaring a major (CJ Faculty; October, 2005)

HUMAN SERVICES AGENCY MANAGEMENT

- Fully implement Credit Equivalency and other programs in conjunction with the YMCA through additional management models and competencies and transcription fees (Guffey, Mansfield; June, 2006)
- Continue development and involvement of Advisory Board in the Assessment process to provide insight into recommended program changes and define needs of the community (Mansfield; ongoing)
- Review curriculum in both the graduate and undergraduate programs and propose needed changes to remain current with student and community demands (Team; ongoing)
- Increase number of graduates obtaining American Humanics Certification to ensure that the competencies are met and student resumes are enhanced by this credential (Team; ongoing)
- Increase number of HSAM majors, undergraduate and graduate as well as and credit equivalency students through the YMCA (Team; ongoing)

- Continue development of on-line coursework to expand services and serve students otherwise unavailable to LU (Team; June, 2006)
- Explore Web CT options for Human Service education (Mansfield; December, 2005)

MILITARY SCIENCE

- Re-establish the vigor of the ROTC program and sustain it through the integration of ROTC work & learn program (Program Manager; ongoing)
- Build the program to 8-12 commissioned officers per year utilizing ROTC financial aid packages as the catalyst to achieve above goal.(Program Manager, Russell; ongoing)
- Continue to review the program on the basis of the quality of candidates and make appropriate changes as needed to appeal to current military members, veterans and high school seniors. (Program Manager; ongoing)
- Continue to pursue proposal of a full time Missouri National Guardsman at Lindenwood University. (Program Manger, Russell; ongoing)
- Become the most productive partner school of the Gateway ROTC Battalion in order to garner the attention of Cadet Command. (Program Manger; ongoing)

SOCIAL WORK

- Review social work course offerings and recommend curriculum changes to remain current in the field and maintain the hiring capacity of graduates (Team; ongoing)
- Move to second stage of Social Work accreditation initiative (Team; ongoing)

ASSESSMENT

- Continue refinement of tools and begin multi-year comparisons in subsequent years. (Guffey, Mansfield; March, 2006))
- Compile a three-year report of the ROTC program based on cadets in program and cadets commissioned to better assess program effectiveness (Program Managers; December, 2005)
- Increase student involvement in program assessments to ensure a diversity of feedback for program excellence (Team; October, 2005)

Five-Year Goals for Fiscal 2006-10

HUMAN SERVICES DIVISION

- None reported

CRIMINAL JUSTICE

- Develop a proposal for Master's Degree Criminal Justice Program for traditional day students (Team)
- Expand our CJ Legal Studies Concentration to include certification as a "Paralegal" (Steenbergen)

HUMAN SERVICES AGENCY MANAGEMENT

- Increase marketing thrust to include more non-traditional, international and rural students in HSAM
- Expand HSAM programming to the Belleville campus and other sites
- Continue to strengthen and expand collaborations with the YMCA, Boy Scouts of America, The American Red Cross and other potential partners
- Increase number of offerings and programs in Illinois

MILITARY SCIENCE

- None reported.

SOCIAL WORK

- Complete CSWE Accreditation of the Undergraduate Program; begin a Master's in Social Work (MSW) Program, to enhance revenues from SW program (Team)

Student-Major Projections

Year	Criminal Justice (undergraduate programs—graduate program moved to LCIE in 2001)	Human Service Agency Management (undergraduate and graduate)	Social Work
2005-06	230	200	55
2006-07	240	250	65
2007-08	250	275	80
2008-09	260	300	100
2009-10	227	315	125
2010-11	300	375	150

Student-Graduation Projections

Year	Criminal Justice (undergraduate programs—graduate program moved to LCIE in 2001)	Human Service Agency Management (undergraduate and graduate)	Social Work
2005-06	45		

		35	16
2006-07	46	48	23
2007-08	46	63	25
2008-09	47	100	30
2009-10	48	120	35

Humanities

Statement of Purpose

The Humanities Division, at the center of the university experience, seeks to broaden and deepen students' understanding of what it means to be human, through the study of creations of the human spirit: language, literature, philosophy, religion, and history. We hope the process of that study will help students develop mature analytical thinking, writing, and speaking skills that will be useful throughout their professional and personal lives. Our goal is to foster within our students a profound understanding of the humanizing traditions of Western civilization, a respect for compatible traditions of other cultures, and an ability to be informed and compassionate citizens of the United States.

Student Enrollment

2004-05 Head Count of Students in the Humanities Division

American Studies	English	Modern Languages	History	Philosophy	Religion	CMS
Undgrad: 1						
Grad: 5	86	30	97	15	11	31

Personnel and Facilities Changes

	Regular	Adjunct	Part time*
American Studies	0	0	2
CMS	1	3	0
English	13	2	4
History	7	0	0
Languages	3	0	1
Philosophy	2	0	.5
Religion	2	0	1
TOTAL	28	5	8.5

*Part time faculty members are defined for the purposes of this report as those people who are full or half time Lindenwood employees but who teach 1/3-1/2 time in different departments. For instance, part time employees who taught in the Humanities Division during the 2004-05 academic year included Donna Charron (3/5 time philosophy), John Bell (3/5 English, 2/5 German), Myrna Castro (Panamanian instructor, 2/5 Spanish, 1/5 theatre), and Elaine Tillinger, Sue Tretter, Jann Weitzel, Charlene Engleking, and Michael Castro, all full time employees who teach less than full time in the departments listed above.

Eighteen of the full-time humanities professors have earned terminal degrees. Four of the faculty members are completing work on their dissertations, one is enrolled in Ph.D. studies, and six of the faculty members have earned MA degrees in their fields. As the University grows, so grows the Humanities Division. Due to the fact that the majority of courses taught in the Humanities Division are taught as general education requirements or electives, as the student population increases, the number of courses needed also increases which brings about the need for added faculty members.

Below are listed specific faculty needs as identified by the various departments within the Humanities Division:

- American Studies:
 - Eventually, one professor designated as program director should be full-time American Studies to add solidity and validity to the program. This professor, however, will continue to be available to teach general education courses in his or her present discipline when needed. Current faculty and staff affiliated with the program can teach all courses required for the major/minor in American studies so that any student can complete the requirements within four years. As the program grows, additional affiliate staffing may be required.
- English
 - During the fall 2004, adjunct faculty taught six of the English composition courses. During the fall, adjunct faculty taught two composition courses. Due to the request by one faculty member to go to part time starting fall 2006, the past need for adjuncts, and the projected increase in new freshmen, it was proposed that a new faculty member be added whose responsibility would mainly be to teach ENG 150 and 170. That proposal has been approved by the President and a search will begin soon.
- Modern Languages:
 - It is the goal of the Modern Language department to expand and diversify the Foreign Language course offerings thereby making our French and Spanish Majors and Minors more competitive. It is also our goal to investigate the feasibility of offering a Minor in German as well as offer additional introductory language studies such as Russian and Chinese. In order to accomplish these goals, it may become necessary to have faculty on 10 or 12-month contracts and to offer Foreign Languages courses in the evening and/or summer. Each of these goals may make it necessary to hire additional faculty members.
- History:
 - Using projections regarding growth supplied by the Provost, we assume that by 2006-2007, enrollments in all courses and specifically in General Education courses (Geography 201, History 100, History 105 & 106) will have increased by 15%. Given that these courses already average over 30 students*, we anticipate the need for an additional faculty member by 2005-06. Given that the greatest pressure of enrollment is in the world history and geography surveys, the new faculty member should be a generalist competent to teach world history, introductory geography, and

the American history surveys. In order to help relieve pressure on the American Government course (PS 155), we suggest that Donald Heidenreich teach two to four sections of PS 155 per year rather than the American surveys he currently teaches, which would be taught by the new faculty member.

- *Spring 2005 enrollment averages:
- History 100: 10 sections @ 39.5 students per section
- Geography 201: 3 sections @ 39.3 students per section
- History 105, 106: 9 sections at 32.8 students per section

By 2010, further growth would warrant adding another faculty member with advanced training in Geography as well as the ability to teach Asian or African history (in order to round out our world history offerings.) This would enable us to offer more sections of Geography 201 (especially important for teacher certification) and allow for new courses such as Economic Geography, which would be useful for students from the Management division, especially those in international business.

- Philosophy
 - A dramatic growth in numbers of students enrolling in philosophy courses as occurred over the past four years. Due to that growth, it was proposed that a new faculty member be hired into the philosophy program. This proposal was approved by the President and a new faculty member was recently hired. She will teach part time during the 2005-06 year, and it is desired that she start on a full time contract as soon as her personal schedule allows.

Facilities

Butler Hall is home to the Humanities Division. All Humanities offices are located, at present, on the second and third floors of the building along with one foreign language lab and one writing lab. In addition, tutoring services and work and learn space for American Studies, Christian Ministry Studies, English, French, German, history, philosophy, religion, and Spanish are also located in Butler Hall.

Due to the certainly in the growth of faculty, it will be necessary to reorganize our space during the summer 2005. We have attempted, in the past, to relocate the writing lab outside of Butler Hall, and it has been suggested that the language lab move out of Butler in order to create more office space. However, we strongly believe that these spaces need supervision by faculty members, and having offices, classrooms, and labs spread across campus would make this need difficult to accomplish. In addition, when students need assistance in the language lab or writing lab and work and learn students are not available, faculty members are able to step in and help.

In order to house our new faculty members beginning with the 2005-06 academic year, it will be necessary to eliminate the history and religion/philosophy rooms and combine them with the writing lab. This will create "cramped quarters" but for now, that is our only option. It may also be necessary to eliminate the adjunct and graduate assistant

offices; the difficulty in this move is that faculty members will no longer have quiet spaces to conference with students concerning their writing and language work. Sharing office space is not feasible due to the small size of office space in Butler Hall. It is anticipated that within the next 2-3 years, the Humanities Division will have outgrown the top two floors of Butler Hall and will need to spread out into additional space.

One additional faculty need is a designated space for language and history classes that require the use of wall maps and large visual aid books. At present, all maps and large books must be carried from building to building due to the lack of secure storage space in classrooms. This makes the use of visuals other than those available online (assuming the availability of high tech classrooms) difficult, at best. Having a classroom, similar to labs used by science, education, and computer science areas, where materials can be stored and used, a high priority.

Assumptions

1. The study of the Humanities prepares the student for the process of lifelong learning essential to a meaningful liberal arts education.
2. The self-awareness and humility facilitated by a study of the Humanities serves as a beneficial prerequisite to the study of various other disciplines. In other words, the study of the Humanities prepares each student for his/her growth as a person, a citizen, a professional, and an ethical person. The Humanities provides a fundamental context for acquiring and effectively utilizing new knowledge and skills necessary for students to become productive citizens of the global community.
3. The essential role of the Humanities will be supported both philosophically and financially by the University in terms of resources, time, and materials.
4. The Humanities encourages mental versatility. A student in Humanities courses learns to understand and adapt to new contexts. Success in any human enterprise is dependent on imaginative appreciation of other people, of their languages, their motives, their ideas—without this ability our students will not be prepared for the challenges facing them upon graduation.
5. Students discover, in Humanities courses, how to interpret new ideas. This skill involves them in relationships with other minds, both in the texts they read and in the classroom itself. Interpretation, like every human enterprise, requires imagination, the ability to see from another person's vantage point; students who master this process can function easily in an expanding, always shifting world.
6. The Humanities division continues to expand the number of its majors while supporting the substantive subject matter for the Education Division. Humanities courses encourage students to understand and present subject matter using higher levels of problem solving and critical thinking necessary to be effective educators.
7. According to Socrates, living a civic life is living an examined life. The Humanities Division prepares students to become responsible citizens by honing their critical reading, thinking, and writing skills. Berndt and Muse in Composing a Civic Life concisely state the application of these skills: "Critical literacy helps

us to imagine greater futures and to relate to others and know ourselves in deeper ways” (51).

8. The Humanities Division stresses the importance of knowing the past to make connections to the present in preparing for the future.
9. Looking at culture critically emphasizes the importance of social conventions and cooperation as well as assertiveness and activism. We encourage students to question, to examine issues from various perspectives, to uncover hidden assumptions and prejudices, and, through research, to expand their perspectives and to add to the body of knowledge.
10. By insisting on adherence to proper formats and syllabus stipulations, the Humanities faculty emphasizes the necessity of following instructions, adhering to rules, and cooperating to help a group run smoothly, professionally, and effectively.

One-Year Action Plan for 2005-06

HUMANITIES DIVISION

The Division will

- Recruit students into our programs in a variety ways: (Team; ongoing)
 - Have printed and sent flyers announcing graduate education courses offered by Humanities personnel.
 - Advertise scholarship opportunities available through the Humanities.
 - Make available copies of the Pride to high school students as a means of sharing the excitement of attending Lindenwood University.
 - Continually update the website by announcing changes, adding photographs of Faculty members, listing contact names and addresses, and including links to relevant sites, copies of newsletters, and announcements of activities.
 - Continue to brainstorm ideas for inviting high school students to visit our campus and get involved with campus activities.
 - Be available to meet with students and parents as requested by Admissions.
 - Be available for our current students so that they will invite their friends to attend Lindenwood.
 - Offer the best education possible so that current students will share their positive experiences with their friends and family.
 - Brainstorm ideas for LUHE TV.
- Work in cooperation with Ryan Guffey to test all incoming non-English speaking students to ensure correct placement into writing courses. (Qualls/Weitzel; spring, 2005)
- Work cooperatively with CW Stewart, Provost Evans, and President Spellmann to create courses to be offered at the Boone Campus in an effort to make use of the facilities and encourage participation in our American Studies program..(Tillinger/ Treter; ongoing)
- Send cards of congratulations to students who earn successful passing scores on Praxis exams in history, English, French, and Spanish as a means of encouraging student growth and achievement. (Team; ongoing)

- Encourage the use of CATS assessment methods in division courses by the fourth week of every semester as a means of making any needed changes early in the semester. (Team; ongoing)
- Play a more active role in open registration days in order to “find” our history and English majors who mistakenly register as Education majors. This is vital so that a correct advisor is assigned and that correct sequencing of subject specific coursework is ensured. (Weitzel; spring, 2005)
- Continue working to ensure that each student earning a degree in history, English, French or Spanish and desiring to earn secondary education certification has an advisor in his/her academic area as well as in education. This will ensure proper advising and fewer errors. (Faculty; ongoing.)
- Offer literature, religion, and history courses as late start and evening courses in an attempt to meet the needs of all students. (Team; ongoing)
- Work with President Spellmann to reorganize the Honors Program and encourage qualified students to become involved. This will serve as both a recruitment and a retention initiative. (Team; spring, 2005)
- Work to increase numbers of majors in all areas. (Team; ongoing)
- In an effort to recruit and retain interested students, increase the number of activities offered by Humanities-related clubs and activities and encourage current members to invite potential members. (Team; ongoing)
- Investigate offering cross-disciplinary courses such as philosophy/religion/sociology courses, philosophy/literature courses, and history/anthropology courses. Such cross-disciplinary courses help students understand the relationships among areas of study. (Team; ongoing)
- Continually update 2-4 year course rotations in order to ensure that students can graduate with a completed degree in four years, assuming they are enrolled full time and do not change majors too often. (Team; spring, 2005)
- Work with Sara Hill to continually update and use the new advising sheets on the J-drive in an effort to maintain quality advising. (Team; spring 2005)
- Mentor all new faculty members for advising purposes. Pair new faculty with experienced faculty for the first year so that each new person understands, as much as possible, how to adequately advise students. (Team; 2005)
- Complete work on the Humanities Division plagiarism policy in an effort to insist on honesty and integrity among all students. (Weitzel, K. Smith, C. Green, A. Schnellmann, Team; May, 2005)
- Retention: It is the goal of the Humanities Division to make every effort to retain our students. To meet this goal, we will
 - Contact students directly when 4-week and midterm grades indicate a problem. We recognize that catching the problem early is a step toward solving it. (Team; each semester)
 - We will encourage students to meet with advisors regularly until grade issues are resolved.
 - We will work with students to set up study plans.
 - We will help students set up study sessions with tutors.
 - If need be, we will enlist the aid of students’ coaches to encourage attention to coursework.

- Encourage students to become involved in on-campus activities. We recognize that involved students often feel more connected and thus more determined to succeed. (Team; ongoing)
- After the example set by the History Department, encourage students to attend beginning of the semester “get-togethers” to help new students meet upper-classmen and find a “home” in their chosen majors. (Team, ongoing)
- Announce division events to which all students are invited: film series, Create-a-Fests, language tables, etc. (Team; ongoing)
- Have open-door policies. Advocate for our majors with other offices on campus. Do everything we can to make attending Lindenwood a positive experience. (Team; ongoing)
- Continue the development of division bulletin board. Over the past two years, the division Team has developed bulletin boards to help students stay aware of due dates (i.e. applying for student teaching, graduation, etc.), encourage students to consider majors within the division, announce upcoming events (Coffee Conversations, Philosophy Film Series, Create-A-Fests), direct students to needed advisors (Mr. Whaley for Honors, for example), share past events as a means of encourage future participation (photos of trip to Costa Rica, etc.), and to encourage future educational options. (Team; ongoing)
- Work to identify our majors early so that we can address any problems that might develop. Work with the Education Division to ensure that history, English, Spanish and French majors have advisors in their field. (Team; ongoing)
- Send newsletters to all majors and potential majors. (History Team; ongoing)

AMERICAN STUDIES

The American Studies faculty will

- Continue to communicate and work in cooperation with John Guffey and the Admission’s staff to direct undeclared students to Dr. Tillinger and Dr. Tretter for advising. This effort will potentially aid in recruiting majors to this field. (Team; ongoing)
- Set up and maintain advising worksheets on PC Common to ensure quality advising of majors. (Tillinger, Tretter; August, 2005)
- Develop a new assessment plan that is both competency-based and quantifiable based on HLC standards as a means of identifying strengths and weaknesses in the program. (Tillinger, Tretter; September, 2005)
- In an effort to recruit American Studies majors, develop a scholarship for American Studies for high school students and undergraduates coming to Lindenwood (Tillinger, Tretter; 2005-06)
- Continue to work with Scott Queen in PR and Darren Collier to develop a brochure, flyers and a professional mailing poster promoting the Lindenwood American Studies Program, the unique possibilities at the Boone Campus and the Boone Challenge semester to be sent to community colleges, universities, and high schools in an effort to recruit interested students. (Tillinger, Collier; October, 2005)
- Develop a web page for recruitment in cooperation with Graphic and Computer Arts faculty and students. (Faculty; November, 2005)

- Continue the process of coordinating other majors on campus to cross list possible American Studies courses. This will help during the initial years of the program to introduce all areas on campus to American Studies. (Tillinger, Tretter; December, 2005)
- Continue to cooperate and meet with Peter Carlos and LUHE-TV for various types of programming, specials, discussion panels, and guest speakers to promote the AST program. (Tillinger, Tretter; ongoing)
- Work with Mike Wall for KCLC “spots” and interviews about the American Studies program and special events. (Tillinger, Tretter; ongoing)
- Develop a colloquium series at the Boone Campus for American Studies students and the Lindenwood Community as a means of broadening the content and delivery of the program. (Tillinger, Tretter; November, 2005)
- Meet with the Dean of Humanities, Dr. Jann Weitzel, the Dean of Boonesfield Village, C.W. Stewart, Provost Jim Evans, Divisional Deans and Program Managers to develop an affiliate faculty to participate in American Studies.(Tillinger, Tretter; ongoing)
- Coordinate and designate affiliate American Studies faculty from various programs and Divisions (and cross-list classes or develop special class for AST). Some of this is in place: Jeff Smith (History), Grant Hargate (Art), Mike Stein (Sociology), Joe Cernick (Political Science), Hollis Heyn (English), Mike Mason (Religion and Music history), Alan Meyers (American Religion), Don Heidenreich, (History of American Sports), Bob Carter (History of American Music). (Tillinger, Tretter; ongoing)
- Develop a May term for educational travel for credit to important American sites and cities. This will serve as a replacement for J-term courses and will take place at a better time in terms of weather. (Tillinger, Tretter; February, 2005)
- Expand the teacher education program by offering a Certificate in American Studies. Work cooperatively with the Education Division to develop and promote this program. (Tretter, Tillinger; October, 2005)
- Continue to articulate the Boone Challenge Semester and recruit for on-site living and experience. (Tretter, Tillinger; ongoing)

CHRISTIAN MINISTRY STUDIES

The Christian Ministry Studies faculty will

- Develop CMS100 Foundations of the Judeo/Christian Worldview as an alternative General Education course. Propose to General Education Committee. This initiative will serve to recruit students to the program as well as offer an alternative to students seeking to fulfill a general education requirement (House; September, 2005)
- Expand and recruit to the CCMS-Discipleship Institute to include more courses taught in additional local churches. Increase promotion to more congregations. (House, McAlpin; summer, 2005)
- Aggressively recruit students for the CMS degree. (House, McAlpin; ongoing)
- Solidify the growing influence of "The Vine" (formerly The Everything Else Club) as the vehicle for Christian unity, cooperation and coordination of campus Christian groups and activities. (House; ongoing)
- Continue to work with Student Activities to build viable CCMS Concert Series and Voluntary Chapel programs. This initiative will offer Christian-based activities to LU students. (House; ongoing)
- Continue to develop the assessment program for CCMS as a means of ensuring a quality program to all students who enroll in CMS courses. (House, McAlpin; ongoing)
- Revise course rotation to ensure that students can complete their degree in a timely fashion. (House; ongoing)
- Revise WEB page as needed in order to introduce interested students to the CCMS program. (House; ongoing)

ENGLISH

The English Faculty will

- Test and implement the exam being prepared for junior-level students to evaluate their skills with basic grammar, usage, and punctuation. (faculty; May, 2006)
- Investigate the need for an upper-level writing course to support the proposed junior-level writing competency exam. (Plate; May, 2006)
- Work with both international students and American students to improve English language skills in an effort to help all students succeed academically. (Qualls, Green, Schnellmann; May, 2006)
- Work with the Education Division and other divisions/departments to offer cross-disciplinary courses. This effort will help students understand the relationships among their many areas of study. (Qualls, Green, Schnellmann; May, 2006)
- Research and propose a J-Term course/trip to England in support of the study of English literary history. (Bell, Glover; August, 2006)
- Investigate establishing more specific grading standards and processes for essays written in composition classes and apply them across all sections in an effort to maintain consistency. (Team; May, 2006)
- Continue to develop, test, and implement assessment exams for upper-level courses, thereby generating the data necessary to make any needed changes to coursework. (Glover, Schnellmann, Hickenlooper; May, 2006)

- Update the department's web page as needed. This will serve as a recruiting tool. (Team; May, 2006)
- Conduct at least one pre- and/or post-discussion group of selected plays produced by the LU Theatre Arts Department each year. (Heyn, Canale; May, 2006)
- Conduct research and discussion in order to develop English Department suggestions for the university to implement writing-intensive courses across the curriculum. (Hurst, Canale, Qualls; May, 2006)

FOREIGN LANGUAGES

The Foreign Language faculty will

- Require all 100- and 200-level language students to utilize the technologies and resources available in the Language Lab for course work as an additional means of encouraging understanding of content. (Team; ongoing)
- Have most 300-level language students participate in the Conversation Partner Program, as instructor sees fit, for course work. This will help students become more fluent in the spoken language. (Team; ongoing)
- Increase emphasis on oral proficiency through use of Language Lab and the Conversation Partner Program. (Team; ongoing)
- Acquire additional materials for the Language Lab to satisfy growing needs of language students. (Team; ongoing)
- Offer trips to French-, German-, and Spanish-speaking countries during the academic year (not just J-Term), to get more students excited about the subject matter and persuade them to start or continue their study of a foreign language. (Team; ongoing)
- Organize field trips to restaurants, live theater, and movies with language students as forms of cultural enrichment. (Team; ongoing)
- As an option for J-Term, offer a Praxis Review course for Spanish/French education majors who may need it. (Heyder, Durbin; January, 2006)
- Expand the different Foreign Language Clubs, Honor Societies, language tables, and conversation partner programs to promote and invigorate our programs. (Team; October, 2006)
- Increase Honors participation in all qualifying foreign language courses. (Team; October, 2006)
- Increase contacts with area schools, building on activities already carried out. (Team; ongoing)
- Revise pre- and post-test assessment in all language courses, thereby having the data necessary to make any needed adjustments to courses. (Team; December, 2005)
- Be involved in the Intercultural Festival activities. Help promote pride and respect for international students and their homelands. (Team; ongoing)
- Increase library offerings in French and Spanish. (Team; ongoing)
- Keep up to date the different literary seminars in both Spanish and French, thereby ensuring the use of current materials/research in the classroom. (Team; ongoing)
- Continually update the two-year course rotation to ensure all majors can complete

their studies in four years. (Heyder, Durbin; 2005-06)

- Revise program information for LU Webpage. (Team; ongoing)

HISTORY

The History Faculty will

- Publicize and offer one summer graduate course for the Master of Arts in Education for secondary school history teachers. Work cooperatively with the Education Division to promote these courses. (Griffin; July, 2005)
- Investigate offering a second summer course in support of the Education division's Master of Arts in Education program, to enrich the option. Coordinate with Education Division. (Griffin; July, 2005)
- Expand history web page as a means of sharing the developments in the department. This will serve as a recruitment tool. (Heidenreich, Team; July, 2005)
 - Post student papers from history 400 on Lindenwood history
 - Add page listing faculty and student accomplishments
 - Add information useful to students of history
 - History web sites
 - Career information
- Co-operate with the Education Division in training Middle School Social Studies Teachers. Demand for these teachers is expected to rise; helping to meet their needs will be an important part of our program. Use DESE materials to achieve this goal.
 - Investigate establishing advising protocols. (Faculty; December, 2006)
 - Investigate orienting history curriculum for middle school teachers to ensure they have necessary competencies. Investigate cross listing history courses with Education where appropriate. (Faculty; December, 2006)
 - Integrate Middle School SS students with history majors via newsletter and activities. (Kerksiek, K.Smith; July, 2006)
 - Investigate reintegrating History Day into our curriculum to enhance education and improve employment opportunities for prospective middle school teachers (Team; October, 2005)
- Evaluate suggested social studies courses for elementary teachers. Consult with education department regarding suggested changes if appropriate. (Griffin; October, 2006)
- Encourage retention and cohesiveness of history majors (all efforts below were implemented in 2004-2005 or earlier and are ongoing).
 - Coordinate with registrar's office to ensure our lists of majors are updated. (Kerksiek, ongoing)
 - Sponsor get acquainted social gathering each fall with emphasis on including new majors (Team)
 - Encourage membership and participation in the History Club (Whaley, Team; December, 2005)
 - Publish our newsletter for majors each semester (Kerksiek, K.Smith; November, 2005; April, 2006)
 - Plan yearly departmental field trip (Faculty; ongoing)

- Expand cooperation and coordination with other programs as a means of helping students understand the links between subject areas and divisions.
 - History of Sport in the United States – offer as an American Studies Course in January Term; coordinate with Sport Management Program. (Heidenreich; January, 2006)
 - Teach Missouri History as a January Term course applicable for Elementary Education majors. (J. Smith; January 2006)
 - Coordinate teaching of military history with the ROTC program (Heidenreich; ongoing)
 - Meet with history and humanities student teachers to help prepare them for student teaching and the job market. (Weitzel, Faculty,;ongoing)
- Expand community outreach:
 - Judge History Day competition at regional and state levels; encourage Lindenwood history education students to attend. In this way, LU faculty can meet middle and high school teachers and potentially recruit students interested in history coursework. (Griffin, Heidenreich, K.Smith, J.Smith, Whaley; February, 2006; March, 2006, ongoing)
 - Investigate building stronger connections with local cultural organizations to facilitate student research projects and field trips. (K.Smith, October, 2005))
 - Missouri Historical Society
 - St. Charles Historical society
 - Mercantile Library
 - St. Louis Art Museum
 - Survey our alumni for
 - New employment opportunities for our graduates
 - Relation of our curriculum to their needs as teachers (Kerksiek, K.Smith; April, 2006)
- Augment education in history:
 - Provide review sessions for students taking C-Base exam in social sciences in order to help students seeking teacher certification to pass the exam. (Griffin, Heidenreich; ongoing)
 - Investigate expanding the role of history tutors to improve their education and service to students (Whaley; ongoing)
 - Encourage students to expand use of technology. This will serve useful to students after graduation as they enter the workforce. (Team; ongoing)
 - Increase familiarity with databases
 - Use PowerPoint, etc, for student presentations
 - Encourage student participation in the Lindenwood Honors Program; offer all History courses for honors credit. (Team; ongoing)
 - Based on the rich resources at the Boone Campus facilities, use that campus as appropriate for teaching American History surveys. (K.Smith, J.Smith, Whaley; January, 2006)

PHILOSOPHY

The Philosophy faculty will

- Develop new minors in philosophy for students seeking cross-disciplinary studies. A Christian Philosophy minor in conjunction with the religion program has been proposed. A minor in Christian Ethics in conjunction with the religion program will be proposed later this year. Other minors in conjunction with other programs are being considered. (Brown/Mason/Meyers; April, 2005 and ongoing.)
- Continue the Philosophy in Film series and develop it into a recruiting and retaining program for the department. (Brown; ongoing)
- Increase courses for non-majors and develop new courses for majors. With the addition of an additional part-time faculty member, the number of sections of the 100-level course will be increased from 3 to 4; in addition 200-level courses for non-majors will increase from 2 to 3, and courses for majors will increase from 2 to 3. This increase will allow the development of courses focusing on individual philosophers—e.g. a course on Plato or Descartes—in addition to other courses to make our majors more competitive for graduate programs. (Charron/Brown; October, 2006 and ongoing)
- Develop new courses of interest to non-majors and courses of interest to majors. For example, a course in Intermediate/Advanced Logic is offered by independent study spring 2005. For non-majors, a course in Philosophy of Love based on the successful J-Term course of January 2004 will be developed as a regular semester course. (Brown/Charron; April, 2006 and ongoing)
- Revise course rotation to ensure all majors can complete their studies in 4 years and add new courses to the rotation as needed. PHL 280 Epistemology, PHL 380 Metaphysics, and PHL 380 Contemporary Moral Theory have been added. This revision will be done so as to recruit and retain students and to make them desirable candidates for graduate study. (Charron/Brown; July, 2005 and ongoing)
- Revise program information for LU Web and revise program brochure (Brown; July, 2005 and ongoing)

RELIGION

The Religion Faculty will

- Integrate courses currently taught in the REL curriculum that will augment and support the American Studies program at the undergraduate and graduate level. Help students see the relationship among their various courses. (Meyers, Mason; October, 2005)
- Develop a process for identifying and training tutors to assist students enrolled in REL courses to ensure complete understanding of material. (Mason, Meyers; July, 2005)
- By the end of 2005, complete a listing of career and graduate opportunities for religion majors and minors to assist students on the next leg of their educational journey. (Team; December, 2005)
- Research and propose two other courses during the 2004-2005 academic year that address the University's emphasis on character development, values, and American character and ethics. (Mason, Meyers; April, 2005)

- Continually review the REL curriculum to find ways to emphasize and make relevant the values of the Judeo-Christian tradition and the goals of Lindenwood University (Mason, Meyers; ongoing)
- 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 (Team; ongoing) 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 (Team; February, 2006)
- Develop a local chapter of the national honor society for students of religious studies and seek a charter for Lindenwood University. (Mason, Meyers; February, 2006)

Assessment Goals

Purpose: As a means of assuring the quality of our programs, the Humanities Division is committed to an active and on-going program of assessment. In addition to, but apart from, regular student grading, the goals and objectives of individual courses will be consistently and regularly measured using tools designed to determine student competencies as related to course objectives. These tools are regularly evaluated for their effectiveness in quality assurance.

Action Plan: In carrying out this philosophy, Humanities programs will meet regularly to evaluate results and to adjust both assessment tools and instructional methods and materials.

The Humanities Faculty will

- Continually review all courses assessments offered in the Humanities and use those results to make needed changes to the courses themselves. (Team; ongoing)
- Use CAT techniques throughout coursework offered in humanities (Team; ongoing)
- Systematically evaluate higher levels of Bloom Taxonomy for upper division classes in throughout the Humanities Division. (Team; December, 2005)
- Include statement of assessment in all division syllabi and discuss with students in all classes the importance of and use of assessment materials and subsequent results. (Team; October, 2005)
- Work with Don Heidenreich, Chairperson of the Assessment Committee, to make all needed changes to division instruments. (Team)

Each department within the Humanities Division developed its own assessment goals, and those goals are listed below.

- American Studies
 - Evaluate the assessment process for American Studies in light of fact that American Studies is a new and emerging program.
 - Improve the assessment for American Studies courses in the area of quantifiable evaluation. In addition, revise pre- and post- *self-evaluations* for

- all American Studies courses that qualify as General Education and major specific courses.
- Re-evaluate goals and objectives for American Studies during the 2005-06 academic year, to update program (Team; December, 2005)
 - Review and revise assessment of Introduction to American Studies (AST101). Begin assessment of rotating American Studies courses (Team; October, 2005)
 - Christian Ministry Studies
 - Continue to develop assessment of lower level and upper level CMS courses taught by full-time instructors
 - Develop assessment devices for CMS courses taught by adjunct and part-time faculty, to better cover all of the curriculum (House; February, 2006)
 - Develop Exit Exam for graduating seniors in time for first graduates, to assess learning of basic CMS concepts (House; February, 2006)
 - English
 - Continue to develop assessment for upper division courses
 - Continue refining evaluation processes of portfolios for graduating (or senior) majors (Glover; February, 2006)
 - Make needed changes to coursework based on assessment results (Glover; February, 2006)
 - Coordinate syllabus development to ensure instruction uniformity for multiple section courses (Glover; February, 2006)
 - Foreign Language
 - Continue to monitor effectiveness of assessment tools and adjust as needed to assure quality of instruction (Team; February, 2006)
 - Make needed changes to coursework based on assessment results (Team; February, 2006)
 - Continue development of standards for student competencies in oral and written work for introductory and intermediate language classes (Team; February, 2006)
 - History
 - Have assessment cycles in place in surveys (History 100, 105 & 106, Geography 201) providing information regarding student learning in specific areas such as economic and social geography, historical geography, economic and political history, etc. (Team; February, 2006)
 - Assess all history courses using locally generated measures.
 - Philosophy (Team; February, 2006)
 - Evaluate Bloom's taxonomy for assessment of upper-level philosophy courses
 - Explore the possibility to of developing minimum standards and assessment tools for this purpose in all philosophy courses (Team; February, 2006)
 - Formalize assessment for PHL 102 Moral Life and develop assessment for other 100-level courses and then for 200-level courses designed for non-majors (Team; February, 2006)
 - Develop assessment for upper-level courses (Team; February, 2006)

- Religion
 - Continue to develop qualitative and quantitative assessment tools for the religion program. (Team; February, 2006)
 - Continue to develop qualitative and quantitative assessment tools for the religion program (Team; February, 2006)
 - Evaluate the new pre- and post-test in REL 202 –*Religion in America*. The results will be used to improve the course during the coming two year cycle (Team; February, 2006)
 - Implement changes to the content of the REL 210 and 211 courses during the 06-07 academic year based on the results of a pre- and post-test (Team; February, 2006)
 - Develop a new assessment tool for REL 320 – *Christian Doctrine* and administer to the students (Team; February, 2006)
 - Implement the assessment of the measurement device used to study the students' comprehension and ability to critically evaluate the various arguments for the existence of God in REL 325 – *Philosophy of Religion*-every other year (Team; February, 2006)

Five-Year Goals for Fiscal 2006-10

HUMANITIES DIVISION

The Humanities Faculty will

- Actively recruit students into all majors and minors. Make use of the website, newsletters, positive recommendations from current students, meetings with parents and students as arranged by Admissions, Humanities scholarship opportunities, and the Pride Magazine.
- Propose needed increases in faculty as the student population grows. Work to hire the best possible full and adjunct faculty.
- Encourage all faculty members to use PCCCommon and WebCT to better meet the needs of our students. Additionally, expand the use of technology for all classes in order to meet the needs of visual learners.
- Organize additional cross-disciplinary coursework in an effort to help students understand the relationships among the themes and theories of their coursework.
- Continue to develop advising techniques. Work as a division to understand the various majors and minors so that appropriate advising occurs. Develop a mentoring program for new faculty members.
- Investigate additional majors and minor to best meet the needs of our students in an ever-changing world.
- Improve library holdings in all disciplines.
- Learn, as a division, to think “outside the box.” Investigate program options at other schools and apply those ideas to Lindenwood University.
- Update the Strategic Plan on a yearly basis

AMERICAN STUDIES

The American Studies faculty will

- Develop new American Studies interdisciplinary courses with the growth of the program and the needs of the students. (Tillinger, Tretter)
- Integrate more LU American emphasis classes into the curriculum on the undergrad and grad level using LU faculty as affiliate AST faculty. (Tillinger, Tretter)
- Cooperate with the Education Division in establishing the National Center for the Study of American Culture and Values. (Tretter, Tillinger)
- Expand the Teacher Education program by offering a Certificate in American Studies. (Tretter, Tillinger)
- Offer Continuing Education courses with an emphasis on civic responsibility, community participation and cultural awareness based on traditional American values. (Tillinger, Tretter)
- Integrate University resources at the Boone Home with the LU curriculum. (Tillinger, Tretter)
- Establish a regular LU academic curriculum at the Boone campus for Monday-Friday AST classes; include such options as T, TR and MW courses... (Tillinger, Tretter)
- Team teaches AST classes at the Boone Campus and at LU. (Tillinger, Tretter)
- Recruit and exchange from American Studies programs abroad. (Tillinger, Tretter)
- Participate in the American Studies Association, encouraging majors to present papers. (Tillinger, Tretter)
- Attract attention to Lindenwood University's American Studies program through participation in the Midwest American Studies Association. This participation will also give our students the opportunity to become active members. (Tillinger, Tretter and students)
- Promote the major for pre-law, government services, museology, global business, human service agencies, and media. (Tillinger, Tretter)
- Invite visiting area artists and craftspeople to teach Folk classes for credit during the May through December Terms. (Tillinger, Tretter)
- Research outreach programs offering service learning American Studies projects to foster civic responsibility in high schools. (Tretter)
- Expand the American Studies Club to explore topics and opportunities outside the classroom and to engage in discourse with a larger community. (Tillinger, Tretter)
- Promote the new MA program in American Studies using updated posters, flyers, and working in cooperation with Scott Queen. (Tillinger, Tretter)
- Continue to create internships relevant to the students' interest and needs in their area of emphasis. (Tillinger, Tretter)
- Recruit new members to the Board of Overseers who are interested and supportive of the American Studies Mission. (Tretter, Tillinger)
- Train undergraduate and graduate AST students as on-site guides and interpreters at the Daniel Boone Home. (Tillinger, Tretter)

- Train students to work in the field of historic preservation for Boone Campus projects such as reconstructing and repairing buildings and historically repair artifacts and textiles. (Tillinger, Tretter, Boone Facility staff)
- Design and set up a professional archival system using acid-free storage, files, paper and a temperature control system with a dehumidifier. (Tillinger, Tretter)
- Make the Boone Archives On-Line for students and researcher. (Tillinger, Tretter)
- Hire professional staff for the Boone Campus that will work in cooperation with AST faculty. (Administration, Tillinger, Tretter)
- Develop teaching packets for Elementary and Secondary teachers for use in the classroom to assist in teaching. (Tretter, Tillinger)
- Have in place a *living history museum* and campus using students as period actors working and living on-site. (Tillinger, Tretter)
- Maintain the historical integrity of the Boone site through animal husbandry, period gardening, historic preservation, including Folk arts/crafts such as soap making, blacksmithing, weaving, quilting, candle making, care of costumes, textiles and the decorative arts. (Tillinger, Tretter)

CHRISTIAN MINISTRY STUDIES

The Christian Ministry Studies faculty will

- Continue to impact campus culture through CCMS activities and its campus organization, The Vine. (House)
- Graduate first students with CMS degree in May 2005. (House, McAlpin)
- Recruit students from at least fifteen denominations with 350 majors by Dec. 31, 2010. (House, McAlpin)
- Involve and encourage participation with the greater community through the CCMS-Discipleship Institute Certificate Program. (House, McAlpin)
- See CMS majors enter the degree program through involvement in the CCMS-Discipleship Institute Certificate Program. (House, McAlpin)
- Develop the Discipleship Institute certificate component with Dardenne Presbyterian Church, as part of the "church covenant" between LU and Dardenne Presbyterian. (House, McAlpin)
- Develop additional viable "church covenants" with area and regional congregations. (House, McAlpin)
- Continue development of assessment of CMS courses and the CCMS department. (House)

ENGLISH

The English faculty will

- Increase the number of English majors by one or two each year (Team)
- Continue to track and contact alumni of the English program for the purposes of program assessment and recruitment (Canale)
- Encourage students in other divisions to take writing and grammar courses as a means of ensuring a strong foundation for all coursework and for work following graduation. (Team)

- Continue to assess the mission and operation of the Writing Center and recommend improvements (Hurst)
- Research and develop a policy and procedures handbook for the English Department (Glover)
- Investigate working with LCIE instructors in developing colloquium credit discussions of theater performances and literature readings (Heyn)
- Investigate using J-term travel to further the study of literature (Heyn, Bell, Glover)

FOREIGN LANGUAGES

The Foreign Language faculty will

- Have the French study-abroad program in Caen, France, well established and running smoothly (Durbin)
- Increase Foreign Language faculty in French and Spanish, to meet growing numbers of students participating in program, majoring and minoring (Faculty)
- Enhance German language offerings to allow for the offering of a German minor. To meet this goal, a German professor will need to be added (Bell)
- Have some new faculty with 10- and/or 12-month contracts. (Team)
- Add course work in Spanish to bring the major requirements up to 30 hours (Heyder)
- Recruit and work ever more closely with students to increase the number of majors and minors in the Foreign Language programs (Team)
- Expand the Foreign Language Clubs, Honor Societies, language tables, and conversation partner programs to promote and invigorate our study programs (Team)
- Increase Honors participation in all qualifying foreign language courses. (Team)
- Re-examine the possibility of offering summer courses in Foreign Languages. (Team)
- Increase student direction of language clubs—as opposed to having organization and direction in the hands of professors. (Team)
- Continue trying to attract students to our program through the use of the Foreign Language scholarship. (Heyder)
- Increase contact with area schools. Including in this goal is the need to be available to visit student teachers as requested by the education division. (Team)
- Work to promote Foreign Language requirement for B.A. degrees and International Business degree. (Durbin)
- Investigate the possibility of offering additional language options including but not limited to Chinese and Russian. (Team)

HISTORY

The History faculty will

- Refine and continue ongoing objectives from 1-year plan. (Team)
- Expand department offerings in regional studies to include Africa. This will make our world studies program comprehensive. (Assumes new faculty member with competence in the field.) (Griffin)

- Expand departmental offerings in geography to include economic geography. (Assumes new faculty member with graduate degree in Geography.) (Team)
- Investigate offering minor in geography. (Assumes new faculty member with graduate degree in Geography.) (Team)

PHILOSOPHY

The Philosophy faculty will

- Explore the possibility of offering online philosophy courses. (Brown, Charron)
- Develop summer philosophy program (dependent on staffing). (Charron, Brown)
- Expand philosophy club and develop club related recruitment strategies for prospective students. (Brown)

RELIGION

The Religion Faculty will

- 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. (Team)
- Contact local seminaries about a combined degree that would allow non-traditional students to complete an undergrad and seminary degree in an accelerated format. (Team)
- Review and evaluate the number of credit hours required for a major or minors in Religion during the next five years. (Team)
- Investigate the possibility of doing overseas study programs or of bringing international students to Lindenwood University to study Christianity and the other great world religions. (Team)
- Contact the Presbyterian Church agencies involved with higher education in other countries as a possibility of using Presbyterian schools in other nations as a source of international students for Lindenwood University. (Team)
- Develop a step by step plan to host a student conference on the study of religion and science and invite students from surrounding areas to come and hear and present papers on the subject. This would be formulated as a recruiting tool and advertisement for Lindenwood University and as a means of addressing some of the critical issues in the current discussion of values, morals and faith in this country. (Team)

Student-Major Projections

	American Studies	CMS	English	Languages	History	Philosophy	Religion
Year							
2005-06	8	35	86	27	105	15	9
2006-07	13	70	89	29	112	18	10
2007-08	21	125	92	30	118	22	11
2008-09	25	200	94	31	122	28	12
2009-10	30	275	96	32	125	30	13

In total, the faculty of the Humanities Division served 8,482 students during the fall 2004, J-term 2005 and spring 2005 semesters for a total credit hour load of 25,446. While it is our goal to increase our majors and to grow our programs, we also recognize it is as our responsibility to educate the whole university in the areas of American Studies, Christian Ministry Studies, English, modern languages, history, philosophy, and religion.

Graduation Projections

Graduation Projections							
	American Studies	CMS	English	Language	History	Philosophy	Religion
Year							
2005-06	2	3	12	10	18	5	2
2006-07	4	4	14	9	20	6	2
2007-08	8	20	16	6	22	6	3
2008-09	12	40	17	7	22	8	3
2009-10	15	60	18	8	23	8	5

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, synthetic, 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

In 2004-05, students majoring in the division were distributed in this way:

Bus. Ad.	Com	Couns-eling	CJ	Health/ Geron	Hosp .Serv	HRM	IT	Mort/ Man	Val. Sci.	Fire Sci	Wrtg
1386	275	638	235	156	3	231	179	0	8	51	23

* Indicates enrollment up to and including Winter/05 term.

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, in the cities of Florissant, Moscow Mills, O’Fallon, Weldon Spring, and Wentzville, Missouri, and at the Belleville West Campus in Belleville, Illinois.

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 on going 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.

Personnel

	Regular	Adjunct*
General Education	3	32
Business Administration	2	28
Communications (Corp. & Mass)	1	15
Counseling Programs	5	30
Criminal Justice	1	4
Gerontology/ Health Management	1	9
Hospitality Services Management	1	4
Human Resource Management	1	11
Information Technology	1	7
Mortuary Management	1	4
Valuation Science	0	1
TOTAL	16	147

* Number may change according to student enrollment each term. The range is typically between 75 to 115 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. The LCIE full-time faculty will increase with enrollment.
3. 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.
4. LCIE will continue to operate as part of the Lindenwood Community.

5. LCIE will continue to be a leader in innovative educational delivery systems.
6. 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.
7. 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, mass media, hospitality services management and the service industry.
8. 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.
9. LCIE will forge strengthened community linkages for recruiting opportunities.
10. LCIE will offer colloquia with recognized presenters to serve not only LCIE students, but also the community.
11. 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.
12. The Counseling Program will continue to revise curriculum standards and competencies based on assessment results to provide a high quality degree program.
13. The Coordinating Board of Illinois granted approval to offer courses in Professional Counseling and Criminal Justice, and will grant approval in School Counseling.
14. The Counseling Program will continue to facilitate the development of competent reflective practitioners.
15. Enrollment in the Counseling Program will stabilize in Missouri but will continue to grow in Illinois.
16. Full-time counseling faculty will increase with enrollment.

One-Year Action Plan 2005 – 2006

- Research cost to install television monitor with dvd/vcr player on ceiling brackets in each classroom in cultural center (Kemper; December, 2005).
- Research the feasibility of converting Room 109 in the LUCC to a “Smart Classroom” to serve both information technology students and the students in all programs that use computer technology when giving presentations to the class. Estimated costs for the required computer, projector, vcr/dvd player, cabinet and cabling will be researched by Brian Bush (Kemper; December, 2005).
- Promote LCIE Programs and curriculum benefits via LUHE TV – Channel 26 (LCIE Full-time Faculty; ongoing).

- Update course evaluation form (by student) to better suit LCIE needs (Mead, St.Clair; December, 2005).
- 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, ongoing).
- Research effectiveness of Experiential Learning Class to replace individual meetings with students requesting Experiential Learning Credit. Based on findings, continue Experiential Learning process as is or change to a formal classroom format (Engleking; December, 2005).
- Update Web Site: adding new programs, registration dates, quarter schedules, and the like to enhance retention and new enrollment activity (Kemper; ongoing).
- Continue to maintain database on LCIE enrollment statistics (Griesenauer; ongoing).
- Evaluate the O'Fallon campus to identify equipment and/or physical plant requirements (Griesenauer; December, 2005).
- 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; ongoing).
- Work with Division Deans to offer three semester hour courses in the evening at the Belleville Campus to satisfy cluster requirements that were not satisfied with transfer credit and to promote a "traditional" degree program for prospective students wanting day-time classes (Jump, ongoing).
- Work with the Dean of the Management Division to offer a graduate business capstone course at the Belleville Campus (Jump, Hardman; December, 2005).
- Research the need for a writing lab and tutoring assistance for students at the Belleville Campus (Jump; September, 2005).
- Call on the Director of the Hospitality Service Management Program at Forest Park Community College to explain our degree completion program in Hospitality Service Management and recruit new students to the program (Griesenauer; September, 2005).
- 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; ongoing).
- 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 (Horstmeier; ongoing).
- Implement a thorough evaluation of core clusters in the Human Resource Management Program to ensure offerings are comprehensive and current (Horstmeier; September, 2005).

- Revise the Human Resource Management curriculum as needed according to the results of the core cluster evaluation (Horstmeier; ongoing).
- Assist students in finding employment opportunities in the Human Resource Management field (Horstmeier; ongoing).
- Offer colloquia from Business Professionals in metro area corporations to satisfy colloquia requirements and recruit new students (Griesenauer, Kemper; ongoing).
- Investigate the design and implementation of a graduate program in information technology (Kottmeyer; ongoing).
- Investigate the design and implementation of a Post-Bachelor's Certificate in Information Technology (Kottmeyer; ongoing).
- Update existing clusters in the undergraduate information technology major (ongoing; December, 2005)
- Maintain and update computer labs in LUCC with funding provided by lab fees to offer students best possible learning environment (Kottmeyer & Bush; ongoing).
- Explore offering criminal justice courses at such sites as large police departments, jails/prisons, or juvenile facilities (St.Clair; ongoing).
- Create and distribute a recruitment publication describing the LCIE undergraduate and graduate criminal justice programs (St. Clair; ongoing).
- Arrange for additional criminal justice representatives to attend the annual career day held at the Performance Arena (St. Clair; ongoing).
- Research and revise the criminal justice curriculum to add two elective clusters: one in Crisis Management (St .Clair; ongoing) and the other in Communications Skills for the Criminal Justice Profession (St .Clair; ongoing).
- Expand Lindenwood's presence at St. Anthony Medical Center to recruit new student enrollment (Wolfsberger; ongoing).
- Implement student satisfaction survey for new cluster offerings in an effort to evaluate and improve curriculum (Wolfsberger; ongoing).
- Survey previous Health Management and Gerontology graduates to determine employment success to share with prospective students (Wolfsberger; July, 2005).
- Offer colloquia opportunities from Gerontology & Health Management representatives in metro area to increase program awareness and recruit students (Wolfsberger; ongoing).
- Coordinate seminar at Barnes, Jewish, Christian Hospitals to recruit graduate Health Management students (Wolfsberger; July, 2005).
- Evaluate, design and implement separate clusters specific to the undergraduate and graduate programs in Health Management (Wolfsberger; June, 2006)
- Reevaluate the Multi-Media program and coordinate with communications and fine-tune or redesign same based on first year's experience (Castro, Wall; December, 2005)
- Continue to grow MFA in writing program and explore additional courses (Castro; December, 2005).
- Develop one public literary reading per semester coordinated with a show on LUTV to promote the MFA in Writing program (Castro, ongoing).
- Investigate gaining approval to offer courses in school counseling in Illinois (Nickels; ongoing).

- Expand offerings of graduate courses in Professional Counseling in Illinois (Nickels; ongoing).
- Recruit students to facilitate growth of Counseling Programs at Belleville Campus (Buono, ongoing).
- Implement procedure for removing “impaired” students from counseling programs (Biri, Beckenbach, Patrick, Nickels; Buono, ongoing).
- Continue to develop and offer “special topics” courses based on student and alumni requests to update skills and maintain certifications (Nickels; ongoing).
- Explore cooperative arrangement with Harris–Stowe undergraduate students interested in Counseling (Nickels, September, 2005).
- Utilize new counseling brochure to recruit new students from educational and clinical settings (Beckenbach, Biri, Patrick, Nickels; Buono, ongoing).
- Expand and moderate Internet Newsgroup for advising and retention purposes (Patrick; ongoing).
- Submit proposal to DESE for approval of School Psychologist certification (Biri; September, 2005).
- Collect and analyze data from Counseling Skills assessment to optimize program quality (Beckenbach; ongoing).

Assessment

Routine 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.

Skills Assessment (Student): Skills assessment inventories, quizzes or examinations will be administered in most 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 by which to identify areas of weaknesses, provide feedback to instructors and make appropriate revisions in textbooks, instructional methods etc.
2. a standardized rating counseling skills assessment utilized at four different points to measure students' progress through the program from the beginning (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 Fiscal 2006-10

- 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
- 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
- Add a one-two week summer program to train junior and senior high school civics teachers in an overview of the criminal justice system.
- 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.
- 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 the feasibility of offering graduate credit courses for recertification of psychological examiners and school psychologists.
- Explore the possibility of holding an internship fair.
- Explore feasibility of a cooperative venture with Maryville University's graduate programs in rehabilitation counseling and music therapy.

Student Enrollment Projections

	2005/06	2006/07	2007/08	2008/09	2009/10
Student Major					
Undecided /other	145	148	152	158	167
Business Administration*	1307	1438	1553	1678	1761
Communications*	297	320	346	363	381
Counseling Programs**	600	605	610	615	620
Criminal Justice*	179	193	209	219	230
Gerontology/Health Mgmt.*	145	157	167	175	185
Hospitality Services Mgmt.	010	012	014	016	018
Human Resource Mgmt.*	260	281	304	322	341
Information Technology	215	226	237	246	256
MFA – Writing**	010	015	020	025	030
Mortuary Mgmt.	001	002	003	003	003
Valuation Sciences	002	002	002	002	002

* Indicates combined enrollment for undergraduate and graduate programs

** Indicates only graduate program enrollment

Student Graduation Projections

TBD

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 requirements of a global economy.

Student Enrollment

In 2004-05, students majoring in the division were distributed in this way:

Acct	Bus Adm	Fin	HR Mgmt	Int'l Bus	MIS	Mtkg	Mgmt	Pol Sci	Public Mgmt	Sports Mgmt	Retail
138	798	95	51	94	56	155	70	57	24	107	34

Personnel

	Regular	Adjunct
Accounting	4	3
Economics	2	2
Finance	1	3
Human Resources	1	2
Information Systems	3	3
Law	1	1
Management	3	7
Marketing	2	3
Political Science	1	0
Public Management	0	1
Retail Merchandising	1	1
Sports Management	2	2
TOTAL	21	28

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

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. Lindenwood will provide business educational programs tailored to meet the needs of the Boy Scouts, YMCA and other organizations as agreements are finalized.
3. On-Line learning options will be required to meet some students needs.

4. The development of the student as a values based business leader and citizen will still be a focal point of the "Lindenwood Educational experience."
5. Business professionals have an increasing need for a clear understanding of the uses of technology coupled with communication and problem solving skills.
6. Areas of employment with the business field will continue to grow including: MIS, general 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 number of International Students will continue to represent a significant number of business students.
9. The continued growth and service areas expansions will result in an increased demand for graduate courses to support the growing number of corporations and their employees within the entire service area.

One Year Action Plan 2005-06

- Continue the assessment process for all programs within the division. (Program Managers; ongoing).
- Continue student recruitment efforts for all graduate and undergraduate programs. (Team; ongoing).
- Enhance student involvement in all clubs within the Division of Management. (Team; ongoing).
- Develop several "pilot" certificate options. (Hardman and Program Managers; May, 2006).
- Increase the number of "Focus on Business" programs offered on LUHE as a means of enhancing awareness of our business offerings. (Hardman/Chilton; ongoing).
- Implement the MBA concentration in Entrepreneurial Studies. (Morris; July, 2005).
- Conduct a divisional program review to determine what changes may be indicated in our course offerings. (Team; January, 2006).
- Develop a script and produce (with Peter Carlos) a marketing promotional video for use on LUHE TV. (Arns, Wiedner; October, 2005).
- Further develop marketing course materials on PC Common. (Arns, Wiedner; May, 2006).
- Publish a book about Lindenwood's approach to educational management. (Morris; December, 2006).
- Continue the implementation of the new BA Sport Management curriculum. (Ellis; ongoing).
- Revise the MA Sport Management curriculum to meet NASPE/NASSM standards. (Ellis, Hudgins, Arns): (May 2006).
- Develop a marketing plan for the Sport Management degree programs. (Arns, Ellis; November, 2005).
- Enhance the Sport Management portion of the Lindenwood University website. (Arns; October, 2005).

- Develop a Sports Management Advisory Panel to Facilitate the needs of both potential employers and sport management graduates. (Hudgins, Ellis): (Jan 2006).
- Implement the Lindenwood Event Administration and Promotion Program. (Arns, Ellis; August, 2005).
- Revise the course curriculum for BSM 260 Orientation to Sports Management, course increased for one credit hour to three credit hours. (Ellis, Hudgins; October, 2005)
- Participate in the planning process of the renovated and expanded Harmon Hall as the primary location for the Division of Management. (Hardman & Program Managers; ongoing).
- Revise the undergraduate International Business program to closer align it with an overall philosophy of liberal arts education (Wlodarczyk; October, 2005).
- Develop guidelines for an on-line offering of a Graduate Certificate in Global Management. (Wlodarczyk; December, 2005).

Freshman Retention

- Continue to meet with all freshmen classes at least three times during the first semester (Team; December, 2005)
- Freshmen who have 9 or more college credit hours transferred in from high school encourage their enrollment in entry level business courses such as BA 200, BA 211, and BA 240 (Team; December, 2005)
- Encourage freshmen involvement and attendance, as is appropriate, with activities sponsored by the various “clubs” within the Division of Management (Team; December, 2005)
- Encourage students to become involved with Event Administration and Promotion Program (Team; December, 2005)
- Encourage Sport Management freshmen to register for one or the “lower level” sport management classes: (Ellis, Hudgins; December 2005).
- Division Faculty will schedule lunch with freshmen during the first few weeks of class (Team; October, 2005)

Five-Year Goals for Fiscal 2006-10

- Work with appropriate individuals in the planning development and construction of a new location for the Division of Management.
- Develop plans to effectively utilize the new Division of Management location to offer more educational programs for corporate “partners”
- Within the “new” building develop a “center” with a focus on small business and entrepreneurial endeavors.
- Develop appropriate curriculum courses as needed, and methods of delivery for “Corporate Partner” programs with the Boy Scouts, YMCA, etc.
- Work with the Lindenwood Press for possible Management, Sport Management, Public Management and Political Science publications.

- Establish a Doctorate of Management either individually or in conjunction with another University.
- Develop an MA program in Retail Management.
- Offer an on-line Graduate Certificate in Global Management.
- Develop on-line learning options to meet student needs.
- Develop certification procedures for off campus practicum sites.
- Event Administration and Promotion Program to direct a Heart of American Athletic Conference championship
- Event Administration and Promotion to direct an NAIA national championship
- Enhance the Management Division's visibility in the St. Louis Metropolitan area through "Profiles on Saint Charles County (KCLC) and "Insights" (LUHE TV)
- Conduct on-going survey of Political Science and Public Management graduates to determine the percentage that have attended graduate school law school and which schools they attended, as an aid to recruitment.

Student Enrollment Projections

Year	Acct	Bus Adm	Fin	HR Mgmt	Int'l Bus	MIS	Mktg	Mgmt	Pol Sci	Public Mgmt	Sports Mgmt	Retail
2005-06	136	795	95	50	93	55	153	68	56	24	115	35
2006-07	138	798	96	51	94	56	155	70	58	25	120	40
2007-08	140	800	97	52	95	57	157	72	60	26	125	45
2008-09	142	805	98	54	97	59	159	74	62	27	135	50
2009-10	145	810	100	55	100	60	160	75	64	28	130	55

Projected Undergraduate Graduation Count

Year	Acct	Bus Adm	Fin	HR Mgmt	Int'l Bus.	MIS	Mktg	Mgmt	Pol Sci	Pub Mgmt	Sports Mgmt	Retail
2005-06	20	208	3	33	18	16	33	2	12	10	20	13
2006-07	22	210	5	35	20	18	35	3	15	12	25	15
2007-08	25	212	8	37	25	20	38	5	17	15	35	20
2008-09	27	210	12	40	27	30	40	5	18	17	40	22
2009-10	29	211	14	42	29	35	42	6	19	19	45	24

Projected Graduate Student Graduation Count

Year	Mgmt MA	Mktg MA	Int Bus MA	Spt Mgmt MA	Other MA	Fin MS	Mkt MS	Mgt MS	Other MS
2005-06	2	2	1	3	3	2	2	2	1
2006-07	3	3	1	4	3	2	2	2	1
2007-08	3	4	2	5	4	3	1	2	2
2008-09	4	4	3	8	5	3	2	2	1
2009-10	4	4	4	10	5	3	2	2	1

Year	Acct MBA	Bus Adm MBA	Fin MBA	HR MBA	Int Bus MBA	Mgmt MBA	MIS MBA	Mktg MBA	Pub Mgmt MBA
2005-06	8	180	14	11	15	7	13	10	2
2006-07	10	185	15	12	16	8	14	12	2
2007-08	12	190	16	15	18	9	15	15	2
2008-09	15	180	20	15	22	10	15	20	3
2009-10	17	180	22	16	25	11	15	24	3

Sciences

Statement of Purpose

The mission of the Lindenwood University Sciences Division is two-fold: to effectively convey the content of Mathematics and the Natural and Behavioral sciences; and to develop in our students a critical thinking skills that are applicable to all areas of science and indeed to all areas of life. In accomplishing this mission, we strive to balance basic science with applied science, the study of the human body and mind, and stewardship of the natural environment.

Student Enrollment

In 2004-05, students majoring in the division were distributed in this way:

Biology	81
Chemistry	18
PreHealth	97*
Computer Science	58
Mathematics	18 ⁺
PreEngineering	16
Psychology	122
Sociology/Anthropology	8

*Includes students designating themselves as PreMed, PreDental, PreVet, and PreOptometry who will actually earn degrees in either Biology or Chemistry, as well as PreNursing students who will transfer after 2 years.

⁺Includes several students majoring in both Math and Computer Science

Personnel

The current Sciences Division faculty consists of:

	Full-Time*	Part-Time	Adjunct
Biology	4.25	0	0.3
Chemistry	3.0	0	0
Computer Sci.	2.0	0	0
Earth Science	1.5	0	0
Math/Physics	6.4	0.45	0
Psychology	4.75	0	0
Soc. / Anthr.	2.45	0	0
TOTAL	24.35	0.45	0.3

*Full-time faculty members are defined as those who have faculty contracts and whose primary duty is teaching. Part-time faculty members are Lindenwood staff with faculty rank. Adjunct instructors are hired by semester to teach one or more individual courses.

Number of part-time and adjunct individuals is calculated in proportion to the full-time faculty teaching load of 33 cr. hrs.

Facilities

The Sciences Division has its faculty offices and most of its classrooms in Young Hall. Young Hall features 17 traditional classrooms, one computer classroom, a computer workshop for Computer Science students, a greenhouse, four biology laboratories, two 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. Sixteen classrooms and/or laboratories 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". Field Biology classes also utilize undeveloped areas of the main campus and the Boone campus for plant and animal surveys and for experimental studies.

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 2005-06

- 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; May, 2006)
- Obtain administrative support for three year plan to upgrade analytical chemistry instrumentation; make initial purchases (Firestine; July, 2005)
- Implement plan for major improvements in existing greenhouse facilities (Mettler-Cherry; July, 2005)
- Develop plan for purchase of necessary equipment for new biology labs (Abbott; July, 2005)
- Evaluate potential for initiating a new Forensics major and/or minor for Chemistry majors (Pavelec; December, 2005)
- Evaluate potential for a Computer Science course that could fulfill a General Education Science requirement (Soda; December, 2005)

- Work with LU and MU administrations to attract students, particularly international students, to our PreEngineering program (Dey; December, 2005)
- Expand offerings in Anthropology and Sociology with an emphasis on courses that may be cross-listed with other departments including Psychology, History and American Studies (Scupin, Stein; May, 2006)
- 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 (Abbott/Bush; May, 2006)
- 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; December, 2005)
- Continue upgrading classroom facilities in Young Hall, particularly with regard to lighting and acoustics (Abbott; July, 2005)
- 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; May, 2006)

Five-Year Goals for Fiscal 2006-10

- Continue to build awareness and positive reputation of Lindenwood University Sciences programs among potential students through high school and community college recruiting, enhanced website, and the successes of our graduates.
- Complete upgrade of analytical chemistry instrumentation
- Complete biology equipment purchase plan
- Continue improvements in physical facilities of Young Hall to enhance teaching and learning
- Evaluate options for Archaeological activities at the Boone campus
- 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

Enrollment Projections

Year	Biol.	Chem.	Pre-Health	Comp. Sci.	Math	Pre-Eng	Psych.	Soc/Ant
2004/05	81	18	97	58	18	16	122	8
2005/06	84	18	102	60	19	30	128	10
2006/07	88	19	106	61	20	32	134	12
2007/08	91	20	110	63	21	33	141	14
2008/09	95	20	114	65	22	35	148	16
2009/10	100	21	119	67	23	37	155	18*

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

Graduation Projections

	Biol	Chem	Comp Sci	Math	Psych	Soc/Ant
Year						
2004/05	15	4	8	13	24	1
2005/06	16	5	9	15	26	2
2006/07	17	6	10	16	27	2
2007/08	18	7	12	17	29	3
2008/09	19	7	14	18	30	3

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 Plan for 2005-06

- Conduct the biennial review of general-education-course syllabi relative to their formal completeness and substantive quality, to assure first-rate guidance for students (Team; December, 2005)
- Review the general-education components of Lindenwood's comprehensive student assessment program and make recommendations for improvement t, to enhance the precision and usefulness of GE assessment (Team; December, 2005)
- Review General Education Requirements in the LCIE program, to attempt to align them more closely with the day-school requirements (Team; December, 2005)

Five-Year Goals for Fiscal 2006-10

- Work with the Humanities Division to refine and strengthen a junior-year writing assessment and a related general-education course in professional writing for students who need additional education in this area, to ensure that Lindenwood graduates are proficient writers
- Review General Education Requirements in light of changing expectations of the work community and similar institutions, to maintain relevance of the requirements to everyday life and extend the "shelf-life" of our students' Lindenwood education.

Daniel Boone Campus and NCSACV

Statement of Purpose

The Daniel Boone Campus consists of more than one thousand acres and thirty structures. The Daniel 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. The site provides regional and national patrons opportunities 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 or core values: 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.

Assumptions

1. The site will transition from a visitor and tourist attraction to include becoming an academic and value based educational center.
2. The Weldon Spring academic center will be included as part of the Daniel Boone Home strategic planning process.
3. The expansion of Academic programs, fundraising in conjunction with existing tourist-oriented programs will allow the Daniel Boone Home to better focus on its statement of purpose.
4. Additional focus will be on the site's environmental improvement, and reintroduction of native plants, trees, and crops.

One-Year Action Plan for 2005-06

The Strategic Planning process will be segmented into the following areas:

- Personnel, Staff and Volunteer Development and Training.
- Academic Strategies
- University Interaction
- Historic Facilities Expansion
- Historic Restoration of Plant Life
- Maintenance
- Advancement and Fund Raising

PERSONNEL, STAFF AND VOLUNTEER DEVELOPMENT AND TRAINING

- In-service training of the staff will occur each year before season opens.

- Special training and testing of all volunteers will occur before they are placed in service (Stewart; September, 2005)
- Volunteer staffing will be increased to be equal in numbers and hours to the Daniel Boone Staff (Stewart; September, 2005)
- Volunteer staff will be managed and directed by a designated staff member who will be responsible for their performance (Stewart; September, 2005)
- Special event training will occur within two weeks of the actual event to work out problems in advance of the event (Stewart; September, 2005)
- The staff will be schooled on developing the Daniel Boone Home's institutional historical memory. What events are held and why. Developing traditions as part of the human legacy will be expanded (Stewart; September, 2005)

ACADEMIC STRATEGIES

- Daniel Boone will continue to recruit junior level undergraduate and first year graduate students for its Challenge Semester (Stewart; ongoing)
- Students will work at the Daniel Boone Home and fulfill the six "cornerstone" values (Stewart; June, 2006)
- Historic skill classes will be offered that are taught on the weekends primarily aimed at non-resident individuals (Stewart; July, 2005)
- International student programs will be created to accommodate special entrepreneurship activities. (Stewart; February, 2006)

UNIVERSITY INTERACTION

Inclusion of the Lindenwood University student life's programs will be key to making the Daniel Boone Home available as a resource to the faculty and student body.

- Monthly programs will be scheduled at the Daniel Boone Home with the office of Student Services to encourage Lindenwood Students to learn about the site (Stewart; August, 2005)
- Student groups will be offered opportunities to complete work projects at the Daniel Boone Home (Stewart; October, 2005)
- Event scheduling will be structured to increase Lindenwood Student involvement in Daniel Boone Home events (Stewart; September, 2005)

Historic Facilities Expansion-Capital Projects 2005-06

PROJECT	2005-06
San Carlos Fort	\$50,000
Lower Lake	15,000
Van Bibber Lake and Drainage	20,000
Log School House	15,000
Bollmann Grading/Drainage	30,000
Daniel Boone Home Roof	45,000
Bollmann Fencing	2,000
Parking Lot	40,000
Visitor's Center	2,000,000

HISTORIC RESTORATION OF PLANT LIFE

- A comprehensive plan will be developed and plotted to restore native plants, as well as useful crops to the site (Stewart; December, 2005)
- The Van Bibber portion of the Daniel Boone Home will be further developed as a working farm (Stewart; December, 2005)
- Tree planting will be continued with special emphasis to an overall species plan to encourage native species and to eliminate where possible invasive species (Stewart; December, 2005)
- Edible native plants will be introduced and encouraged in special areas. Plants similar but not limited to: watercress, cattail root, cane sprouts, pecans, walnuts, hickory nuts, butternuts, hazelnuts and other local species (Stewart; June, 2006)
- The Daniel Boone Home and Busch Wildlife will strengthen their relationship to promote conservation efforts (Stewart; September, 2005)

MAINTENANCE

The following activities are scheduled:

- The storage area at Sappington (chicken house) will be dismantled and the grounds restored to natural (Stewart; June, 2006)
- The storage sheds near the barn will be dismantled and the contents moved to the Craftsman area (Stewart; June, 2006)
- The roof will be replaced on the Daniel Boone Home (Stewart; June, 2006)
- The brick oven in the Stake House Summer Kitchen will be replaced (Stewart; June, 2006)
- A comprehensive painting schedule will be followed for volunteer and student assistance (Stewart; June, 2006)
- A specific detailed maintenance list is maintained at the site (Stewart; June, 2006)
- Drainage issues continue to be addressed and improved (Stewart; June, 2006)

ADVANCEMENT AND FUND RAISING

- Fund raising will center on non-traditional university sources (Stewart; June, 2006)
- A listing of the top 100 historic donors will be assembled for personal visits (Stewart; June, 2006)
- Foundations that traditionally give for historic preservation will be contacted.
- Grants from private foundations will be solicited (Stewart; June, 2006)The Daniel Boone Home Director will spend a minimum of one day each week engaging in advancement activities (Stewart; June, 2006)

Fund Raising Efforts	Year	2005-2005
Boone Committee		\$50,000

St. Louis Foundation Sources		
Corporate Sources		
Project Funding		\$25,000
Historic Givers		
Memberships At Large		\$25,000
Ardmore Foundation		\$20,000
Andersen "type" Foundation		\$200,000
Total Projected		\$320,000

Five-Year Goals for Fiscal 2006-10

- Personnel, Staff and Volunteer Development and Training.
 - a. The staff will become more volunteer and student based with growth in staffing levels from these areas
 - b. The Daniel Boone Home will have its tourism business structured in such a way that some tour activities minimize labor content. Films and the Visitors Center will help accomplish this.
- Academic Strategies
 - a. The emphasis will shift from undergraduate to graduate research oriented student activities when the archival storage facilities are incorporated in the new visitors' center.
 - b. Weldon Spring classrooms will give additional numbers of students an opportunity to experience the Daniel Boone Home.
 - c. NCSACV will continue to be the basis for the student life program at Daniel Boone Home and will be strengthened with the continued inclusion of Lindenwood student life.
 - d. The number of academic offerings will increase as the number of students continues to grow and the level of student interaction continues.
- University Interaction
 - a. The increased incorporation of the Daniel Boone Home with Lindenwood student life will expand to increase the number of activities.
 - b. Many of the Daniel Boone Home calendar events will begin to become student staffed with graduate students participating in the event management portion of the experience.
- Historic Facilities Expansion

Lindenwood University will continue to expand its training and historic centers.

Project	Total Cost	2005	2006	2007	2008	2009	2010
San Carlos Fort	\$ 50,000	\$ 50,000					
Village Lower Lake	\$ 15,000	\$ 15,000					
Van Bibber Lake/Drainage	\$ 30,000	\$ 20,000					
Log School House-VB	\$ 15,000	\$ 15,000					
Bollmann Grading/Drainage	\$ 30,000	\$ 30,000					
DBH Roof	\$ 90,000	\$ 45,000	\$ 45,000				
Bollmann Fencing	\$ 2,000	\$ 2,000					
Parking Lot	\$ 40,000		\$ 40,000				
Visitor Center	\$ 2,000,000		\$1,000,000	\$ 1,000,000			
Blacksmith Shop	\$ 40,000		\$ 40,000				
Sash Saw Mill	\$ 350,000			\$ 175,000	\$ 175,000		
Saddleback Env. Studies Bld.	\$ 50,000		\$ 50,000				
Howell House	\$ 250,000					\$125,000	\$125,000
Callaway House	\$ 300,000				\$ 150,000	\$150,000	
Pole Barn	\$ 15,000		\$ 15,000				
Carriage House Renovation	\$ 50,000			\$ 25,000	\$ 25,000		
Stable Renovation	\$ 50,000			\$ 50,000			
Totals		\$ 177,000	\$1,190,000	\$1,250,000	\$350,000	\$275,000	\$125,000

- Historic Restoration of Plant Life

Tree plantings and native plants and grasses will be expanded in each years planting season. Trails will be established to allow students and visitors to the center to view native plants as would have been present during Daniel Boones lifetime. A detailed plan will be followed for specific soil types and needs.

- Maintenance

- Maintenance standards will be further expanded to include routine programs of preventive maintenance for HVAC systems, all electrical, fire prevention, and drainage systems
- Maintenance work lists for non-recurring items will be kept posted in the Craftsman center where they can be assigned as per schedule.
- A "make or buy," paradigm will be established to determine what maintenance needs can be done on site by staff and those which need to be contracted out.

- Advancement and Fund Raising

Fund raising for the Daniel Boone Home will continue to be refined. Capital projects will be expanded further to include and annual fund to supplement the capital characteristics of the existing fund raising plan. Amounts of projections should be adjusted on an annual basis to improve the accuracy of the fund raising projections.

Fund Raising Efforts	Year	2005	2006	2007	2008	2009	2010
Boone Committee		\$50,000	\$100,000	\$50,000			
St. Louis Foundation Sources			\$100,000	\$100,000	\$100,000		
Corporate Sources			\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Project Funding		\$25,000	\$5,000	\$25,000	\$50,000	\$100,000	\$50,000
Historic Givers			\$35,000	\$60,000	\$60,000	\$60,000	\$60,000
Memberships At Large		\$25,000	\$35,000	\$50,000	\$50,000	\$50,000	\$50,000
Ardmore Foundation		\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Andersen "type" Foundation		\$200,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000
Total Projected		\$320,000	\$595,000	\$605,000	\$580,000	\$530,000	\$480,000

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 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
- Weekly student progress reports
- Early identification of “at-risk” students
- Retention of students through early intervention of roadblocks to success
- 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
- Prepare files for admittance for graduate and LCIE students
- Database Management
- Teaching responsibilities
- Registration and rosters
- Syllabus collection
- Maintain academic files
- Coordination of Honors Convocation Ceremony, Baccalaureate and Commencement Ceremonies

Personnel

The Academic Services team includes:

Dean of Academic Services
Academic Services Coordinator
Registrar
Registrar for Student Services
Assistant Registrar
Director of Records
Director of Institutional Research
Data Coordinators (4)

One-Year Action Plan for 2005-06

- Continue to 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 (examples: degree audit & room scheduling programs) (Dean, Team, Information Services; on-going)
- Elimination of social security numbers as primary identifiers (Dean, Team, Information Services; July, 2005)
- Install and implement Scantron's Scanmark Optical Mark Reader to increase effectiveness and efficiency of grade reporting (attendance) (Dean, Team, Information Services; July, 2005)
- Continue implementation of an electronic database reference catalog for electronically stored course syllabi (Dean, Coordinator, Team; ongoing)
- Develop and implement guide for retention and disposal of student records, to protect individual student data (Registrar; January, 2006).
- Continue to append documents with digital imaging system, to increase the effectiveness and efficiency of document handling. Scan historical records (grade rosters, published class schedules, graduation lists, catalogs, etc. (Dean, Director for Institutional Research, Team; ongoing)
- Continue to establish additional articulation agreements with partner schools, to increase recruitment of quality students and facilitate the transfer process (Dean, Registrar; ongoing)
- Develop an automated degree audit program (if system is acquired), accessible via the internet by advisors (Director of Institutional Research, Information Services; June, 2006)
- Develop and implement Academic Services policy and procedures manual to clarify expectations and increase effectiveness of services (Dean, Assistant Registrar; ongoing)

Five-Year Goals for Fiscal 2006-10

- Cooperate with other offices in implementing an integrated database for all student information, to increase accuracy and efficiency of data processing and enhance service to out students.

Admissions

Mission & Purpose

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. We strive to continue to attract students whose ability, interest and attitude match the Lindenwood University culture.

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." We continue to develop ways for our department to be more student-friendly and service oriented, both at the main campus and at each of the satellite campuses

Personnel and Facilities

The Welcome Center houses the Admissions' main offices, with work station capacity for more than fourteen admissions representatives, 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. Satellite sites are served by on-site representatives. The International Admissions Office and Director of International Relations have moved to the student services offices in the Spellmann Center.

Current Staffing According to Counselor's Area of Emphasis

The Dean of Admissions oversees all admissions areas: He utilizes an undergraduate student as his Administrative Assistant.

Personnel Responsible for Traditional Undergraduate Students

- Three full-time Directors of Admissions with specific areas of authority and responsibility one of whom teaches part time and one who coaches one sport.
- One full-time Counselor
- Four three-quarters time equivalent Admissions Representatives, coaching one sport
- Sixteen coaches with full time staff or faculty rank and two part time coaches who serve as admissions counselors for students in their sport
- Two part-time staff in cheerleading and dance who serve as admissions counselors for their students

- One full-time administrative assistant
- Two half time Graduate assistants

International Admissions

- Director of International Relations
- One full time administrative assistant
- One half time Graduate Assistant

Personnel Responsible for Adult, Corporate and Graduate Students

Main Campus:

- One full time Site Director/Admissions Counselor
- One full time Manager, Corporate Partnerships
- One full time Graduate Assistant Admissions Counselor
- One full time manager of Site Enrollment and Development

Westport:

- One full time site manager
- Two part time Graduate Assistants

St. Anthony's:

- One full time site manager, split time with Adult and Day recruitment
- O'Fallon, Weldon Springs:
- Currently covered by Adult Admissions staff

Wentzville/Moscow Mills:

- One full time site manager
- Two part time Graduate Assistants

O'Fallon (MO)

- One full time site manager

Belleville:

- One full time Site Director
- One full time LCIE instructor, advisor and Admissions counselor
- One three quarters time coach assigned for undergraduate admissions counseling

Florissant:

- Currently covered by Westport Manager and Manager of Site Enrollment and Development

Boone Home:

- One site manager

Dardenne Presbyterian:

- Class site

One-Year Action Plan for 2005-06: Traditional Undergraduate

- Reach resident student enrollment capacity with the most talented students identified to maximize tuition room and board revenue with an improved student body
- Expand administrative and managerial role of directors to develop and utilize their full potential
- Continue to enhance student referral initiatives through closer, ongoing contact with all full- and part-time faculty, staff, and current students to increase quality referrals
- Strengthen ties with selected feeder schools to increase applicants from these schools
- Emphasize admissions effort in Belleville and Metro East Area to increase enrollments
- Enhance and strengthen undergraduate student ambassador program to make them better LU representatives of LU information
- Continue to update admissions materials and website with major emphasis on professional public image branding across all
- Continue strategy of greater stratification of institutional funding to increase net tuition revenue
- Refine common admissions data collection, storage and retrieval through relocating or new software to reduce redundant processes to improve efficiency and reduce clerical staff costs

Five-Year Goals for Fiscal 2006-10: 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 initiatives, such as the Pork-for-Tuition and Rural Teachers Scholarship programs

One-year Action Plan for 2005-06, Adult, Corporate and Graduate Admissions

Secure and expand position in Adult, Corporate and Graduate market in our service area through more aggressive direct corporate/organization and person-to-person marketing. Continue to invest in personnel, salaried and student assistants where needed, especially in off campus sites to better accomplish this objective.

- Continue growth pattern across all degrees and formats to increase enrollments and tuition revenue
- Increase the rate of growth in each degree program to reach increased enrollments and allow for expansion of offerings sooner

- Enhance and Expand service at existing sites to better serve student's needs improve retention and referrals
- Continue to explore creative corporate partnerships in a strategically organized way to increase enrollments and awareness for development
- Continue to place an emphasis on retention of continuing students to grow total enrollment and alumni base
- Reengage eligible former students to continue degree program to grow total enrollment and alumni base
- Continue to update and develop creative recruitment materials with major emphasis on professional public image branding across all programs to promote our image as a first rate university and increase public awareness of the university and its various programs
- Develop effective communication and administrative systems with and between satellites and the main campus to create efficiencies not currently in the system to improve service to the students and reduce staff costs
- Continue to develop the ability to accommodate new student growth within the admissions, business, financial and academic systems to maintain efficient record keeping and improve student services
- Aggressively pursue and enroll adult students for satellite locations. Identify and enroll their eligible college-age children for Traditional Undergraduate Programs to increase enrollment

Five-Year Goals for Fiscal 2006-10: Adult, Corporate and Graduate Admissions

- Continue to develop and/or refine systems within and between campuses that are able to accommodate growth in new students
- Offer adult classes in new venues where a successful market is identified
- Continue and strengthen all current initiatives

Corporate Partnerships Strategic Plan – 2005-06

Statement of Purpose:

- To grow enrollment through aggressive marketing with a two-pronged approach.
 - First, to nurture the partnerships we currently have.
 - Second, to develop new partnerships in both established and growth areas

One-Year Action Plan for 2005-06, Corporate Partnerships:

- Nurture the business relationships we currently have through personal one-on-one contact to increase enrollments and awareness for development.
- Utilize relationships within the University (i.e. board members, adjunct faculty, full-time faculty, Development Department) to gain access to businesses to increase enrollments and awareness for development.
- Develop new business relationships in growth areas. Key areas are, but are not limited to: municipalities and other taxing districts, and the areas of O'Fallon, Wentzville, Troy, Warrenton, Weldon Spring and Belleville to increase enrollments and awareness for development.

- Develop new business relationships in established areas – i.e. St. Charles County, Westport and South County to increase enrollments and awareness for development.
- Continue presentations to community groups to increase enrollments and awareness for development.

Five-year Goals for Fiscal 2006-10 Corporate Partnerships:

- Strategically place Lindenwood supporters on influential boards and commissions in key areas.
- Improve the integration of public relations, corporate partnerships, development and alumni into a cohesive marketing unit to synergize activities and results

One-year Action Plan for 2005-06, International Admissions

- To continue to the recruitment of quality students from over 60 countries to improve diversity
- Continue cooperation agreement with Republic of Panama , IFARHU to continue and expand these enrollments and funding
- Attempt to reengage our recruitment connections in Taiwan and China to increase enrollments from these areas
- Attempt to establish a formal agreement with the Pan-American Association of Student Loans Institute (APICE) to expand our enrollments from these countries

Five-Year Goals for Fiscal 2006-10 International Admissions

- To graduate Lindenwood students into major business and government positions
- To develop stronger ties with alumni in effort to increase both quality and total number of international students
- Consider the feasibility of a Lindenwood University site abroad

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 20 men's sports and 18 women's sports. The men's sports include Baseball, Basketball, Bowling, Cheerleading, Cross Country,

Football, Golf, Ice Hockey, Indoor Track and Field, Lacrosse, Outdoor Track and Field, Roller Hockey, Skeet, Soccer, Swimming and Diving, Tennis, Trap, Volleyball, Wrestling and Water Polo. The women's sports include Basketball, Bowling, Cheerleading, Cross Country, Field Hockey, Golf, Ice Hockey, Indoor Track and Field, Lacrosse, Outdoor Track and Field, Skeet, Soccer, Softball, Swimming and Diving, Tennis, Trap, Volleyball and Water Polo. In addition, women are able to participate in the Lionettes and Lion Line Dancing.

During the 2004-05 school year a total of 1072 student-athletes were certified and participated in 40 sports, and 70 students participated in our Athletic Training program, which complements the Athletic Programs.

Personnel

The Athletics Program is staffed with an Athletics Director and 32 staff members. Of these, 19 are full-time employees and 13 part-time employees. All full-time coaches teach, work in the Admissions Office, or have other staff duties in addition to their coaching responsibilities. Seventeen Graduate/Graduate Assistants are involved in the Athletics Programs or in the Athletic Training Program.

Facilities

The Athletics Program currently has the following facilities:

- Harlan C. Hunter Stadium has the Astro Play synthetic surface with a 6,100-person seating capacity. New end zone seating and totally remodeled press box, concessions, bathrooms, scoreboard and sound system were completed in 2005. The stadium is used by the Football, Soccer, Lacrosse, and Field Hockey teams for practice and competition.
- The Field House contains a classroom, locker rooms, coaches' offices, equipment storage, 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 Fitness Center is used by students and all athletic teams, including the Lion Line Dancers, Lionettes, Spirit Squad, and Cheerleaders.
- The 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 13 offices for coaches, physical education, dance and fine arts professors, three classrooms, a conference room, an Athletic Training facility, and a 5000-square foot VIP lounge.
- New Lou Brock Baseball and connecting Softball field complex.
- Outdoor Track and Field facility containing 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 teams but will also be available for use by students for intramurals and other activities.

- The Practice Field is located above the Softball field 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 2005-06

- Elevate Water Polo from club to varsity status to fully integrated the program as a legitimate varsity level sport supported by the institution (Creer; May, 2006).
- Offer separate men's and women's Water Polo teams to better serve the options available for women student athletes (Creer; January, 2006).
- Discuss partnership with Winchester Ammunition and Missouri Department of Conservation to establish support of the Shooting programs to encourage financial and real estate assistance in the potential construction of a new full service shooting facility (Steenbergen; January 2006).
- Continue to support 38 intercollegiate sports programs on the varsity level and encourage the support of 36 freshman and/or developmental programs to increase recruitment and the development of varsity-level athletes (Staff; May, 2006).
- Enhance the web site to better reflect athletic team information and results to aid in recruitment of potential new student-athletes (Barger; August, 2005).
- Increase recognition of student-athletes at athletic functions to provide more awareness of the total athletic program to the community (Barger; September, 2005).
- Organize post-season team and individual athlete awards and banquets to recognize the accomplishments of the teams and individual participants (Creer; September, 2005).
- Sponsor promotions at athletic events to increase student participation and to help develop school spirit (Barger; September, 2005).
- Utilize athletic facilities at the Belleville campus to expose Lindenwood's athletics and educational opportunities to potential new students in the St. Louis Metro East area (Creer; September, 2005).
- Completion of the Lou Brock Baseball and Softball Complex to provide Lindenwood athletes the best possible practice and competition opportunity, provide for the comfort of visitors and fans attending competitions, and provide a first-class facility to bid to host championship competitions (Creer; January, 2006).
- Completion of the Hunter Stadium renovation to provide the best possible practice and competition opportunity, provide for the comfort of visitors and fans attending competitions, and provide a first-class facility to bid to host championship competitions (Creer; September, 2005).
- Organize and promote a national post-season tournament for Field Hockey to provide post-season championship competition opportunities for the Field Hockey program (Creer; October, 2005).
- Host the NAIA Swimming and Diving National Championship to help expose Lindenwood University and the athletic and academic programs to the community and fans attending the competitions (Creer; March, 2006).

- Host the ACHA Women's Division National Ice Hockey Tournament to help expose Lindenwood University and the athletic and academic programs to the community and fans attending the competitions (Creer; March, 2006).
- Increase monitoring of student-athlete academic progress to help provide better awareness of potential problems and to make corrections/adjustments to prevent failures (Bell; September, 2005).

Five-Year Goals for Fiscal 2006-10

- Continue to encourage participation at the Varsity and Junior Varsity levels in all sports.
- Hire a Sports Information Director.
- Start a athletic alumni organization.
- Add Men's and Women's Rifle and Pistol as intercollegiate sports.
- Strive for higher academic performance by student athletes.
- Continued 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.
- Construction of a Natatorium facility.
- Construction of shooting facilities for Pistol, Rifle, Skeet and Trap.
- Construction of new practice facilities to relieve congestion in current practice and competition facilities to support the growth of the athletic programs. Add lighting to accommodate the many programs needing to use the facility.
- Construct six new tennis courts and renovate current courts into intramural and student use basketball courts.
- Secure a practice facility for Cheerleading and Dance Line.
- Create a home Cross Country course.
- Renovate the Field House with more Athletic Training and Rehab room.
- Renovate Fitness Center with upgraded equipment to better meet the needs of the athletes and increased general student population.
- Continue hosting the NAIA Swimming and Diving National Championships.
- Continue bidding for hosting additional NAIA National Championships.
- Seek options of membership in additional national athletic governing bodies for sports not sponsored and administered by the NAIA.

Bookstore

Mission

The mission of the bookstore remains to provide students with the access to the books and supplies that they need to succeed at the University. It also is to provide them with emblematic merchandise that they can wear and use and be part of the University.

Personnel Changes

The bookstore is staffed by one business officer and one other employee. One employee manages the lower level of the bookstore where the books and supplies are located. She does the ordering of books and return of books with the help of three part time graduate students. Four part-time grad students are on the top level of the bookstore where the cash registers are located and the clothing and emblematic merchandise are located. Part-time graduate students and work study students assist patrons and put books and supplies on the shelves.

One-Year Action Plan for 2005-06

- Improve emblematic merchandise to not only increase the volume in the bookstore, but this is the best P.R. that the University can have (Goldstein; ongoing).
- Reducing the number of books ordered by having the Deans review orders. We cannot stop the use of the internet as all colleges and universities are having the same problem. We hope by having more used books this will increase volume, but this will require additional personnel. Ordering will have to be from 3 or 4 companies instead of one (Goldstein; June, 2006).
- Investigate feasibility of ilferage reduction by using Security cameras (Bush, Goldstein; December, 2005)
- Web site for the bookstore offering clothing, books and etc. to increase sales (Goldstein; June, 2006)

Five-Year Goals for Fiscal 2006-10

- Obtain space in the Spellmann Center as this is the center of activity. Need a space large enough to have a complete set up of emblematic merchandise and items students use.
- Develop a catalogue of emblematic merchandise for students using the internet and for Alumni.
- Increase sale of used books.
- Obtain a new system for cash register using a bar code system which would speed sales and keep an accurate inventory of books sold and on hand.

Business Office

Statement of Purpose

The Business office has two purposes. One is to accurately charge and collect student accounts while assisting each student with payment options that may assist in covering the cost of his or her education. In this role, the Business Office facilitates critical communications between the student and other departments such as Academic Services, Financial Aid, and Housing. A second purpose is to provide the university with accurate

financial accounting of transactions, capital resources, and investment while managing cash flow under the direction of the President, Board of Directors, and Finance Committee of the Board.

Personnel

The Business Office personnel currently consist of seven full-time members (including the Business Office Manager), one part time employee, and one full-time Graduate assistant. Primary responsibilities include: 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 and seven other full-time employees. Primary responsibilities involve management of student billing cycle, student account data processing, processing of student refunds and federal work-and-learn checks, accounts-payable processing, human-resources and benefit management, accounts-receivable and accounts-payable system management, and maintenance of the general ledger. Additional duties include preparation of quarterly and annual budgets, financial reports, cash and investment management, maintaining fixed asset records, overseeing internal and external audits, and financial-aid record keeping. There were two personnel changes in fiscal 2005: We reduced the number of full-time employees by two, and the Business Office side of the operation added a part-time employee.

Facilities

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

Assumptions

1. The student body will continue to grow steadily.
2. Technology in the Business Office will continue to improve.
3. There will be continued improvement in personnel development.

One-Year Action Plan for 2005-06

- Add online payment options, to add more convenience to current methods of payment (Kapeller; July, 2005)
- Reduce the current percentage of accounts receivable by 10%, to save time on collection efforts (Kapeller; July, 2005) between Financial Aid and Business Office, to improve communication process between offices (Kandel; June, 2006)
- Research and propose an addition of hardware and software in Controller's Office, to effect more efficient response to inquiries (Kandel; July, 2005)

- Add online payment options to the current methods being offered, to provide more convenience to our students.(Kapeller;)
- Reduce the current percentage of accounts receivable by 10%, (Kapeller; June, 2006)*
- Purge inactive student accounts, to reduce confusion (Jackson; June, 2006)*

*Items will continue to be a part of an ongoing management plan.

Five-Year Goals for Fiscal 2006-10

- Enhance current computer software allowing integration with other internal 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
- Enhnce the role of human resource management
- Prepare and propose a manual for each department for Business office procedures
- A Lindenwood University direct student loan program for Graduate Students.
- Fully implement an on line billing and payment system

Campus Life

Statement of Purpose

The Campus Life Offices are committed to the development of the whole person within a value system that acknowledges the university's Christian heritage and focuses on four-dimensional personal growth: mental, social, physical and spiritual. Campus life helps students to establish good learning skills; gain a broad range of knowledge and understanding about the arts, humanities and sciences; obtain social and physical enjoyment through athletic and recreational activities and special events; grow in capacity for work, achievement and leadership; and experience self-discovery and personal fulfillment that will serve a lifetime.

CAREER SERVICES

Statement of Purpose

The Career Service Office assists students in choosing a major, developing career plans, learning about the world of work and developing job search strategies to better equip students with necessary skills to be competitive in today's market.

One-Year Action Plan for 2005-06

- Implement Alumni Mentor Program to match undergraduates with successful alumni for career advice in a field of interest. Responsible persons: (Wehrli, Alumni staff; Ongoing).
- Implement Early Career Advisement Program to assist freshman, sophomores and undecided students with choosing a major relative to personal interests, strengths

and values by exploring career options (Wehrli, Academic Advisors, and College Community Living instructors; Ongoing).

- Market and implement use of the new on-line “LIONetwork” to all eligible job seekers and employers. The online service provides:
 - resume approval/referral
 - job search/postings
 - interview and event management.

Employers are able to post jobs free of charge. Responsible persons: (Wehrli; Ongoing).

- Establish and maintain Career Services Library which includes videotapes and industry related guides for student access. Responsible persons (Wehrli, R. R. Guffey; September, 2005).
- Expand Career Services web page to create a more user friendly and visually appealing resource for students and employers (Wehrli; September, 2005).

Five-Year Goals for Fiscal 2006-10

Continue to develop a generous alumni base that is willing to share employment opportunities and experiences.

STUDENT ACTIVITIES

Statement of Purpose

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

Activities planned or assisted by Student Activities include, but are not limited to, the following: movie nights, spades tournaments, trivia nights, karaoke nights, Welcome Week, Midnight Breakfasts, Business Etiquette Dinners, Finals Breakout, Homecoming/Parent’s Day Weekend, LSGA Fall and Spring Festivals, Organization Day, Spring Fling, and the Spring Dance. 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 (The Loft), The Connection, Intramurals and the LU Crew.

One-Year Action Plan for 2005-06

- Expand student activities in growth, quality, occurrence and diversification to facilitate the ever changing student body (Click; Ongoing).
- Continue to make better use of student activities for not only retention but also recruitment through promotion with the radio station, TV station, newspaper and website (Click; August, 2005).
- Continue to expand and develop the usage of The Connection, striving to get students connected (Click; Ongoing).
- Continue to redefine the role of Butler Centre (The Loft) to better meet the needs of our diversified student population (Click; August, 2005)
- Continue to expand and build the Intramural Program (Click; R. Guffey; August 2005).
- Continue to actively encourage the 65 plus recognized student clubs and organizations to become more involved in activity sponsorship (Click; Ongoing).
- Continue to develop and promote dorm spirit, involvement and identity, through Student Activities dorms chats and Resident Advisor (RA) utilization (Click; August, 2005).
- Continue to help develop College Community Living toward social engagement, particularly the connection of freshman, through a variety of events (Click, R. Guffey; August, 2005).
- Continue to develop and expand the LU Crew to give members an active role in encouraging Lindenwood's spirit at not only athletic events, but special events also (Click; August, 2005).

Five-Year Goals for 2005-09

Continue to utilize the Student Activities Office to facilitate a higher retention rate by creating every increasing student involvement activities.

WORK AND LEARN

Statement of Purpose

The Work and Learn program provides a unique opportunity for students to gain valuable work experience, while having the ability to defray a portion of their educational expenditures.

One-Year Action Plan for 2005-06

- Increase student retention in the program to better facilitate a trained student work force (Tolman, R. Guffey; Ongoing).
 - a. Market based on need of student.
 - b. Identify proper placement for the student and the Institution
- Develop and train appropriate zone supervisors to insure student productivity (Tolman, R. Guffey; Before Every Term).

- Improve accountability system to insure appropriate image and billing (Tolman; Ongoing).
 - c. Program awareness and importance to faculty
 - d. Defeat time-theft
- Increase awareness of, and importance of, Linden Leader Program (Tolman, Campus Life Staff; Ongoing).
- Increase prominence of the community service program (Tolman, Wehrli, Ongoing).

Five-Year Goals for Fiscal 2006-10

- Continue the high ideals and successes of the program through continual promotion of program goals, illustration of student work, and eventual hiring of four year work and learn students.

MENTORING AND ATHLETIC SUCCESS

Statement of Purpose

The Mentoring and Athletic Success Office facilitates opportunities for student athletes, as well as general students, to succeed not only in life but also in educational, social and professional endeavors.

One-Year Action Plan for 2005-06

- Increase the number of student academically successful to facilitate better retention of students and to building upon the teaching mission of the University.
 - a. Individual mentoring meetings (Bell, R. Guffey, S. Guffey and entire Coaching Staff, Ongoing).
- Utilize new online tracking system in lieu of time sheets for immediate notification of a student's successes or unease (Bell, R. Guffey; August 2005).
- Continue to work with Academic Services to better facilitate staff and faculty coordination for student needs, i.e., poor grades, change of schedule, attendance problems (Bell, R. Guffey; August, 2005).
- Coordinate and develop a means to honor the athletic teams with the highest grade point average (Bell, August 2005).

Five-Year Goals for Fiscal 2006-10

- Continue to increase the rate of student success to highlight Lindenwood University is undeniably a teaching college.

RESIDENTIAL LIFE

Statement of Purpose

The Resident Life Office provides students with an opportunity to be part of the Lindenwood community. By placing the students in the center of academic, athletic, and social activities, students can easily develop a sense of Lindenwood spirit.

One-Year Action Plan for 2005-06

- Place students in their residential assignment with regard to roommate preference, athletic/academic interests, and/or class status (Giessman; August, 2005).
- Evaluate residence hall for needed renovations or general improvements (Giessman, Russell S. Guffey, R. Guffey; August, 2005).
- Redevelop a Resident Adviser training program (Giessman, S. Guffey, S. Guffey; Tolman, August, 2005).
- Expand the housing web page to include pictures of each resident hall, lounge areas, and sample room (Giessman, R. Guffey; August, 2005).

Five-Year Goals for Fiscal 2006-10

- Establish an on-line housing application process.
- Determine plausibility of wireless internet in Linden Terraces.
- Redevelop Linden Terraces from individual houses to apartment-style units.
- Relocation of First Capital residents due to redevelopment of the First Capitol area.

INTERNATIONAL STUDENT SERVICES

Statement of Purpose

The International Office facilitates cross-cultural engagement by apprising the international populace of immigration as well as institutional affairs.

One-Year Action Plan for 2005-06

- Discuss On-Off Campus Issues for International Students to better acclimate the students to their new environment (R. Guffey, Willbrand; August, 2005).
 - a. Clarify Culture Shock
 - b. New Student Orientations
 - c. Immigration Seminars
 - d. Student Handbook
 - e. Legal Restrictions
 - f. Explain Visa Regulations-so students maintain compliance with the Bureau of Citizenship and Immigration Services (BCIS) (R. Guffey, Willbrand; August, 2005).
 - g. F-1 - Must be enrolled fulltime
 - h. F-1 - Cannot work while in school

i. Drivers License, Social Security Number, Travel Documents

- Continue to Facilitate Study Abroad Program with the University of Caen, France for Lindenwood French majors (R. Guffey; Ongoing).
- Continue to advise faculty advisers on how to follow immigration regulations while enrolling students (R. Guffey, Willbrand; August, 2005).

Five-Year Goals for Fiscal 2006-10

- Establish new initiatives with Central American countries and Taiwan to increase the recruitment of additional high-quality students from these partner regions.
- Perform more specialized services for international students: airport shuttle, additional immigration seminars, and organize city tours.

SUCCESS CENTER

Statement of Purpose

Students seeking to enter college but having marginal skills in the four targeted areas (reading, writing, mathematics, and oral communications) will be assigned refresher coursework that addresses the essential skills needed to succeed in entry-level college coursework. Participating students will have their performance levels assessed, and will be provided with individualized activities intended to eliminate the deficiencies hindering regular college classroom success. A regular evaluation component will allow students to progress through the refresher activities at their own pace, and enable them to enter the regular college coursework as quickly as the necessary skills are obtained.

One-Year action plan for 2005-06

- Continue to aid any students who wish to improve their fundamental academic and or communication skills, regardless of their present level of performance, by using software modules and staff tutoring/coaching to bolster proficiency in mathematics, oral and written communication, and speed reading (Ingram, Perkins; Ongoing).

Five-Year Goals for Fiscal 2006-10

- Continue to refine and implement the teaching and service component of the program

Communications

Lindenwood University faculty and staff members frequently have the opportunity to communicate with members of the media, students, parents and the community through face to face meetings, interviews, speeches, etc. The university also communicates to these audiences through its printed materials and its website. While the topics of these

interviews, conversations and visuals will be varied and sometimes narrow in focus, it is important to maintain “key messages” and elements of consistency in what Lindenwood representatives say. Above all, we want to communicate effectively and increase the awareness our audiences have of Lindenwood University’s success in higher education.

Target audiences

While the most obvious target audiences for Lindenwood are traditional students and their parents, Lindenwood’s biggest growth potential now rests in professional and adult continuing education. These individuals are often reached through word of mouth, and also through Lindenwood’s outreach efforts with companies and corporations. Other important target audiences for Lindenwood include its own employees, high school counselors, community groups and more.

Key messages

We want our constituencies to become aware of the following key messages:

- **Student and graduate success.** Lindenwood University succeeds when its students and graduates succeed; and students and graduates are succeeding in the workplace and in life. It is important to stress that Lindenwood not only prepares students to be successful in the workplace, but also to succeed in life as good citizens and good people.
- **A Teaching University.** Lindenwood is a “teaching” university. Our faculty members enjoy being in the classroom and helping students succeed. They don’t focus on research. They have limited administrative and non-teaching responsibilities that allow them freedom to answer their true calling: teaching.
- **Visit the new LU!** There is a new energy at Lindenwood. People who haven’t been to the campus and finally see it are amazed with its vibrant beauty, its fresh new buildings that meld perfectly with the old ones, and its growing role as a regional higher education leader in the St. Louis area.

Strategies

- We must educate all employees to communicate our key messages. All employees at Lindenwood are recruiters and ambassadors and need to know our key messages.
- Key employees who are likely to talk to the media must be aware of Lindenwood’s key messages and must stress them whenever the opportunity presents itself in an interview
- Printed materials should reflect the key messages whenever possible
- A thorough review of Lindenwood’s website is in order to make sure these messages are accurately reflected
- Our key messages must be communicated in the president’s speeches whenever appropriate—in the community and in the board room as well

- These messages must also be a part of faculty and staff appearances and speeches in the community, as well as admissions officers who have contact with potential adult students, high school students and counselors and the parents of high school students

One-Year Action Plan for 2005-06

- Faculty-staff-coaches distribution of key messages to ensure consistency and effective team effort in promoting the University (Queen; August, 2005)
- Follow up with deans, directors to make sure strategies are understood and implemented (Queen; September, 2005)

Five-Year Goals for Fiscal 2006-10

- Achieve a better understanding campus wide of audiences, our communications strategies and our key messages
- Increase awareness of the university's leadership role in the St. Louis region

Financial Aid

Statement of Purpose

The mission of the Office of Financial Aid is to serve as a comprehensive resource service center for students requesting financial assistance in meeting the cost of their education. Our goal is to establish a financial plan specific to each individual student. A broad range of financial services are provided to ensure each student is successful in the completion of their education.

Personnel

The Financial Aid Office reports to the Dean of Admissions and Enrollment Management. Under his supervision are the Director of Financial Aid, who oversees the overall operation of the technical division of the office, and the Director of Financial Assistance Planning, who oversees the overall operation of the customer service division of the office.

Reporting to the Director of Financial Aid are three financial aid technical officers, who specialize in the processing of government-based aid. There are three financial aid student services officers who report to the director of financial assistance planning. These officers are responsible for the daily operation of the customer service division of the office.

Facilities

The Office of Financial Aid is located in the lower level of Roemer Hall.

Assumptions

1. The Office of Financial Aid will serve in excess of 9000 students in the 2005-06 academic year.

One-Year Action Plan for 2005-06

- Continue to work with computer services on the conversion of the financial aid database to new software, to increase efficiency and service to students (Computer Services; TBA).
- Continue to work with computer services on training on new software Computer Services; TBA).
- Continue to utilize electronic services available through Net Wizard and Wiz Kid, to provide the best services available to students (Team; ongoing).
- Work with lender to implement electronic loan changes (loan period, disbursement dates, loan amounts, etc.) (Bode, Ziegenfuss, and O'Dell).
- Review our current student loan processing with various lending and servicing agencies to insure the best results for Lindenwood University and its students (Guffey, Bode and Ziegenfuss).
- Continue to monitor borrower benefits offered by loan guarantee and servicing agencies to assist students with a successful cost effective loan repayment (Guffey, Bode, and Ziegenfuss).
- 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 (Bode and Ziegenfuss; ongoing).
- Enhance training/cross-training for all financial aid staff members, to better serve student needs (Team; ongoing).
- Work with computer services to enhance the financial aid web page to offer student accessibility to a variety of financial aid web based products such as FAFSA on the web (Computer Services, Bode, and Ziegenfuss; ongoing).
- Continue to work closely with all campus offices to identify and assist with the financial needs of our students (Team; ongoing).

Five-Year Goals for Fiscal 2006-10

- Continue to work in a proactive manner to ensure each student receives the best financial aid product and service available.

Information Services

Statement of Purpose

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.

Personnel Responsible for Traditional Undergraduate Students

- The Information Services staff consists of:
- One Assistant Director – Database and Software maintenance
- One Senior Network Administrator – Network Security, maintenance and operation +
- Three Network Administrators –responsibilities include day to day Computer and network problem resolution for main campus and all 11 remote campuses as well.
- One PBX Technician is responsible for day to day telephone and cabling issues for the main campus and all 11 remote campuses.
- One Web Administrator – (Open)

Graduate Assistants

- One Help Desk Assistant (Part Time)
- One Lab Monitor (Full Time)
- Two Lab Monitor (Part Time)

One-Year Action Plan for 2005-06

- Continue implementation of the IS infrastructure for campus and intercampus connectivity, to increase student, faculty, and staff efficiencies (Healzer; 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 (Healzer; ongoing)
- Continue Web development project, to increase usage by making it easier to navigate and broadening its scope and timeliness. (Web Dev; ongoing)
- Increase bandwidth for student use to perform research and increased speed on the Internet as well as provide better connectivity for WebCT users.(Bush; December, 2005)
- Make bookstore products available via Web page, to increase sales (Web Dev; August, 2005)

- 2 new dorms, Install and connect new dorms to existing telephone network, data network via fiber and cable TV network.(IS Staff; August, 2005)
- Install and connect Press Box to existing data and Telephone networks.(Blevins; August, 2005)
- Connect via fiber the Performance Arena to existing fiber cable plant. (Blevins; August, 2005)
- Continue upgrading old equipment in High Tech Classrooms making them consistent with other rooms and user friendly. (IS Staff; ongoing)
- Install new High Tech classrooms. (IS Staff; August, 2005)
- Purchase according to plan one quarter new PC, for new classrooms and to replace existing older lab computers. (Bush; July, 2005)
- Rotate computer stock from Labs to faculty and staff for more efficiency. (IS Staff; ongoing)
- Work with Vendor on new campus ERP and Implement the Distributed Technology Plan – This allows Lindenwood and satellite campuses to connect to the Lindenwood University network in order to develop a seamless enterprise network capable of supporting all our campuses. (Bush, IS Staff; ongoing)
- Continue to revise policies for clarity and accuracy. (; ongoing)
- Implement new student network authentication process to eliminate the need to look personally at each of 1200 student computers. (IS Staff; August, 2005)
- Research opportunity of possible Wireless, Cable TV and Telephone for campus housing that currently do not have this capability (Bush; August, 2005)
- Continue supplying remote campuses with needed technology as well as continued support (IS Staff, ongoing)
- Seek alternate funding for most technology projects. (Bush; ongoing)
- Start consultation with RenWeb for development of an integrated data base system, to improve University-wide effectiveness and efficiency in the processing and use of student data and records (Bush, Evans, R. Guffey; July, 2005)

Five-Year Goals for Fiscal 2006-10

- Enhance distance Learning – 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. 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.
- Develop 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

- Intranet web page for on network students, faculty and staff. This service will allow Lindenwood University to provide static information to on campus viewers. It will provide policies, procedures and information that are not required on our public web site. Training material will also be provided on this site.
- Fully implement streaming video services in order to provide parents and students with real content or Lindenwood University events. We can provide students, parents and alumni with both live and archived sports contests via both the Internet and our Intranet.
- Implement WiFi on campus. Wireless capability would allow the use of laptops and PDA's in "Hot Spots" on campus. Determining if outsourcing or in house is best solution.
- Seek additional real estate for equipment maintenance/storage.
- Complete implementation of an integrated data base throughout the Lindenwood system

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 fundraising 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. These responsibilities include goal setting achievement for annual funds, endowment funds and capital projects.

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. The office also provides support for fundraising at satellite campuses and fund-raising for specific campus initiatives and programs.

The primary goal of the office of Institutional Advancement is to involve all constituencies in the life of Lindenwood University and invite their investment and support.

Personnel and Facilities

The office is currently staffed by a Director of Institutional Advancement, Director of Annual Giving, Manager of Database Systems, two work-and-learn students, and a Graduate Assistant.

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

Assumptions

The core assumptions remain the same. Overall growth of both the student population and accelerated capital development has caused an expansion in the expectations for the Institutional Advancement office.

Responsibilities of the office include determining with the President and the Fundraising and Development Committee of the Board of Directors, fundraising goals for each of the objectives in the University's five-year Capital and Program Development Initiative.

Central Activities and Functions

THE ANNUAL FUND

The Annual Fund provides unrestricted support for student scholarships, academic programs, and campus renovations.

Activities to accomplish these goals include:

- Personalized correspondence and personal visits
- Expanded use of volunteers in solicitations
- Coordinated use of academic leaders, including deans and faculty, in solicitation process
- Bi-Annual telephone campaign (Phonathon)
- Faculty and staff giving initiative
- Direct Mail, including individual solicitations and contribution envelopes, included in all publications
- Website/on-line giving
- Segmented campaigns by affinity or interest (i.e. by class or sport)

ENDOWMENT CAMPAIGN

The goal for the Lindenwood University Endowment is to reach \$200 million by the 200th Anniversary in 2027.

Endowment funds and programs currently include endowed scholarships, Honor's Awards, and an endowed lectureship. The goal is to grow the endowment program to include:

- Endowed Chairs
- Endowed Programs

Prospect research is an essential activity of this campaign. The acquisition of biographical, financial and affinity data on constituents is fundamental to successful fundraising, particularly in the area of endowment or "ultimate" gifts.

Endowment gifts are achieved most commonly through planned giving. Marketing planned giving opportunities and meeting one-on-one with planned giving prospects is a priority. Also, building relationships with estate planning advisors, is a focus.

CAPITAL PROJECTS

- Lindenwood Center for Fine and Performing Arts:

The largest of the capital projects will be the Lindenwood Center for Fine and Performing Arts. Planning has begun. This planning includes a comprehensive assessment of the fine and performing arts programs and priorities as well as the building plan for public and private funding opportunities. The funding mechanisms will include foundation support for model programs and capital, an expanded and customized planned giving program for the endowment, and a strategic approach to maximizing individual participation.

Prospect research activities have accelerated and corporate and private foundation requests have been submitted. Proposals will continue to be submitted on an on-going basis.

The case for support focuses on the need for a performance center in this part of the region, given the area's population growth. The case for support also distinguishes between the mission of this facility as compared to other collegiate facilities in the region.

The case for support has also been adjusted to include becoming a leader in the education of arts educators. A study of Missouri graduation rates among these educators has indicated an alarming decline. The building of this facility will allow Lindenwood to become the leader in educating arts teachers. This part of the case will appeal to an even broader prospect pool.

Construction on the facility is set to begin in August, 2005. This makes the solicitation of substantial lead gifts imperative.

- The Business and Economic Center: The acceleration of the building of a fine and performing arts center has allowed for a more immediate expansion of the facilities and programs in the area of business and management. A coordinated effort between the administration and faculty of the business and management programs will allow for a successful fundraising campaign for both the programmatic areas and the renovation of the building.

Additional projects identified in the Capital and Program Development Initiative include:

- Technology Enhancement
- Studio Arts Facility
- Boone Campus
- Belleville Campus
- Carillon Tower
- Campus Beautification and Infrastructure

ADVANCEMENT SERVICES

Advancement Services is the 'front line' of interacting with constituencies and building support. Quality customer service, responsiveness and consistency are crucial to the overall success of the development office.

Database management particularly, inputs and sorts information so that users can easily access the information they need to achieve their goals. The information is also used as reconciliation with the accounting records.

Advancement Services performs and will continue to improve the following duties:

- Entering donations and coding them accurately to correspond with fund codes and receipting each donation for tax purposes. Also, composing thank you correspondence for each donation
- Tracking pledges and pledge payments and sending pledge reminders
- Running and recording monthly reports of donations for supervisors, CFO, president and the board of directors
- Entering data of new graduates into the database after each of the five graduation dates
- Sending record of debts and payments made to the business office quarterly
- Supervising graduate assistant, work and learn students and volunteers
- Completing Razor's Edge conversion from 6.0 to 7.0 and learn the process and function of the new system
- Coordinating invitations for special events that the alumni/development office host
- Assisting the Alumni Board of Directors with mailings, minutes and updates
- Pooling data and running reports for development staff.
- Assisting Chief Financial Officer with audit reports at the end of the fiscal year and reconciling with that office on a regular basis
- Providing stewardship to all inquiries, by mail, e-mail, telephone or walk-ins.

One-Year Action Plan for 2005-06

THE ANNUAL FUND

- Develop a systematic approach to reach annual fund goals, to increase fundraising effectiveness (Bennett-Smith; ongoing)
- Increase personal visits to current and prospective donors, to increase the number of donations (Bennett-Smith; ongoing)

- Segment and target prospect pools for solicitation, for more effective operation (Bennett-Smith, O'Neal; ongoing)
- Work with Communications Department to develop new university publication to increase communication with donors and friends (Bennett-Smith; July, 2005)
- Further develop interactive website and on-line giving program, to make gifting easy (Bennett-Smith; July, 2005)
- Increase volunteer support - ongoing (Bennett-Smith; September, 2005)
- Implement broader staff and faculty giving programs (Bennett-Smith; July, 2005)

THE ENDOWMENT CAMPAIGN

- Develop training tools for foundation and prospect research to be handled on a regular basis (Floyd, Bennett-Smith; ongoing)
- Identify prospects with key alumni, board members and staff (Floyd, Bennett-Smith; ongoing)
- Continue to build relationships with estate planning counsel (Floyd, Bennett-Smith; ongoing)
- Work with communications and public relations staff to increase awareness of planned giving opportunities (Floyd, Bennett-Smith; ongoing)
- Visit and solicit planned giving prospects (Floyd, Bennett-Smith; ongoing)

CAPITAL DEVELOPMENT

- Plan Fine and Performing Arts Center campaign and solicit lead gifts (Floyd, Bennett-Smith; ongoing)
- Complete Lou Brock Sports Complex campaign (Floyd, Bennett-Smith; July, 2005)
- Coordinate final fundraising and recognition for residence hall benefactors (Floyd, Bennett-Smith; July, 2005)
- Begin public phase of Belleville Auditorium campaign (Floyd, Bennett-Smith; ongoing)

ADVANCEMENT SERVICES

- Input relevant information from historic (paper) files and other campus data systems, to increase office efficiency and accuracy (O'Neal; ongoing)
- Complete Raiser's Edge conversion and training, to boost personal skill in development technology (O'Neal; ongoing)
- Continue to acknowledge gifts and answer inquiries in a responsive and respectful manner, to increase fundraising success (O'Neal; ongoing)
- Develop gift policy and procedure manual, to clarify effective procedures and increase successful fundraising (Kate O'Neal; ongoing)

Five-Year Goals for Fiscal 2006-10

- Continue to fine tune all advancement and customer services activities
- Systematize prospect identification and research process
- Reach Annual Fund campaign goal each year

- Set clear fundraising goals for each project identified in the Capital and Program Development Initiative and reach those goals

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 print and electronic instructional aids.

Goal of Strategic Plan

The goal for Butler Library's Strategic Plan is to continue to increase usage of the services and resources offered by the library, as well as continue to increase usage of the facility.

Students Served

Butler Library is open 91 hours per week during the academic year and serves students, faculty, staff, alumni and administration.

Personnel

The current staffing are 4.5 professional librarians and 1 paraprofessional staff members responsible for reference, cataloging, bibliographic instruction, government documents, acquisitions, circulation, inter-library loan, serials, and collection management.

Facilities

The facilities include:

-20 workstations that may also be used to access the library catalog via MOBIUS; the Internet; and the following databases: Academic Search Elite, Alt HealthWatch, America: History and Life, Business and Company Resource Center, Clinical Pharmacology, EBSCO Animals, Education Full Text, ERIC, Funk & Wagnalls New World Encyclopedia, General Science Full Text, Health Source - Consumer Edition, Health Source: Nursing/Academic Edition, Historical Abstracts, Humanities Full Text, MAS Ultra - School Edition, MasterFILE Elite, Military & Government Collection, MLA Bibliography, MLA Directory of Periodicals, NewsBank, The Philosopher's Index, Primary Search, ProQuest Historical Newspapers - The New York Times, ProQuest Psychology Journals, Social Sciences Full Text, Social Services Abstracts, Social Work Abstracts, and Wilson Business Full Text.

- 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, 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 patron's 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.
10. Two pages from the library section of the Lindenwood website continue to rank in the top 10 most visited pages on the university's site. This being the case, the staff at Butler Library needs to make the electronic delivery of information its first priority. The staff must also find ways to treat those students accessing library services remotely with the same level of service as those students who come to Butler Library proper.

One-Year Action Plan for 2005-06

- Evaluate database coverage for duplication and holes in coverage. (MacDonald; March, 2006)
- Replace hardcopy journals with E-Journals to reduce cost and boost accessibility of resources (MacDonald; September, 2005)

- Redesign delivery of electronic information and back-end functionality of Butler Library webpage to create dynamic, interactive pages. (Christensen, Virgil, MacDonald; August, 2005)
 - The redesign will facilitate a truly “virtual library” for all students (On campus and remote) and will complement the physical library.
 - The redesign will include training modules.
 - The redesign will feature resources and services available via the library (both electronic and hardcopy).
- Complete reclassification project to fulfill need for a uniform system and facilitate use of internal indexes (GAs; January, 2006)
- Meet with all University (main campus and remote sites) Deans, Directors, and Managers to assess needs and develop a plan based on identified needs. (MacDonald, June, 2005)
- Make postcard mailings to adjunct professors more targeted, to increase use of the library holdings. (Virgil; June, 2005)
- Identify a faculty person using Web CT and develop a prototype for full integration of library resources into Lindenwood’s course management system. (MacDonald; July, 2005)
- Provide student accessibility to wireless network currently available in Butler Library, to augment use of library resources (MacDonald; August, 2005)
- Continue the process of improving the aesthetics of the library i.e. pictures on the wall, etc., to boost use of the library by our students (MacDonald; ongoing)

Five-Year Goals for Fiscal 2006-10

- Continue to market all library services to both on campus and remote users.
- Continue to 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 and utilized.
- Continue to evaluate print collection and determine cost effective ways to supplement the collection electronically.
- Develop subject specific instructional materials.

Facilities

Main Campus

Statement of Purpose

The facilities department's main purpose is to continually ensure an up to date, safe and secure environment that supports our educational program and is flexible for changing needs. This 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 and land acquisitions. 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

All students at the University are served by this department. 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, 1 director, 1 manager, 10 maintenance/construction workers, 1 plumber, 2 groundskeepers and 7 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.

Physical Plant

The main campus of Lindenwood University is comprised of 500 acres, 15 administrative/classroom structures, 14 dormitories, 222 houses, 6 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 fourteen buildings for conferences, classes, and tourism.

Land: 500 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, Guffey Hall, Flowers Hall, Mathews Hall, Watson House, Eastlick, Stumberg

Houses: Linden Terrace (87), Kingshighway Houses (7), Duchesne/Glenco Houses (34), First Capitol Houses (94)

Athletic Facilities: Robert F. Hyland Performance Arena, Fitness Center, Hunter Stadium, Field House, Track, Century Tel Ice Arena, and Lou Brock Sports Complex

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, Daniel Boone Home and Village, McGregor house and acreage, Commercial properties near LUCC

Assumptions

1. All campus repairs are performed or contracted for with three goals in mind: quality work, cost effectiveness, and maintenance of historical integrity of structure.
2. Student needs are a priority, and all maintenance requests related to a student's safety are given top priority.

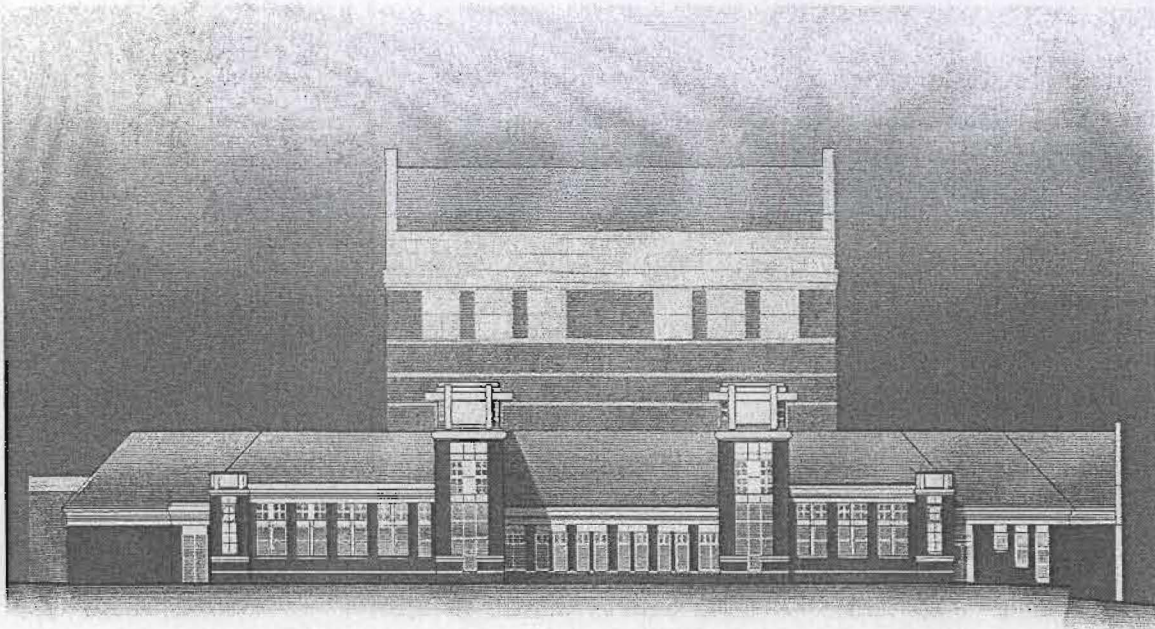
3. The existing buildings require ongoing repairs and continuous improvement to maintain our standards.

One-Year Action Plan for 2005-06

- Continue assessment/repair of all roofs, to eliminate water problems (Mueller; December, 2005)
- Continue assessment/implementation of tuck-pointing and sealing needs, to eliminate water problems (Mueller; December, 2005)
- Complete construction of two new residence halls- Rauch Memorial Hall and Calvert Rogers Hall, to better accommodate our students' house needs (Mueller; August, 2005)
- Complete construction of new loop road, to provide access from newly aligned road through campus (J. Mueller; June, 2006)
- Begin construction of Fine and Performing Arts Center, to provide state-of-the-art learning facilities for our students, particularly those in the Arts (Mueller; August, 2005)
- Continue to purchase "zone list" property for future campus expansion, most immediately to serve housing demand (Heidelbaugh; ongoing)

Five-Year Goals for Fiscal 2006-10

- Complete construction of Fine and Performing Arts Center
- Construct carillon tower in front of Fine and Performing Arts Center
- Addition of new pedestrian pathways allowing better access to all parts of campus
- Construct addition and renovation to LUCC for music program
- Construct addition and renovation of Harmon Hall for Management Program
- Seek additional space for the Arts program
- Continue to add/improve campus roads
- Finalize re-development plans for First Capitol area
- Continue to acquire "zone list" property as necessary



South Elevation

LINDENWOOD

LINDENWOOD UNIVERSITY

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