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## Lindenwood University Strategic Plan, Fiscal 2009

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LINDENWOOD  
University

*STRATEGIC PLAN*  
*Fiscal 2009*  
*July 2008*

*PLANNING PROCESS DOCUMENT*

# Contents

<b>EXECUTIVE SUMMARY.....</b>	<b>6</b>
<i>The Student Body.....</i>	<b>6</b>
<i>Faculty.....</i>	<b>6</b>
<i>Governance and Philosophy.....</i>	<b>7</b>
<i>Physical Plant and Facilities .....</i>	<b>7</b>
<i>Academic Programs.....</i>	<b>7</b>
<i>Regional and National Impact.....</i>	<b>8</b>
<i>Financial Health.....</i>	<b>9</b>
<i>New Sections Added to the Strategic Plan .....</i>	<b>9</b>
<b>MISSION STATEMENT .....</b>	<b>10</b>
<b>CHALLENGES AND OPPORTUNITIES.....</b>	<b>11</b>
<i>Accreditation .....</i>	<b>11</b>
<i>Belleville Campus.....</i>	<b>11</b>
<i>Campus Revitalization and Continued Expansion.....</i>	<b>11</b>
<i>Other Partnerships .....</i>	<b>11</b>
<i>Programs and Degrees Ahead .....</i>	<b>12</b>
<b>ASSUMPTIONS .....</b>	<b>13</b>

<b><i>Students</i></b> .....	<b>13</b>
<b><i>Facilities</i></b> .....	<b>13</b>
<b><i>Personnel</i></b> .....	<b>14</b>
<b><i>Partnerships</i></b> .....	<b>14</b>
<b><i>Community Involvement</i></b> .....	<b>14</b>
<b><i>Academic Programs</i></b> .....	<b>15</b>
<b><i>Student Support Services</i></b> .....	<b>15</b>
<b><i>Administrative Services</i></b> .....	<b>15</b>
<b>LINDENWOOD’S FUTURE: PREMISES AND GUIDELINES</b> .....	<b>17</b>
<b><i>Management</i></b> .....	<b>17</b>
<b><i>Teaching and Learning</i></b> .....	<b>18</b>
<b><i>Campus Culture</i></b> .....	<b>19</b>
<b><i>Board of Directors</i></b> .....	<b>19</b>
<b><i>Alumni</i></b> .....	<b>20</b>
<b><i>Faculty and Staff</i></b> .....	<b>20</b>
<b>PEOPLE</b> .....	<b>21</b>
<b><i>Student Enrollments</i></b> .....	<b>21</b>
<b><i>Faculty and Staff</i></b> .....	<b>23</b>
<b>PROGRAMS AND PROGRAM SUPPORT</b> .....	<b>24</b>

<b>Academic Divisions.....</b>	<b>24</b>
Boone Division .....	24
Communications .....	26
Education .....	32
Fine and Performing Arts.....	39
Humanities .....	42
Human Services Division .....	48
Lindenwood College for Individualized Education (LCIE) .....	54
Management Division.....	58
Sciences.....	62
Belleville Campus.....	64
<b>Standing Committees.....</b>	<b>65</b>
Assessment.....	65
Council of Teacher Education .....	67
Educational Policies.....	68
Faculty Planning and Development .....	69
General Education.....	70
Institutional Review Board .....	72
<b>Center for Excellence.....</b>	<b>73</b>
Academic Divisions .....	73
Departments .....	76
<b>Program Support.....</b>	<b>80</b>
Academic Services.....	80
Admissions.....	82
Athletic Department.....	85
Business Office .....	94
Butler Library.....	95
Communications Office .....	98
Daniel Boone Campus .....	99
Facilities .....	101
Financial Aid.....	102
Human Resources .....	103
Ice Arena.....	106
Information Services.....	107
Institutional Advancement.....	109
Spirit & Supplies Shoppe.....	115
Student Development.....	116
<b>ACTUAL STUDENT HEADCOUNTS AND FIVE- YEAR PROJECTIONS.....</b>	<b>124</b>



# Executive Summary

A student seeks a college education in order to prepare for his/her future; universities exist to assist students in gaining the knowledge and skills necessary to lead productive lives. However, due to ever increasing technology and our fast-changing world, many of the careers that our students will choose do not yet exist; how, then, can a university assist a student aimed at a future that is unknown?

The answer to the question stated above is to be a forward-thinking institution, to plan strategically, and to teach the analytical skills necessary to enable our students to change and adapt to whatever form the future might take. The goal is to not simply be a follower and react to events as they occur, but to be a leader, to predict the future, and to create an education that meets the future needs of today's college student.

As a forward-thinking institution, we have the opportunity to present a role model to other institutions of higher education: to be an example of creative teaching, wise fiscal management, genuine concern for all stake holders, development of the whole person, and strong team work across all facets of the university. We exist for our students, and it is our responsibility to create a learning environment that will ensure that the desires and needs of Lindenwood University students are met.

## ***The Student Body***

Over the past twenty years, student enrollment numbers at Lindenwood University have steadily increased. During fiscal 1997, approximately 7000 students enrolled for classes. By the end of 2007, that number had risen to almost 14,000, an increase of over 100%. It is our goal that the number of enrolled students will approach 15,000 next year and 16,600 over the next five years. It is estimated that the largest growth areas will be in the evening programs, including the undergraduate and graduate LCIE programs and the traditional and 5-term evening graduate programs, including the educational doctorate program and the proposed doctorate in management.

It is not enough to have students enroll, however. Equally, if not more, important is ensuring that those students stay enrolled and graduate. Many steps have been taken to increase retention, and these programs will continue. During summer 2008, a review of all programs and processes utilized during the 2007-2008 academic year will be reviewed, and improvements and needed adjustments will be made.

## ***Faculty***

As the student body numbers increase, the need for additional class sections and additional faculty members also increases. In the fall of 2007, the office of the Vice President of Human Resources was established, and his stated expectation was to build the number of full-time personnel with faculty rank to 250 within the next three years. With his guidance, new faculty members take part in a year-long faculty mentoring program, which allows junior professors to learn from the experience of senior

professors. In addition, faculty members are encouraged to attend conferences and present their research, as well as to learn from the research and experiences of others, in an effort to stay abreast of changes in their disciplines and thus be better prepared to lead their students.

In the next year, a number of new initiatives aimed at helping faculty and staff recognize their value to Lindenwood University will be put into place. A family picnic is planned for July 2008. At the request of the Wellness Committee, a chapter of Weight Watchers has been established on campus. Customer Service training will be available for all employees, and a plan is currently being developed to recognize faculty years of service. The Employee Guidebook developed prior to the 2007-2008 academic year is undergoing a revision, and by August 2008, job descriptions for all job classifications on campus will be developed. Finally, Lindenwood University is partnering with other colleges, universities, and businesses in the St. Louis area to share job openings through the St. Louis Regional Higher Education Recruitment Consortium.

### ***Governance and Philosophy***

The undergraduate and graduate catalogs of Lindenwood University state, "Lindenwood University offers values-centered programs leading to the development of the whole person-an educated, responsible citizen of a global community." As the years change and the universities responds to these changes, this basic mission of Lindenwood University will remain the same.

One of the goals of the current administration is to allow faculty members more input; this has been accomplished by the establishment of six standing committees, each with stated responsibilities. Summaries of the plans for the next five years are included in this document for each of the six standing committees: Assessment, Council on Teacher Education, Educational Policies, Faculty Planning and Development, General Education, and Institutional Review Board.

### ***Physical Plant and Facilities***

The 2008-2009 academic year will see the opening of the new Fine and Performing Arts Center. New customer-friendly entryways, roads, and pedestrian paths will be constructed, and plans for the new President's home and the renovation of Harmon Hall will be finalized. Construction will be completed on the Pfremmer Dorm and Dorm G, and plans will be completed for the West Clay intersection realignment, the new student center and dining hall, and the monumental gate at Kingshighway and First Capitol. Plans will be developed for eight new apartment-style housing units in fiscal 2009.

### ***Academic Programs***

As stated at the beginning of this document, the goal of Lindenwood University is to be a model of forward-thinking education, to be proactive rather than simply reactive. We will strive to create educational programs that will encourage critical and creative thinking, the ability to go beyond typical mental boundaries and envision the future that our students will face and offer to them a strong academic program aimed at preparing them for their future lives and careers.



We will continue to stress the importance of a liberal arts education as a means of understanding our history and our heritage. We will strive to instill in our students an appreciation for the humanities, the arts, and the sciences and to understand current trends in economics, communications, and human services. We will ensure that our students have the written and verbal communication skills necessary to succeed in their future endeavors.

As our student body expands to include students from all over the world, the need to offer English proficiency classes has been recognized. English Proficiency (EPP) courses for students at the undergraduate level began in the fall of 2007, and classes for graduate students will begin in the fall of 2008.

We will seek additional accreditations in education, social work, and business so that when our students graduate, they will have the credentials and experiences required to be hired into top positions. Finally, we will recognize that a bachelors degree is only the first step as we continue to add new graduate degrees to our offerings.

We will also work to create programs to meet the academic desires of our students. As young people leave high school and enter college, many are seeking wider experiences—they desire the opportunity to learn about cultures different from their own and to study in a variety of locations. To meet that need, Lindenwood University is looking at study abroad opportunities that will encourage our students to study on Lindenwood campuses outside of the United States.

### ***Regional and National Impact***

Lindenwood University continues to have a major impact in higher education throughout Missouri and southwestern Illinois. Additional sites are added as new pockets of students are recognized. The Belleville, Illinois, campus continues to grow as new programs are added, and the Weldon Spring site enrollment is flourishing. The Boone Division is developing an academic program that will be taught on-site and that will bring new students and visitors to the Boone Center. In addition, sports and academic camp opportunities for school-aged children are being developed.

Lindenwood seeks articulation agreements with area community colleges and is in the process of creating major specific transfer guides for the most popular majors. Lindenwood recruiters have a constant presence on community college campuses.

The new Fine and Performing Arts center will offer performances and presentations for the entire community. As nationally recognized writers, musicians, and speakers perform, the reputation of Lindenwood University as a center for the arts and for quality education will grow.

Lindenwood University will continually seek to ensure autonomy and ward off governmental bureaucracy by staying aware of and speaking out on issues that have the potential to affect the education of our students.

### ***Financial Health***

Lindenwood University has increased its endowment to almost \$80 million and expects to see it grow to more than \$100 million by 2010 and exceed \$200 million by 2020.

It is our goal to remain debt-free, independent, self-sustaining, and committed to our historical mission.

### ***New Sections Added to the Strategic Plan***

As our university and its programs continue to grow, new sections may be added to the strategic plan. This year, the Boone Division was created. In past semesters, academic coursework offered at and through the Boone Campus was initiated by various divisions, including education, sciences, humanities, management and human services. Because of the need to standardize and systematize course offerings, the Boone Division was created, and a strategic plan for its academic future was developed.

In addition, the five standing committees each created a strategic plan for its members including both one year and five year goals.

A section dedicated specifically to Human Resources has been added.

Finally, a new section called the Center for Excellence was added. Plans from the areas of institutional advancement, first year programs, the physical plant, human resources, customer service and communications will be added to this section of the Strategic Plan.

# 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 2009 will bring a variety of exciting new opportunities for innovative and progressive initiatives, including each of the following:

## ***Accreditation***

- Consider moving toward AQIP accreditation
- Complete Benchmark III step in CSWE accreditation
- Progress toward full membership in TEAC
- Complete June 2009 HLC monitoring report
- Investigate formal accreditation for the MBA program through the Association of Collegiate Business Schools and Programs (ACBSP)

## ***Belleville Campus***

- Consider offering continuing education units for counselors' recertification
- Consider offering a program in reading endorsements for teachers
- Continue exploring lease opportunities for the Café building
- Investigate offering a communication class (Com 110) for Scott military personnel
- Complete Phase II project, which includes the renovation of the "L" building for additional classroom space
- Renovate additional classrooms behind the stage of the Auditorium
- Finalize a plan for the Welcome Center
- Expand parking on both sides of campus and add lighting and security cameras.

## ***Campus Revitalization and Continued Expansion***

- Complete work on campus roads and pedestrian paths in summer of 2008
- Initiate construction of the new West Clay/First Capitol intersection
- Obtain blueprints and plans for the Lindenwood retail center
- Initiate construction of the Center for Business and Entrepreneurism
- Continue enhancement of accessibility for the mobility impaired

## ***Other Partnerships***

- Update articulation agreements with junior colleges
- Continue in our effort to form an articulation agreement with Scott Air Force Base
- Continue steps toward a formal agreement with the Illinois State Police that will establish a forensics-education training program
- Establish partnerships with area businesses
- Expand partnership for student travel abroad experiences to include Germany and potentially India.

## ***Programs and Degrees Ahead***

- Initiate a partnership with the Boy Scouts of America by developing a blended on-campus and on-line Master's Degree Program for BSA executives and expand the Nonprofit Administration YMCA Professional Studies Program within the metropolitan St. Louis area
- Commence plans to seek approval of the Board of Directors for a day program at the Belleville campus
- Significantly increase the student census in our MBA program through enhanced recruiting thrusts and new partnerships
- Submit a proposal for a Doctoral program in Management to the Higher Learning Commission

# Assumptions

## ***Students***

- Size of core undergraduate student body on the heritage campus is stabilizing, but the adult and graduate populations will continue growing at a moderate pace for the next several years.
- Satellite campuses will continue to grow as new programs are added
- The undergraduate population will stabilize at about 3900 residential students and 3000 commuter students (including evening undergraduates).
- The full-time day undergraduate population will see moderate growth of 40-75 students per year.
- The addition of a day program at Belleville will bring more growth.
- Graduate program growth will continue at an annual rate of 5%.
- The student body will continue to be of high quality and diverse along the dimensions of socioeconomic class, religion, ethnic identity, and national origin.
- Although Lindenwood will remain a teaching institution offering both graduate and undergraduate programs, new interactive technologies, including online courses and telecourses, may enlarge the teaching mission in the upcoming years.
- The University will continue to provide opportunities for the whole person; physical, intellectual, spiritual, and social.
- The student retention rate will continue to improve by an annual rate of 2%.
- The student body will have a diverse composition
- Recruiting will continue to be based both in the immediate area as well as across the United States and across the world.
- Pricing and diversity of services will become a greater determinant of whether and where students choose to attend college.
- The University admissions philosophy will remain selective but always mindful of the extraordinary potential of a motivated individual who is given an opportunity to excel.

## ***Facilities***

- The University will move forward on the retail center located on West Clay once an acceptable development plan is obtained from the developer.
- The University will be physically responsible toward the St. Charles community.
- Renovation and repair of existing facilities will continue to be a high priority.
- The University will increase classroom space to accommodate the expanding student population.
- The University will continue to develop and enhance physical facilities at the Boone campus, the Weldon Spring site, and additional future extension campuses in the Missouri/Illinois region.
- State-of-the-art technology will continue to be installed in classrooms.

- The University will implement expanded electronic information access from campus buildings.
- The University will develop additional branch campuses in regional locations in response to opportunities consistent with its mission and purpose.
- Campus beautification will be a priority with the addition of trees and walking trails.
- Construction of the Student Center, including the secondary dining hall, will begin.
- Construction of two of the projected eight dorm units will begin, housing 50 students each for a total of 400 students over the next few years.

### ***Personnel***

- The University and its Board of Directors will adhere to and strengthen the present entrepreneurial model of management for the foreseeable future.
- The University will experience only a minimal increase in the number of administrative and staff positions in the foreseeable future.
- The number of faculty members who serve primarily undergraduate resident students will undergo only limited growth.
- The University will incur no more than a 10% cost increase, including raises and benefits for existing personnel and the addition of new personnel.
- 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.
- The University will continue to be tenure-free.

### ***Partnerships***

- The University will continue to develop and strengthen its community partnerships and community-oriented communication channels.
- The University will continue to open and augment communication channels with students, alumni, faculty, staff, friends and supporters.
- The University will take an active role in civic health and revitalization matters.
- The University will continue to investigate and develop new articulation, certification, and degree-completion agreements with other organizations such as the current partnership with Ameristar Casino.
- The University will actively seek new partnerships in an effort to bring additional students to campus.
- The University will work to create strong relationships with area community colleges by establishing on-site offices and clearly stated transfer guides. Faculty and staff members will also work to establish a presence on each campus by visiting classes and speaking with students.

### ***Community Involvement***

- 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 strong work ethic.

- The University will remain vigilant and involved relative to community problems and their solutions.
- The University will seek new partnerships with businesses, organizations, and municipalities.
- The University will continue to stay current with pertinent legislative initiatives at the local, state, and national levels.
- The University will increase its efforts to reach out to and engage the community.

### ***Academic Programs***

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

### ***Student Support Services***

- The University will continue to support various intercollegiate and intramural sports, and those activities will continue to involve a large proportion of our undergraduate students.
- The University will augment its support services for the off-campus programs it is developing, including library access.
- The University will continue to expand its computer facilities and software to meet the needs of its growing student populations.
- The University will enhance its accommodation of students' social/developmental needs, with the goal of involving each residential and commuter student. Student government and student organizations will take the lead in these endeavors.

### ***Administrative Services***

- The financial stability achieved in recent years will be maintained, no operating deficits will be incurred, the 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.
- Implementation of the CAMS system will allow students greater access to their personal information and will allow seamless communication among offices.
- Fund-raising will be given more emphasis and resources over the next several years, and gift income will become a larger percent of the overall budget across that interval.



- The University will increase the scope, depth, and quality of its relationship with its alumni.
- Management decisions will continue to be mission-generated and student-centered.
- Internal and external communications will improve.

# 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 179 years.

## ***Management***

- Lindenwood will remain an independent, entrepreneurial, public-serving university.
- We will maintain an innovative, merit based, growth-oriented management system.
- We will remain debt-free, financially strong, and fiscally responsible.
- We will steadfastly ensure and provide for a balance between overhead and income.
- We will continue to deliver affordable, high-quality programs and services.
- We will enhance our partnerships and connectedness in the local and global communities.
- Because we exist for the student, we will consciously avoid self-serving decisions.
- We will take care to avoid conflicts of interest at all times.
- We will continue to grow our adult and graduate programs as the size of our traditional undergraduate population stabilizes.
- We will remain an opportunity-conscious university, embracing change, and even threats, as chances to improve and advance.
- We will continue to be creative in our thinking while boldly approaching new initiatives that are consistent with our mission.
- We will keep our management structure and function clear of administrative bureaucracy.
- We will continue to link accountability with prerogative and privilege on our campuses.
- We will continue to seek productive, innovative alliances with businesses, organizations, and other schools.
- We will avoid the insidious trend toward homogenization in higher education – we will continue to contrast, rather than compare, ourselves with the mainstream.

- We will continue to regularly and truthfully report the university's financial status to all in a clear, concise, and complete fashion.
- We will ensure our independence by not depending upon support from federal or state monies.
- We will make every effort to accommodate any qualified person who wishes to learn.
- 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.).
- We will expand our sites and facilities in ways consistent with our mission and successful business philosophy.
- We will continue to assist students financially, as needed.
- We will increase our donor base.
- Our general goal will be to develop market dominance in regional locations within a four hour radius.
- Our present and future leadership will remain committed to the entrepreneurial spirit.
- The faculty, staff, and boards will be effective ambassadors for the University.
- We will maintain compensation programs to attract, reward, and provide incentives for highly qualified teachers.
- We will consider government grants only selectively and without compromising our basic principles, philosophy, and independence.
- We will improve Lindenwood's name recognition around the state, region, and nation.

### ***Teaching and Learning***

- We will remain committed to teaching, learning, and responsible pursuit of the truth.
- We will continue to be values-based, student-oriented, and committed to diversity.
- We will continue to emphasize mentorship, holistic education, and lifelong learning.
- 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.
- We will continue to individualize the university experience for each of our students.
- 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.
- 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.

- We will continue to employ faculty members who are focused on teaching and mentoring.
- We will continue to use our whole curriculum and avoid overspecialization.
- We will continue to promote academic strength and student achievements.
- We will continue to teach about the benefits of the United States' free economy and competition-based system.
- We will continue to develop the educational and cultural potential of the Boone Campus of Lindenwood University.
- As a public-serving liberal arts university, we will fully support the students, curriculum, and facilities at our satellite campuses.

### ***Campus Culture***

- We will continue to educate the whole person – academically, socially, spiritually, and physically.
- 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.
- 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.
- 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.
- We will continue to change lives and make a difference.
- We will honor and implement our traditional values as we strive to help shape the future.
- We will retain and teach the basic Christian values upon which the university was founded.
- We will be diligent achieving a goal of a 15% international student component in our resident student body.
- We will use and promote our cultural facilities.

### ***Board of Directors***

- We will maintain a Board of Directors comprised of individuals who, without exception, care deeply about Lindenwood, personally make gifts to the university, actively procure outside support for the school, and actively promote it to the community.
- 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.
- 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.
- The Board will continue to require all members of the Board of Directors to actively and regularly participate in Board meetings, functions, and responsibilities.

- The Board of Directors will become more involved with recruitment of students, especially through the Board of Directors Scholarship Program.
- The members of our Board of Directors must represent total integrity in the community.

### ***Alumni***

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

### ***Faculty and Staff***

- 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.
- 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.
- We will continue a recruiting system in which “The whole university is involved in the Admissions functions.”
- We will strive to maintain a high percentage of faculty members with terminal degrees.
- We will continue to employ faculty members whose primary focus is on teaching and mentoring students.
- Members of the faculty and staff will maintain total integrity on the job as well as in the community.
- 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 14,000 students, more than 3500 of whom are resident students. Seventeen percent of our students are members of minority groups, and 64% are women. We value the cultural, social, and intellectual enrichment afforded the campus by 872 international students who hail from 80 countries. Our domestic students represent 48 states. Our students' ages range from the teens to the seventies, with the average student being 30.6 years old.

### **Enrollments by Student Type: Unduplicated Head Counts**

	<b>1999-2000</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>
	Actual	Actual	Actual	Actual	Actual	Actual
Full-Time Traditional Undergrad	2757	2992	3076	3167	3425	3778
Part-Time Traditional Undergrad	117	130	217	148	180	139
LCIE Undergraduate	1432	1507	1467	1497	1698	2067
LCIE Graduate	1004	1084	1141	1159	1314	1723
MBA	604	500	387	382	462	410
ED/ART Graduate	1455	1513	1830	2144	2610	3110
NonDegree Undergrad	667	565	592	590	599	549
NonDegree Graduate	1683	1829	2475	2431	1753	1287
<b>Total</b>	<b>9719</b>	<b>10120</b>	<b>11185</b>	<b>11518</b>	<b>12041</b>	<b>13063</b>

### **Enrollments by Student Type: Unduplicated Head Counts**

	<b>2005-06</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
	Actual	Actual	Projected	Projected	Projected	Projected
Full-Time Traditional Undergrad	3979	4286	4330	4340	4350	4350
Part-Time Traditional Undergrad	218	200	200	200	200	200
LCIE Undergraduate	2022	2014	2195	2285	2375	2465
LCIE Graduate	1474	1689	1661	1750	1839	1928
MBA	480	430	531	554	578	601
ED/ART Graduate	2890	3088	3582	3883	4185	4486
NonDegree Undergrad	522	502	560	560	560	560
NonDegree Graduate	1949	1769	1640	1640	1640	1640
<b>Total</b>	<b>13534</b>	<b>13978</b>	<b>14699</b>	<b>15212</b>	<b>15727</b>	<b>16230</b>

	<b>2011-2012</b>
	<i>Projected</i>
Full-Time Traditional Undergrad	4350
Part-Time Traditional Undergrad	200
LCIE Undergraduate	2555
LCIE Graduate	2017
MBA	624
ED/ART Graduate	4786
NonDegree Undergrad	560
NonDegree Graduate	1640
<b>Total</b>	<b>16732</b>

### **Assumptions**

Student retention will continue to be high priority concern for Lindenwood University. All steps possible will be taken to retain our students.

### *One Year Action Plan*

#### Student Recruitment

- The overall student census will increase to about 15,000 in Fiscal 2009 (Team, June, 2009).
- We will continue to strengthen and diversify involvement of faculty and staff members in the recruiting arena, chiefly in the following ways:
  - We will systematically replicate the excellent faculty efforts in the Wednesday-evening Admissions telethons
  - We will systematically replicate the faculty and staff prospective-student referral campaigns
  - We will continue holding meetings of the faculty recruitment task force to encourage participation, involvement, and ideas
  - We will continue to invite faculty members to accompany admissions counselors to college fairs and high school visits
  - We will continue partnerships with academic divisions in recruitment of academic competitions

#### Athletics

- Athletics will work in close cooperation with the faculty regarding athletics-related student absences (Athletics Director, Campus Retention Officer, Provost, August, 2009)

#### Social Life and Development

- Resident Directors and Resident Assistants will continue to improve their direct involvement in the mentoring system to improve student success and retention. (Giessman, August, 2009)

#### Communication

- Students will be informed of the online textbook ordering system through Lionmail and at new/transfer student registration (Academic Services, Provost, August, 2008)
- Students will be notified of the writing proficiency assessment requirement at new/transfer student registration (Provost, Academic Services, August 2008)

- Students will be notified of the importance of checking their Lionmail accounts at new/transfer student registration and through use of posters placed in each university building (Provost, Student Activities, August 2008)
- The University will make use of the resident email system to send notices and reminders (Oldani, ongoing)
- The Lindenwood University website will be utilized to post campus-wide activities, thereby encouraging student participation in university activities (Student Activities, ongoing)

#### Advising and At-Risk Retention

- The University Retention Officer will conduct an annual comprehensive retention report, evaluate the results, and take indicated additional steps to boost University-wide retention. (Weitzel, JGuffey, Retention Committee, July, 2008)

#### Five Year Goal

- The overall student census will grow to more than 16,600, principally as a result of moderate to brisk recruiting in the evening, graduate, and corporate programs.

#### ***Faculty and Staff***

- Please see Human Resources section of this plan.



# Programs and Program Support

## ***Academic Divisions***

### **Boone Division**

#### *One Year Action Plan*

#### American Studies

- Re-design the Bachelor of Arts in American Studies program to make it more competitive with AST programs in the region (Knotts, AST faculty, fall 2008)
- Collaborate with Humanities division to promote program growth and development in areas of mutual benefit. (Knotts, Thomason, on going)
- Identify and recruit qualified individuals to serve as adjunct faculty to teach expanded course offerings. (Knotts, AST Faculty, on going)
- Participate in the Midwest American Studies Association to introduce graduate students to interaction within an academic society (AST Faculty, 2009)
- Coordinate with other majors on campus to cross list possible American Studies courses. (Knotts, Tretter, Tillinger, Thomason, on going).
- Incorporate the following certification courses from the National Association of Interpreters with the goal of establishing a strong interpretive degree program: (Knotts, Manus, Summer, fall 2008)
  - Graduate
    - Certified Interpretive Trainer
    - Certified Interpretive Planner
    - Certified Interpretive Manager
    - Certified Heritage Interpreter
  - Undergraduate
    - Certified Interpretive Guide
    - Certified Interpretive Host
- Develop courses or incorporate within existing courses the following areas: (Knotts, Manus AST Staff; Fall 2008)
  - Architectural Forensics
  - Historic restoration and preservation
  - Artifact and archival conservation
  - Museum science
  - Material culture
  - Women's studies
- In partnership with the Science Division, expand the archeology field course on the Boone site. (Knotts, Scupin, winter 2008 -2009)
- Develop an internship/assistantship targeting graduate students. (Knotts, AST Faculty, fall 2008)

- Promote the graduate program among professional historic interpreters (Knotts, Manus, summer, 2008)
- Develop a junior interpreters program and “interpreters Boot Camp” to promote the undergraduate program for secondary level students (Manus, summer 2008)
- Work with Admissions to recruit students who are undeclared majors (Knotts, Tretter, Tillinger, Thomason, on going).
- Develop advising to direct new majors into an area of emphasis and career development (Tretter, Tillinger, Thomason, on going).
- Develop a brochure, flyers and posters for the major in cooperation with PR and Development (Knotts, Queen, AST Faculty, spring 2009)
- Develop a web page for recruitment in cooperation with Graphic and Computer Arts faculty and student. (Tretter, Tillinger, Thomason, spring 2009)
- Develop various types of programming for LUHE-TV to promote the AST program (Knotts, Carlos, Voss, AST faculty, spring 2009)
- Meet with the Dean of Humanities, Dr. Don Heidenreich; the Dean of Boone Campus, Dr. David Knotts; the Provost, Dr. Jann Weitzel; Divisional Deans and Program Managers to develop an affiliate faculty to participate in American Studies (Tretter, Tillinger, Thomason, spring 2009)

#### Assessment

- Develop an assessment plan that is both competency-based and quantifiable. (Tretter, Tillinger, Thomason, on going)

#### Recreation Leadership Minor

- Add a full time recreation professor to the faculty to help meet program growth and development needs (Knotts, fall 2008)
- Promote the current Recreation Leadership minor as supportive to such majors as, business, behavioral sciences, Nonprofit Management, Christian Ministry Studies, physical education and education (Knotts, on going)
- Identify and recruit qualified individuals to serve as adjunct faculty to teach current and expanded course offerings (Knotts, on going)
- Develop and implement the High Adventure Leadership course including a trip to one of the BSA High Adventure bases to foster high quality experiential education and generate enthusiasm for the program (Knotts, fall 2008)
- Explore grant options to develop facilities such as the model outdoor classroom to facilitate outdoor education programming (Knotts, Morros, on going)
- Develop a brochure, flyers and posters for the minor in cooperation with Scott Queen in PR and Development (Knotts, Garner, Queen, spring 2009)
- Develop a web page for recruitment in cooperation with Graphic and Computer Arts faculty and students (Knotts, Queen, fall 2008)
- Develop various types of programming LUHE-TV to promote the RLS programs (Knotts, Carlos, Voss, winter –spring 2008 -2009)

## Assessment

- Develop an assessment plan that is both competency-based and quantifiable (on going Knotts, RLS faculty)

## *Five Year Goals*

- Develop new interdisciplinary courses to meet the needs of the students as the program grows.
- Integrate University resources at the Boone Home into the curriculum.
- Recruit students from American Studies programs abroad.
- Participate in the American Studies Association, encouraging majors to present papers to attract attention to Lindenwood's program, offer recruiting possibilities, and give our students the opportunity to participate.
- Promote major for pre-law, government services, museums, business, and media.
- Create internships relevant to the students' needs in their area of emphasis.
- Consider creating internet courses for specific fields in American Studies (graduate level) that will culminate in a 3 or 4 week practicum at Lindenwood at the end of each semester.
- Develop broader areas of focus such as therapeutic and municipal recreation courses to meet the diverse needs of the students as the program grows.
- Integrate University resources at the Boone Home into curriculum.
- Participate in the National Association of Recreation and Parks, encouraging majors to present papers to attract attention to Lindenwood's program, offer recruiting possibilities, and give our students the opportunity to participate.

## **Communications**

### *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 21<sup>st</sup> 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 in order 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.

#### *Faculty*

The Communication Division consists of 12 full time, 1-3 adjunct faculty, and 2 part-time engineers.

#### *Facilities*

The faculty members of the Division are officed in the Spellmann Center and The Center for Fine and Performing Arts. Most of the courses within the Division are taught in the Spellmann Center and The Center for Fine and Performing Arts. Virtually all locations on Lindenwood's campuses are used in the production of radio and television programming. Specialized studios, labs, storage and workspaces exist in each of the following locations:

- 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—auxiliary television studio

Plans for expansion/renovation during and following the summer of 2008 include each of the following:

- Relocate the main studio and editing suites for LUTV to the new Fine and Performing Building (one editing suite to remain in Spellmann)
- Retool the video studio in Young Hall for university video needs
- Renovate the KCLC transmitter building, tower, fence and surrounding grounds
- Relocate video editing classroom to the new Fine and Performing Building
- After the opening of the Fine and Performing Arts Building, expand the physical space for Journalism including removing the wall between S3095 and S3100 (the current Print Room) and set up a sales office/bull pen in S3135
- Convert KCLC-FM's transmission system from analog to digital, completing the plan proposed in the 2002-2003 Fine and Performing Arts-Communications section of the Lindenwood Strategic Plan

#### *Assumptions*

- To stay viable, our academic curriculum must reflect the technological changes in broadcasting and computer-related industries.
- The need will exist to hire a new faculty member to replace Rita Ludwig, Kammi Kobyleski, and Julie Beard.

- 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.
- Changing Federal Communications broadcast definitions will require technological changes for LUTV, specifically as it applies to high definition digital video.
- The rapid expansion of new broadcast technologies will alter many long-standing business models in the industry, requiring continual adjustments in instructional methods to better fulfill industry recruiting needs.
- The growth in Internet commerce will create a need for educated web development professionals.
- The corporate need for versatile professionals will necessitate more integrated curricula involving Communications, Fine Art and Business.
- Lindenwood University will continue to be one of the few universities with hands-on, major market sports broadcasting training.
- More significant communications industry companies will request Lindenwood interns.
- A growing consumer demand for training and journalistic education will fuel Lindenwood's Journalism degree program.
- LUTV will move its studios to the Fine and Performing Arts building in August 2008
- Scheduled for 2009, the FCC will mandate a television picture resolution from analog signal transmission to digital signal transmission
- At a date yet to be determined, the FCC will likely mandate a switch in the broadcast radio bands from analog signal transmission to digital signal transmission
- *The Legacy*, the Lindenwood student newspaper, will continue its regularly publication
- The area where video cameras are loaned to students will move from the Spellmann Center to a space in the new studio
- Graduate Assistants will continue to be key to the operation of the television studio

#### *One Year Action Plan*

- Maintain updated Communication information on the LU Website and LUTV (Wall, Scholle, Lively, Pettit, ongoing)
- Explore opportunities for inter-disciplinary coursework and degree programs (Wall, Scholle, Lively, Pettit, ongoing)
- Continue to review and upgrade assessment tools in the Division (Billhymer, Carlos, Voss, Lively, Nicolai, Pettit, Reighard, Scholle, Schroeder, ongoing)
- Develop relationships with other cable outlets that will allow Lindenwood-produced programs to be shown in neighboring communities (Scholle, Carlos, Voss, ongoing)
- Develop more public affairs radio programming featuring Lindenwood faculty and/or Lindenwood-involved issues (Wall, Reighard, ongoing)

- Pursue the possibility of video streaming (Wall, Scholle, Carlos, Voss, Grzovic Bush, December 2008 and ongoing)
- Attend to maintenance and equipment upgrades as necessary for LUTV and KCLC (Wall, Reighard, Brancato, Scholle, Carlos, Voss, ongoing)
- Develop a better working relationship between LCIE and semester programs in Communication (Wall, Castro, Kemper, Scholle, ongoing)
- As University sports programs continue to grow, expand sports broadcasting on both KCLC and LUTV (Wall, Reighard, Scholle, Carlos, Voss, ongoing)
- Implement effective retention procedures (Billhymer, Carlos, Voss, Lively, Nicolai, Pettit, Reighard, Scholle, Schroeder, ongoing)
- Audit the construction of the new Fine and Performance Arts building as it pertains to the proposed television studios and the integration of technology into the theatre structure to maximize media access and coverage without intruding on the performance space or detracting from the theatre experience (Carlos, Voss, Lively, Scholle, Schroeder, throughout construction)
- Continue 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. (Wall, August 2008)
- Explore non-tuition sources of revenue to support Lindenwood University's broadcasts stations (Wall, ongoing)
- Expand the programming for the Lindenwood University Higher Education television channel LUTV to include more student-produced work as well as pre-programmed material (Scholle, Carlos, Voss, ongoing)
- Work with the University to develop a supplemental audio/video department that will help meet the school's growing need to produce internal audio and video projects involving academic programs, recruitment, sports, archiving, etc., (Wall, Scholle, Carlos, Voss, ongoing)
- Develop more live broadcast capabilities (Scholle, Carlos, Voss, selected students, ongoing)
- Broadcast Lindenwood cultural, educational, community interest and sports events via LUTV (Scholle, Carlos, Voss, Wall, ongoing)
- Conduct a thorough investigation of the traditional day Communication masters program (Wall, Scholle, Billhymer, August 2008)
- Upgrade the appearance of the KCLC broadcast tower and grounds (Reighard, Wall, September 2008)
- Investigate the future of High Definition radio for KCLC (Reighard, Brancato, Wall, December 2008)
- Work with IT and other appropriate university entities to develop a distance learning program (On-line, Video Conferencing, On-Demand, Telecourses) (Carlos, Scholle, ongoing)
- Continue to coordinate academic course with video production (Scholle, Carlos, Voss, Schroeder, ongoing)
- Research the feasibility of establishing a for profit non-academic HDTV tech school (Wall, Scholle, December 2008)

- Organize a Video Summer Camp aimed at middle school and high school students (Scholle, Carlos, Voss, Schroeder, May 2009)
- Hire a full time staff person for LUTV (Wall, Carlos, August 2008)
- Train all video faculty and staff on new equipment (Wall, Carlos, Voss, Scholle, Lively, December 2008)
- Retain Matt Grzovic as permanent part-time LUTV maintenance engineer (Wall, Carlos, Voss, Scholle, Lively, August 2008)
- Restructure the LUTV newscast to incorporate a more practical lab approach to ancillary courses such as Broadcast News writing (Scholle, Carlos, Voss, Schroeder, December 2008 and on-going)
- Offer course work to give students a full experience in the journalistic coverage (both written and broadcast) of a Presidential election (Wall, Reighard, Scholle, Carlos, Voss, Schroeder, Pettit, August 2008)
- Develop a course that will result in students creating 3-D virtual tours of the Lindenwood campus (Lively, May 2009)
- Determine the feasibility of purchasing a vehicle (van) for transporting video/TV equipment to remote locations (Voss, Carlos, Scholle, December 2008)
- Purchase a golf cart for on-campus equipment transportation (Voss, Carlos, Scholle, December 2008)
- With the expansion of the Journalism Lab, add six new computers (Pettit, IT, December 2008)
- Research the best encoding system for making LUTV available to AT&T subscribers (Scholle, Carlos, Voss, December, 2008)

#### *Assessment*

- Develop Assessment tools for the news programs: Multimedia, Advertising, Professional Writing, and Journalism (Wall, Scholle, Billhymer, August, 2008)
- Upgrade questions on the Division's Comprehensive Test to more accurately assess the current Communications' academic program (Billhymer, Carlos, Voss, Lively, Nicolai, Pettit, Reighard, Scholle, Schroeder, August 2008)
- Reflect curricular changes that were made based on information gathered for assessment activities in the annual Communications' assessment (Billhymer, May, 2009)

#### *Retention*

- Work to ensure genuine one-on-one, advisor-to-student contact (Nicolai, Billhymer, Scholle, Reighard, Wall, ongoing)
- Evenly distribute student/adviser ratios to better serve our students (Nicolai, Billhymer, Scholle, Reighard, Wall, ongoing)
- Encourage faculty attendance at student events and performances (Billhymer, Carlos, Voss, Lively, Nicolai, Pettit, Reighard, Scholle, Schroeder, ongoing)
- Encourage current students to seek out and involve new students (team, ongoing)
- "Advertise" available opportunities in radio and television (Reighard, Wall, Scholle, Voss, Carlos, ongoing)

- Develop more aggressive recruitment programs for Communications clubs (NBS-AERho, Advertising Club) (Nicolai, Scholle, Carlos, Wall, ongoing)
- Develop more “workshop” style courses for the January Term and summer sessions (Carlos, Voss, Lively, Nicolai, Pettit, Reighard, Scholle, Schroeder, fall 2008)
- Provide our students with opportunities that very few universities can offer through the technological upgrades in KCLC (to HD) and video (to HDTV) (Voss, Carlos, Scholle, December 2008)

#### *Five Year Goals*

- Continue enrollment growth
- Graduate more quality media salespersons and buyers than any school in the state of Missouri
- Provide HD production and programming for LUTV
- Air daily student newscasts on LUTV
- Use campus-wide connectivity to present live programs
- Use university-wide communications to present programs from any Lindenwood campus
- Expand LUTV’s production to include revenue-generating clients
- Create an online radio station to offer communication/broadcast courses at the Belleville Campus.
- Develop programming options for KCLC digital station(s)
- Establish active relationships with area high schools to encourage participation in Lindenwood communications opportunities
- Develop and implement workshop/clinics to market to corporations in order to improve their employees’ writing and presentation skills.
- Develop a Film Production curriculum to expand our current video and take fuller advantage of the new video capabilities
- Research the development of instituting an Audio Production curriculum
- Develop an academic degree in Digital Cinema Production
- Hire an additional faculty person to accommodate the growing number of Multimedia students.

#### *Recruitment*

- Make high school campus visits more effective for Journalism through the development and sharing of the *Legacy*
- Promote Video Summer Camp to middle schools and high school students
- Encourage other academic divisions to use LUTV to promote their programs through instructive and entertaining new television shows
- Allow the possibility of additional “stations” within our frequency through the change to digital transmission. This opens up a variety of opportunities to extend the voice of the University by reaching a wider audience
- Increase the visibility of LUTV in the community by telecasting more high school sports



## Education

### *Assumptions*

- What was appropriate in the past for the preparation of educators is no longer true.
  - The best answers lie in preparing our 21<sup>st</sup> Century educators to assist P-12 students to acquire knowledge on their own.
  - Knowledge (plural) is vast and must be learned in relationship to all other accumulated knowledge (singular).
  - Since the 21<sup>st</sup> century is a “black hole” for educators, they must teach critical thinking and problem solving to pre-service educators who can pass those skills to their charges.
  - Success will be demonstrated by Lindenwood University’s Division of Education’s ability to restructure the manner of preparing young educators of the 21<sup>st</sup> century.
- All Education Division activities will be under the direction of the Deans of Undergraduate and Graduate Education.
- A *Professional Development Institute* will be established with local districts. This will allow practicing teachers to receive services from the Education Division and maintain contact with the university. Grants will continue to be pursued in this endeavor.
- Expansion of the Education Division will continue due to the teacher shortage over the next 20+ years.
- Future Educators of America (FEA) and Cadet Teachers Programs will be initiated as rapidly as possible with the academic component of EDU 110.
- The ESOL Certification Program will be written in conjunction with the University’s efforts.
- A journalism certification program will be explored.
- Thought will have to be given to the ratio of full-time/part-time faculty for both on-campus and off-campus in order to maintain a high level of service.
- Retiring or resigning faculty will be replaced.
- The possibility of having full time faculty in off-campus programs will be explored.
- Pending approval of FACS, Ed.S. for Initial’s Principal Certificate will expand the influence of the Division
- The use of technology for student evaluation and course evaluation will be examined and expanded in all courses and programs
- The division, in conjunction with other University disciplines, will pursue preparation for TEAC.

### *One Year Action Plan*

- More thoroughly integrate research findings and “best” practices opportunities into Teacher Education Program methods courses (Faculty, ongoing)
- Begin planning and studying “How do we prepare a pre-service educator for the 21<sup>st</sup> century?” (Bice, Vitale, December 2008)

- Analyze the MoSTEP Review Report for challenges in the Educator Preparation Programs at Lindenwood University (Faculty, Bice, Vitale, Munro, August 2008)
- Continue to develop procedures and processes to assess pre-service teachers' levels of readiness prior to national tests or employment (Bice, December 2008)
- Encourage professional reflection by regularly assigning field-based, action research projects in practicum and methods courses (Faculty, ongoing)
- Encourage undergraduate students' participation in national professional organizations through student affiliates, student memberships, and attendance at state/national meetings (Thouvenot, Vitale, Bishop, August 2008)
- Begin a scope and sequence and alignment of curriculum for the teacher preparation programs (Bice, Faculty, May 2008)
- Write a new technology required course offering (Dougherty, August 2008)
- Promote and support professional development opportunities for faculty and staff members (Deans, ongoing)
- Foster the development of sites where clusters of our students and experienced cooperating teachers can work in close collaboration (Schneider, Blackburn, August 2008)
- Continue to develop the quality of the Ed.D. programs (Vitale, Faculty, ongoing)
- Arrange meetings each semester for instructors in core courses to discuss syllabi, coverage, emphases, and instructional approaches (Deans, January 2009)
- Review curriculum and delete duplication (Bice, August 2008)
- Where necessary (e.g., social studies) expand the number and variety of methods courses in a discipline in order to increase the depth and quality of students' orientation to teaching in the subject area (Bice, 2008)
- Continue to strategize concerning off-campus programs and new programs for the division (Deans, Parisi, Feely, Barger on-going)
- Increase student involvement in sponsored and non-sponsored research and creative activities (Vitale, August 2008)
- Identify and acquire additional space to support faculty, staff, and student activities (Deans, August 2008 and ongoing)
  - Identify physical space for the physiology lab (VIP area)
  - Counseling areas designed for the clinical procedures being taught
  - Convert R207 to office space
  - Convert storage room to work room in Roemer
  - Convert garage of education office building into office space.
  - Convert basement of education office building into additional space.
- Update and Maintain the Division of Education's technology, resources, and equipment (Deans, ongoing)
- Provide an increasingly varied and sophisticated range of instructional materials by expanding the collection of software in the Curriculum Lab for student and faculty examination, evaluation, and classroom use (Faculty, ongoing)
- Explore and advanced degree for the Health and Fitness Sciences Department (Deans, Biggerstaff, Young, September, 2008)

- Explore and write a doctorate program for the counseling program (Vitale, Munro, September, 2008)
- Re-structure the Educational Administration Programs to reflect ELLC Standards (Stewart, Vitale, September 2008)
- Enhance competency in the use of classroom technology for Faculty and students (Deans, Program managers, August 2008)
  - Formalize the dissemination of licensure and credentialing requirements and opportunities
  - Enhance one-on-one advising sessions and targeted programs for graduate students preparing for academic and professional careers
  - Increase the number of career-related seminars offered by faculty/related professionals
  - Provide incentives and support for generating publications, giving professional presentations, and engaging in community service
  - Increase the range/quality of information about student assessment in all methods courses
- Integrate opportunities for using technology into teaching and coursework (Faculty, ongoing)
  - Increase student exposure/access to innovative tools and uses of new/emerging technology by increasing the number of workshops and courses in this area for TEP students
  - Assign more class projects that call for Web-based learning and alternative modes of representation (e.g., hypertext projects, power point presentations, digital portfolios)
  - Provide workshops for faculty and new TEP students on Web-based portfolios and the Folio-Tek for their use throughout the program
  - Continue to incorporate MoSTEP Standards for technology required for pre-service 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.
- The Division will enhance competency in the use of classroom technology for Faculty and students by realizing:
  - Prepare all courses in Educational Administration for distance-learning delivery (Deans, fall 2008)
  - Ensure that all staff members are proficient in WebCT (Faculty, on-going)
  - Utilize Turnitin by all instructors in the Education division (Bice, Vitale, Feely, January 2008)
  - Ensure competence of all Faculty and students in using FolioTek (Blackman, Schneider, Vazis, on-going)
  - Utilize STEP for student data analysis to improve the quality of each course and program (Bice, ongoing)
  - Provide professional development for the Faculty in interactive technology and its use in instruction (Bice, Vazis, ongoing)
  - Expand the use of technology in Health and Fitness Sciences (Biggerstaff, August 2008)

- Employ a full-time educational technology individual (Deans, 2009)
- Assemble, implement, and support an Institute of Professional Development office and associated functions to meet in-service teachers' needs (Peckron, August 2008)
- Revitalize the infrastructure supporting the development, revision, and implementation of academic programs (Deans, program managers, August 2008)
  - Apply recommendations from internal/external reviews and relevant national/state reports for program revisions and strategic planning
  - Develop enrollment management and professional development programs that reflect divisional and program missions, up-to-date curricula, and workplace needs
  - Conduct regular reviews of curriculum and workplace needs and fit-of-program with the Division and DOE mission
  - Provide support and assistance to programs seeking accreditation
  - Ensure compliance with DOE review recommendations and accreditation with the with the Division, and DOE mission
  - Prepare handbooks and website information to reduce confusion for students about dates, programs, etc.
- Reorganize the Division's administrative structure to improve efficiency and accountability (Deans, fall 2008)
  - Assemble, implement, and support an Institute of Professional Development office and associated functions to meet in-service teachers' needs
  - Analyze the advisement structure and balance advisee responsibilities
  - Prepare handbooks and website information to reduce confusion for students about dates, programs, etc.
  - Continue to request technology to enhance the record keeping and paper producing projects.
  - Employ additional full time office personnel
  - Reorganize the Dean's Office to promote clarity of roles, functions, and responsibilities
  - Clarify the administrative roles of Deans and program managers
  - Conduct a division-wide discussion and review of the role of program coordinators
- Review the process of governance in the Division of Education (Deans, fall 2008)
  - Review the current DOE committee structure to insure that it meets the growing needs of the division; restructure and/or establish additional committees/task forces as needed
  - Review the processes used to select faculty and staff to serve on current and future University committees; revise the processes as appropriate
- Encourage division faculty to attend and participate in district functions and conferences and offer their professional services to differing publics (Faculty, on-going)
- Establish an educational lecture series to bring public notice to the division and university (Gismagian, ongoing)
- Maintain the well established "open-door" policy (Faculty, on-going)

- Utilize the University's excellent technology to communicate with each other, students and other University Faculty (Faculty, on-going)
- Submit educational information to the University's PR department (Faculty, on-going)
- Maintain communication and dialog with the accrediting agencies (Deans, on-going)
- Encourage wider faculty and administrative participation with state organizations (e.g., MAACTE, MUATEM MASCD, MASSP, etc.) that have an impact on state educational policy-making (Deans, Program managers, ongoing)
- Collaborate with faculty and staff to establish procedures, including data-gathering methods for meeting accreditation outcomes required by the State Department of Education (Bice, fall 2008)
- Maintains personal contacts with district personnel (Faculty on-going)
- Have a "face" at most educational meetings and conferences (Faculty, ongoing)
- Expand communication opportunities with policy-making entities at the state and national level by establishing a Director of Teacher Education whose duties would include oversight of trends in teacher standards, teacher assessment, licensure and accreditation (Deans, Program Managers, fall 2008)
- Encourage interdisciplinary, interagency, and international collaboration (Deans, Program managers, fall 2008)
- Investigate support for international exchange programs for faculty, staff, and students (Deans, January 2009)
- Develop new and/or revise existing venues for collecting information about the Division from internal and external audiences (Deans, Program managers, fall 2008)
- Annually distribute surveys to targeted groups to collect Division-related data/information (faculty, ongoing)
- Maintain up-to-date web sites for the Division and all its departments and programs (Deans, ongoing)
- Hold an annual reception for local educators (faculty, spring 2009)
- Promote and support activities and programs which recognize the professional contributions of faculty and staff (Deans, Program managers, ongoing)
- Maintain dialogue with Division graduates throughout their professional careers (Deans, each spring)
  - Offer Division publications over the web (e.g., divisional newsletters, etc.)
  - Create and maintain an e-mail database of all graduate students and alumni
  - Sponsor receptions for Division students and alumni at professional functions
  - Develop a mentorship program between current students and alumni
- Provide for quality control through professional development for those who deliver our courses off-site (Boyle, Bice, Vitale, Peckron, Feely, on-going)
- Monitor the off-site instructor's effectiveness through their students' successes (Boyle, Bice, Vazis, Feely, on-going)

- Establish a system of ongoing reciprocal communication between our main campus and the extension sites through Lindenwood e-mail addresses for all adjuncts (Dougherty; on-going)
- Establish in-service training for all adjuncts in the technology available to them from the University (Dougherty; on-going)

#### *Assessment*

- Continue to refine the student assessment process, using PRAXIS scores; surveys from employers, cooperating teachers, and graduates; and student portfolios in order to improve teaching and learning (Faculty, ongoing).
- Continue to refine the Assessment Plan for graduate students completing the Master's degree program and the Ed.D (Faculty, ongoing)
- Monitoring STEP and Folio Tek will provide direction for evaluation and assessment (Faculty, ongoing)
- Ascertain the use of Hosted-Survey or CAMS or Survey Monkey for assessment purposes (Bice, August 2008)

#### *Retention*

- Continue to promote high quality and personal attention and advising for students in the Teacher Education Programs (TEP) (Deans, Program managers, fall 2008)
- Maintain the high level of comprehensive services offered by the faculty in undergraduate and graduate advising (Program managers, fall 2008)
- Reduce the class size of core courses and teaching methods courses to encourage more faculty-student dialogue and to provide opportunities for modeling principled teaching practice (Program managers, fall 2008)
- Create interactive, multi-media, and Web-based advising services for new TEP students (Program managers, fall 2008)
- Encourage qualified students to participate in the Undergraduate Honors Program (Program managers, fall 2008)
- Increase the amount and quality of information available to prospective students and first-year students about our Teacher Education Programs (Deans, Program managers, ongoing)
- Emphasize to front-line staff that service to students has the highest priority (Deans, Program manager, ongoing)
- Divide our advising sheets into benchmarks to identify areas of progress (Faculty, ongoing)
- Exercise flexibility with students who need additional help or who are having difficulties in their classes, to remove incentives to leave Division (Faculty, ongoing)
- Provide more information to students earlier so they are not frustrated by not being informed (Faculty, ongoing)

#### *Recruitment*

- Increase the diversity of the student population in Teacher Education Programs (Deans, Program manager, ongoing)

- Work more closely with liberal arts departments and the Undergraduate Admission Office to recruit and support prospective minority students for teacher education Program
- Develop outreach programs in surrounding school districts to recruit potential minority students to the profession of teaching; where appropriate, coordinate recruitment efforts with other programs on campus
- Create orientation materials for new faculty and staff describing the Division's commitment to diversity and suggesting ways to foster that diversity
- Increase the number of undergraduate students prepared to work with diverse/special needs populations in schools (Deans, Program managers, ongoing)
- Increase our Teacher Education Program students' interactions with diverse populations (Bice, ongoing)
- Expand opportunities for students to complete practicum and student teaching experiences in schools with diverse populations (Schneider, Blackburn, September 2008)
- Increase our interaction with other institutions (relational recruitment) (Deans, Program managers, ongoing)
- Expand community college recruiting. This effort will augment the present population with new students from Missouri and Illinois junior colleges (Faculty; ongoing)

#### *Five Year Goals*

- 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 e-portfolios.
- Refine the development of electronic teaching portfolios
- Finalize full membership in TEAC
- Expand recruitment of highly qualified individuals into our teacher preparation program
- 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
- Continue to remain informed of the changes that are forthcoming in the ever-changing field of education
- Redesign the Elementary Education Degree/certification program
- 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
- Re-design the MAT program and clusters in the C-MAT Program to align it with the undergrad program
- Create a Cluster-Master of Arts in Education for non-traditional students
- Develop environmental summer camps for teachers and K -12 students

- Present alternatives to students pursuing certification and/or degrees
- Explore new programs and K-12 partnerships that plug into the Department of Elementary and Secondary Education's Mathematics, Engineering, Technology, and Science (METS) initiative

## **Fine and Performing Arts**

### *Assumptions*

- The new Center for Fine and Performing Arts will be open and fully functioning as a performance/exhibition venue and classroom building.
- The number of applicants for Dance, Fashion Design, Music and Theatre will increase exponentially because of the new facility.
- New student limits will be placed on certain majors, i.e. BFA in Musical Theatre and BFA in Acting, due to the increased number of applications.
- The number of requests by community and professional organizations to use Lindenwood facilities, specifically space in the new Center, will increase significantly.
- The other performance and exhibition venues Lindenwood maintains will continue to be in use for community and University events.
- Art studios will move back to the lower level of Harmon Hall and remain there until an alternate location can be found.
- Budgets will be developed for the Division and Professional operations.
- Underwriting, sponsorships, and other fundraising activities focused on the operation of the new Center will significantly increase.
- The public profile of Lindenwood will be significantly enhanced due to the opening of the new Center.
- All faculty will have to become familiar with and proficient at using the new integrated/automated database system.

### *Personnel*

- Center for Fine and Performing Arts (Bezemes, Parker, July 2008)
  - new personnel will be in place in the following areas:
    - \*Support services
    - \*Box Office and House Management
    - \*Technical theatre
    - \*Marketing and Development
    - \*Graduate assistants (theatre management, technical theatre, costume)
- Divisional (Parker, Strzelec, Dewan, Alsobrook, Gregory, July 2008)
  - Support services (1 clerical position)
  - Art (1 full or part time gallery manager, graduate assistants)
  - Dance (1 full time position, graduate assistants)
  - Fashion Design (1 full time position, graduate assistants)
  - Music (1-2 full time positions, graduate assistants)
  - Theatre (1 full time Technical Director, theatre technician, graduate assistants in tech and costume)



### *Facilities*

- Utilize Jelkyl Theatre as rehearsal space and for senior and thesis projects (faculty as needed, on-going)
- Complete a small remodeling project for LUCC Auditorium to accommodate use as a recital hall for junior and senior recitals (Alsobrook, Mueller, January, 2009)
- Complete small remodeling projects for art studios in Harmon Hall (Troy, Mueller, August, 2008)
- Locate an alternate site for art studios (Troy, Parker, Mueller, art faculty, on-going)

### *Assessment:*

- Continue to refine and evaluate assessment tools in all departments (Troy, Alsobrook, Gregory, Dewan, Strzelec, on-going)

### *Retention*

- Review all advisee lists and create a more even distribution (Troy, Alsobrook, Gregory, Dewan, Strzelec, on-going)
- Provide a myriad of Lindenwood performance and exhibition opportunities as well as master classes and professional experiences created in conjunction with the professional series in the new Center (Bezemes, all faculty, on-going)

### *One Year Action Plan*

- Continue working on refining a formula to create parity for faculty in the Fine and Performing Arts *vis-à-vis* other traditional academic disciplines which takes into account such factors as extended classroom contact hours; additional duties relative to academic programs outside the classroom; traditional staff functions performed by faculty; and cooperative projects that are interdisciplinary and outside the environs of the classroom (i.e. vocal or instrumental director for a Mainstage musical) (Boyle, Parker, Troy, Alsobrook, Dewan, Gregory, Strzelec, December 2008)
- Refresh, expand, and create web pages for programs in the Fine and Performing Arts and for the new Center (Bezemes, Collier, Troy, Alsobrook, Gregory, Dewan, Strzelec, Webmaster, on-going)
- Coordinate professional and Lindenwood performance calendars and master class schedules with Executive Director (Bezemes, Parker, Gregory, Dewan, Alsobrook, Troy, and Strzelec, on-going)
- Develop and implement a marketing strategy for Lindenwood and professional events in the new Center (Bezemes, Parker, Queen, Program Managers, new staff, July 2008)
- Develop and implement a fundraising and underwriting strategy for Lindenwood and professional events in the new Center (Morros, Bezemes, Parker, new staff, July 2008)

- In conjunction with the Executive Director, develop a strategy for “summer camps” in Art, Dance, Music and Theatre (Bezemes, Parker, Gregory, Alsobrook, Grooms, Strzelec, March 2009)

#### Art

- Evaluate the need for additional faculty for the 2009-10 academic Year (Troy, all Faculty, January 2009)
- Continue to search for alternate site for art studios (Parker, Troy, all Faculty, on-going)
- Book exhibitions for secure gallery in new Center (Bezemes, Troy, all Faculty, on-going)
- Explore alternate sites for exhibition space (both on- and off-campus) to accommodate growth of program and loss of Harmon Hall Hendrix Gallery (Parker, Troy, Mueller, ongoing)

#### Dance

- Coordinate bookings of professional companies, master classes, etc. with Executive Director of the new Center (Bezemes, Strzelec, Best, on-going)
- Create publicity and touring schedule for company-in-residence *The Lindenwood University Dance Ensemble* (Strzelec, Best, on-going)
- Fully integrate dance team(s) into academic program (Strzelec, Best, on-going)
- More fully publicize the fact that Lindenwood University is the only institution of higher learning in Missouri offering teacher certification in Dance (Queen, Strzelec, on-going)
- Create the BFA in Dance (Parker, Weitzel, Strzelec, Best, January 2009)

#### Fashion Design

- Create annual trip to national and/or international fashion capitol over January term or Spring Break (Parker, Dewan, Weitzel, October 2008)
- Re-evaluate and expand the Fashion Design curriculum (Parker, Dewan, other faculty, December 2008)
- Insure that computers in labs used for Fashion Design classes are upgraded to support the software (Soda, Dewan, Collier, other faculty and staff, on-going)
- Expand internship opportunities to include international venues (Dewan, other faculty, on-going)
- Upgrade Fashion Design software (Dewan, other faculty, information technology staff, on-going)
- Expand partnerships and scholarships with corporations and foundations associated with the fashion industry (Morros, Dewan, on-going)

#### Music

- Interface with Executive Director to take advantage of opportunities presented by the professional series in the new Center (Bezemes, Alsobrook, on-going)
- Coordinate bookings of performing groups, master classes, etc. with the Executive Director of the new Center (Bezemes, Alsobrook, on-going)
- Create High School All-Senior Honors Band, Choir, and Orchestra (Alsobrook, Briones, Grooms, Williams, March 2009)
- Create the Lindenwood University Concert Choir—a large auditioned chorus (Grooms, Briones, August 2008)

- Expand touring opportunities for instrumental and choral groups (Alsobrook, Grooms, Briones, Williams, on-going)
- Develop a stronger interdisciplinary relationship with Theatre regarding Musical Theatre majors and musical productions (Gregory, Alsobrook, Grooms, Strzelec, September 2008)

### Theatre

- Coordinate bookings of performing groups, touring productions, master classes, etc. with the Executive Director of the new Center (Bezemes, Parker, Gregory, on-going)
- Create a new professional theatre company-in-residence (Bezemes, Parker, Gregory, June 2009)
- Join the Unified Professional Audition Tour (UPAT) which consists of the top 15 undergraduate professional theatre training programs in the country in order to recruit the nation's top high school talent. (Parker, Gregory, Strzelec, August 2008)
- Develop an annual series of productions featuring a guest artist for the Mainstage and Black Box (Bezemes, Gregory, Parker, on-going)

## **Humanities**

The Humanities Division will continue to act as the heart of the University's first class General Education program which is central to a Liberal Arts education.

### *Assumptions*

- LU will continue its 5/1/5 course load for faculty.
- The traditional age population of the main campus will continue to be the main focus of the regular faculty.
- The bulk of the division's teaching load will continue to cover general education courses.
- The EPP program will remain within the purview of the Humanities Division
- The number of Foreign born students will remain near constant.
- The Writing Center will stay within the purview of the Humanities Division.
- The number of students in General Education classes will see modest growth.
- The number of majors in each program will continue to grow, but at a slowing pace.
- Instructors' loads will be based primarily on the total number of students rather than number of students per class.

### *Personnel*

- The previous reductions in the student load for professors in performance based classes will continue requiring an increase in either full time or adjunct professors; this will be a particular need in English and History.
- An expansion of English language improvement services for non-native speakers will require a growth in the EPP program.
- To better assist our students with weakness in their writing or to assist students simply wishing to improve their writing, the writing center will require Graduate Assistants.

- The reductions in the student-load of professors in performance-based classes and the resulting increase in the number of sections of elementary and intermediate French and Spanish will require an increase in full time Professors.

### *Facilities/Physical Plant*

#### Short Term

- Expand Writing Center conference areas
- Provide a place where instructors can send students to take make-up tests proctored by Writing-Center Graduate Assistants
- Acquire more working computers in the Writing Center

#### Long term

- Butler Hall is a good basic facility for the Humanities Division, but the space is too small for two divisions to inhabit.
- The Humanities Division will look to expand with possibility of three programs moving into Memorial Arts Building after the Management Division moves to Harman Hall.
- Butler Hall needs basic refurbishing to include repairs, rewiring, new carpet, and painting. Central air may turn out to be more economically efficient in the long run than the current system of individual cooling units. The short term cost of the installation may well be covered by long term savings in other areas.
- The space set aside for the foreign language library in Roemer Hall (R304) needs modification to make it more usable as both a library and a classroom.

### *One Year Action Plan*

- Work with Graduate Admissions and the Education Division to encourage Masters of Education students to pursue a Certificate in American Studies (Humanities Division Graduate Committee, spring 2008)
- Expand the role of the Writing Center by adding a testing Center and hiring a Graduate Assistant (Edele, Heidenreich, fall 2008)
- Look at adding a second fulltime person to the EPP program, as the number of classes being offered to assist non-native speakers in continuing to expand. This person should be able to cross over between EPP and English (Heidenreich, Qualls, summer 2008)

#### English

- Continue with the testing of the new courses added to the Creative Writing emphasis (ENG291 Introduction to Writing for Performance, ENG292 Introduction to Creative Non-Fiction, ENG323 Advanced Poetry Writing, ENG391 Advanced Fiction Writing); create a new structure of requirements for the Creative Writing emphasis, as well as create a course rotation, aimed at accomplishing the following: provide a more vigorous and competitive program for current and future students; provide greater structure and guidance for students in the program, while remaining flexible to their interests; and increase growth, expansion, and promotion of the Creative Writing program. (Hickenlooper, Hurst, Plate, Fetters, spring 2009)

- Expand Writing Center hours of operation to better meet the needs of students (Edele, spring 2009)
- Revise English course numbers using the new 5-digit system (Department, fall 2008)

#### Foreign Languages

- Start the German exchange program with the Ruhr-Universität in Fall 2008 with three students having been chosen to go to Germany (Bell, spring 2009)
- To accommodate the growing enrollments in Spanish at the 100 and 200 levels, add three additional sections (Spanish faculty, ongoing)
- Continue to attempt to expand the night Spanish courses offered (Spanish faculty, ongoing)
- Offer FLS311 and 312 every semester as opposed to once a year. This will require additional instructors (Foreign Language Department; Spring 2009)
- Shift the administration of the Study Abroad programs under the Foreign Languages Department to a person for whom it will be his/her primary focus, potentially in the Student Development or International Studies office (Foreign Language faculty, fall 2008)

#### History

- Serve our majors even better as advisors by taking responsibility for placing them in education courses as well as history courses (History Department, fall 2008)
- Consult with satellite campuses on course offerings and the qualifications of adjunct faculty (Griffin, JSmith, as needed)
- Assuming high enrollments in the three new adjunct taught courses scheduled for Fall 2008, start a search process for additional adjunct faculty members with qualifications to teach courses in geography beyond the World-regional level (such as economic and/or physical geography) as well as courses in world history such as African or Middle Eastern History (Department, fall 2008)
- Develop topical courses for the January Term, with the end in view of creating courses appropriate for this format (Department, fall 2008)
- Begin production of a new yet unnamed history journal which will include information from multiple university disciplines and divisions (JSmith, spring 2009)

#### Philosophy

- Get all courses in the regular rotation in to the catalog. This will help prospective students learn about our program and help students on campus select courses more relevant to their major or personal interest. Courses include Philosophy of Art, Philosophy of Law, Game Theory, and Continental Philosophy (Brown, spring 2009)
- Develop a minor in Social & Political Philosophy (Douchant, spring 2009)

#### Political Science

- Hire a Ph.D. in either Political Economy or Public Policy Analysis to complement current faculty specialties (Department, spring 2009)

- Set up a listing of Lindenwood University graduates in Political Science and Public Management since 1995. This list would detail who went to graduate school and law school; therefore the question to be answered: What percentage of LU Political Science and Public Management graduates have, or are currently working on, a graduate or law degree? Useful for the Admissions Office and possibly the Development Office. The department already has strong enough data (not completed) to place this at close to 65%. (Department, spring 2009)

### Religion

- After teaching *Religious Foundations of Western Civilization* twice in the fall of 2006 and 2007, develop an evaluation plan to be implemented the next time the course is taught (Mason, spring 2009)
- Develop and teach two new clusters in the LCIE format for the new CMS evening program (Department, spring 2009)
- Expand the offerings in non-Christian traditions and religious study. The REL faculty will plan and develop courses in Eastern or Asian religions that can be implemented in the next few years and that will utilize the expertise and knowledge of the new faculty member (Stephens, spring 2009)
- Work with the Philosophy, History, and Anthropology Departments to create a possible minor in Eastern Religion and Philosophy by fall of 2008 (Department fall 2008)
- Continue to expand and develop the teaching of new courses that will offer a wide range of opportunities for students at the introductory level of learning about religion:
  - REL 130 - *Introduction to Religious Texts* will be added to the rotation as an introduction to the methodology of reading and studying religious scriptures. This course will serve as a preparatory course for the New and Old Testament courses and for future courses in the study of other religious texts from other world religions. (Meyers, fall 2008)
  - REL 230 – *Asian Religions* and REL 318 – *Asian Philosophy* will be added to the rotation in preparation for the expansion of the REL program to include a more inclusive coverage of Eastern and Asian religions. (Stephens, spring 2009)
  - REL 200 – *World Religions* has been renumbered as a 100 level course to reflect its introductory nature. Along with *Introduction to Religion* and *Introduction to Religious Texts*, this gives the REL department three good general education/introductory courses to familiarize students with the academic study of religion. (Department, spring 2009)

### *Assessment*

- Because of the nature of the Division, complete assessment by each program individually (Departments, ongoing)
- Update assessment programs and tools on a regular basis (Departments, ongoing)
- Re-examine the goals and objectives of ENG150 Composition I and then consider alternative approaches to the assessment tool we use in the course (English Department, fall 2008)

- Develop assessment instruments for PHL 150 Introduction to Philosophy and PHL 190 Philosophy of Human Nature (Douchant/Carper; fall 2008)

### *Retention*

- Because of the nature of the Division, continue working on retention by each program individually (Departments, ongoing)
- Continue the use of newsletters, history club activities, "get-togethers," and field trips by the History Department. (History Department, ongoing)
- Use class size limitations as a means of retaining students in Foreign Language classes. Our efforts to establish and make known our Study Abroad and foreign-travel programs should contribute to students' interest in continuing foreign language study. (Foreign Language Department, spring 2009)
- Use Philosophy honor society, Phi Sigma Tau, the new philosophy club, the student-led Facebook group, and activities like Coffee Conversations, Philosophy Forum, and Philosophy in Film to develop bonds with, and between, students interested in philosophy (Douchant/Brown/Carper. spring 2009)

### *Five Year Goals*

- Expand the hours capabilities of the students working in the writing center. Graduate Students would be useful.
- Expand the EPP offering by adding necessary fulltime individuals and developing. Continue implementing the plan to improve the English skills for our non-native speakers.
- Develop exchange programs with American Studies programs abroad
- Create an interactive WEB page for American Studies
- Develop educational trips to significant historical and cultural sites in America for American Studies
- Re-examine the goals and objectives of ENG170 Composition II, ENG201 World Literature I, and ENG202 World Literature II
- Support the American Studies graduate program as appropriate (all programs)
- Investigate the feasibility of utilizing funds from creative writing journal sales to create a writing competition associated with *Untamed Ink*
- Continue steps to developing a minor in German
- Increase the number of upper-division Spanish courses required for the major to better prepare our students linguistically, culturally, and academically; this is particularly necessary in the literary field in order to facilitate the transition to graduate-level study.
- Monitor the development of the newly instituted semester in Costa Rica program, now required for the majors and offered as an option for minors in Spanish, to make any necessary adjustments to organization and content. (Nancy Cloutier-Davis, ongoing)
- Reduce the limit in elementary language classes to closer to 25, in order to facilitate a more intensive and therefore more satisfying learning experience
- Create at least one upper-level Spanish literature course which would be offered in the evening

- Hire a fulltime person in French to accommodate growing enrollment and expand our program. To guarantee a full-time position, the person could also be a permanent language laboratory supervisor, whose duties would include supervision of the different national and international work and learn assistants. The language laboratory is similar to the English writing center, which has its own staff now. It is where foreign language students come to work on their oral and written language skills, complete their effort reassignments, and meet their conversation partners, among other needs
- Explore initiatives that give Lindenwood a more active role in the local history community and consider new ways of investigating, interpreting, and presenting the history of the region to both the university and public constituencies
- Explore the possibility of a women's studies center at LU
- Increase LU's visible presence in the scholarly community via presentations and publications
- Replace the current department chair in history (due to retirement) by a Ph.D.
- Given the growth in students taking philosophy classes and having new courses like PHL 216 Modern Symbolic Logic accepted for the Math GE or Asian Philosophy accepted for Cross-Cultural Gen. Ed. credit thus increasing the appeal of taking PHL courses, we look to hire a new professor within 2 years. This will also be important in being able to offer evening and summer classes.
- Develop more philosophy courses in conjunction with other programs (like Aesthetics with the Arts program; Business Ethics and Game Theory with the Business program; Modern Symbolic Logic with the Science program; and Eastern Philosophy with the Religion program)
- Develop philosophy minors in fields appealing to students in a variety of majors
- Develop a Philosophy of Religion concentration (minor or even major)
- As part of the philosophy department's long-term plan to offer courses at different levels in the same area (such as Moral Life, Ethics, and Contemporary Moral Theory), create a 100 level Critical Thinking course
- Contingent on a new hire, begin to offer graduate courses in philosophy within 5 years, with a longer-term goal of exploring a graduate program. This would be especially relevant for the graduate program in American Studies and for courses in Professional Ethics (Bioethics, Business Ethics, Education Ethics) that would appeal to professionals needing or desiring additional education.
- Establish a political science on-line Faculty publication (possibly defined as a "Center" or "Institute") related to St Charles and St Louis Metropolitan area policy analysis issues. This would be essays of approximately 1,000 words in length and the hyperlink symbol can be placed on the LU web site, as well as the web sites of outside organizations.
- Consider other possible minors or special interest minors in religion based on available courses and staff.
- Look into the possibilities of developing the Christian Philosophy minor into a full major.



## Recruitment

- Actively participate in local college fairs (Members as available)
- Develop additional media opportunities that showcase the academic and professional strength of the division (Members as available)
- Continue the history department's community outreach (History Day activities, connections with local groups such as the St. Charles Historical society, etc.)
- Examine the feasibility of inviting high-school students to the Word Society's CreatiFests, which usually are held once each semester
- Design an English brochure that could be mailed to high schools and distribute to prospective majors who visit the campus
- Expand the History Bowl show to include a larger number of schools to both place the name of the University more broadly for broadcast and recruitment
- Establish ties with more area high school foreign language departments. This has been very beneficial to the French program, as we can draw talented students from the classes of teachers who have a record of providing a strong foundation in French.
- Continue to update and revise the newsletter *Journal de Caen* highlighting students' experiences studying in France and Spanish programs presenting the J-term trips and the Semester in Costa Rica.
- Greatly enhanced enrollments would exist if Foreign-Language study were required by more undergraduate majors. For example, most universities require 2, 3, or 4 semesters of foreign language for the B.A. degree. Currently, the burden of meeting enrollment quotas is quite daunting due to the lack of foreign language in the General Education requirements. We would like to see this issue re-visited by the General Education Committee.
- Add sections of each of the languages. While it is preferable to recruit majors from among students who have studied languages in high school (hence our efforts in building relationships with area high school teachers) and who begin in the 200 or 300 level, some recruitment comes from the 100-level classes, and this could only be enhanced by increasing enrollments in the 100 level classes.

## Human Services Division

The Lindenwood University Human Services Division (HSD) is dedicated to the study of and preparation for the helping professions. Fields of study include Christian Ministry Studies (CMS), Criminal Justice (CJ), Nonprofit Administration (NPA), ROTC/Military Science (MS) and Social Work (SW). Our mission is to prepare our graduates for entry-level employment and/or graduate study in the helping professions.

### *Overall goals for Human Service Division*

- To ensure the academic integrity of all divisional instruction
- To increase community collaborations and partnerships
- To recruit and retain majors for all programs in the division

### *Personnel*

- Maintain adequate faculty to ensure academic integrity, interactive instruction, and open door availability to all students in the HSD (Mueller, June 2008)

- Develop a personnel performance evaluation instrument that will be utilized for determination of merit increases (Mueller, August 2008)
- Coordinate with the Faculty Planning and Development Committee and the New Faculty Mentoring Program to address faculty issues and concerns as a means toward retention of high quality faculty (Mueller, ongoing)

#### *Facilities*

- Determine that HSD faculty/students have adequate facilities (Mueller, July 2008)
  - All current faculty have private offices. The new Social Work person will have private office space by dividing Butler 110/112 that is now utilized for Graduate Assistants (GA's) and Work and Learn students for clerical support to the Dean/CJ and Social Work faculty.
  - Should further expansion occur, office space can be obtained by using Butler 108 that is now used for the NPA-sponsored volunteer clearinghouse and NPA work and learn students (NPA faculty clerical support) using the front portion of Butler 100 that is used by CMS work and learn (CMS faculty clerical support) students and a place of congregation for The Vine Student Group
  - Develop a plan to maintain and update facilities in Butler Hall in coordination with the Humanities Division

#### *Assessment*

The programs with majors (all but ROTC/MS—a non-degree program) have developed assessment plans and documentation for Higher Learning Commission (HLC) requirements, and for the Social Work Program, for the Council on Social Work Education (CSWE).

- Aggregate the HSD data for an annual report on the evaluation of effectiveness (Mueller, October 2008)
  - Evidence of learning in coursework will be evaluated (pre-post data)
  - Graduate tracking to determine HSD mission effectiveness (job placement, graduate school admissions)
  - Student feedback on quality of instructors (summary of student course evaluations)
  - Summary of how evaluation data is utilized to improve curriculum

#### *Recruitment*

- Increase the number of HSD majors (Mueller, ongoing)
  - Faculty will work on the Recruitment Committee
  - Faculty will be readily available for inquiring/new student advising
  - Faculty will participate in recruitment opportunities (high schools, community colleges)
  - Faculty, with assistance from the GA, Public Relations, Information Technology and Journalism, will develop brochures, update the website, and utilize other marketing materials to target students interested in the helping professions

### *Retention*

- Increase the annual retention rate of Lindenwood University (Mueller, ongoing)
  - Several faculty members will continue to act as Success Mentors
  - HSD faculty will identify struggling majors (both academically and socially) and determine within the program how to assist the student—additional faculty/advisor mentoring, peer mentoring, tutoring, referral to counseling and connection with parents (with signed Buckleys and as appropriate, etc.)
  - Several faculty members will teach LUL 101 to engage and retain first-year LU students
  - An HSD Student Council comprised of two majors from each program to meet each semester with the division dean will be established. Discussion will focus on retention issues—satisfaction with LU, HSD faculty, curriculum, ideas from student perspectives on retention, etc.

### *One Year Action Plan*

#### Christian Ministry Studies Program/Center for Christian Ministry Studies

Christian Ministry Studies (CMS) is the academic component for majors in this program. The Center for Christian Ministry Studies (CCMS) is a center to help meet student needs and advance the historical spiritual values of Lindenwood University. CCMS encompasses a community of socially and spiritually healthy students fully equipped with the tools to make a meaningful contribution to the well-being of society.

- Evaluate the current assessment procedure and implement a unified curriculum feedback system (House, August 2008)
- Utilize the feedback for curriculum improvement (House, October 2008)
- Increase the number of CMS majors by (House, September 2008)
  - Developing promotional materials for marketing to high school guidance counselors, Christian schools and homeschoolers
  - Producing a DVD/church bulletin insert to be distributed to area churches
  - Updating current promotional materials
  - Initiating a Student Speakers' Bureau utilizing CMS Work and Learn students to present to area church youth groups
  - Increasing retention by providing mentoring—faculty and peer, referring for counseling and the student success program as necessary and providing tutoring
- Ensure college-level coursework by reviewing course syllabi and textbook selections of all faculty including adjuncts (House, December 2008)
- Utilize feedback from student course evaluations to improve instructional delivery (House, May, 2009)
- Build better partnerships with churches to reach out to LU students including transportation (House, May 2009)
- In coordination with the Lectures and Concerts Committee, ensure engaging CMS speakers at least once per academic year (House, December 2008)
- Organize Sunday morning Unified Gathering in Spellmann Center Leadership Center (House, August 2008)

- Continue ongoing activities of “The Vine,” CMS Student Group (House, ongoing)
- Investigate the feasibility of creating a Spirit Center, a Unified Christian house - a dedicated location to foster a supportive spiritual community (Evans, Weitzel, Boyle, Mueller, House, May 2009)
  - Meeting place for campus organizations and small groups
  - Dedicated Theological Library
  - “Coffee House” atmosphere
  - Inviting location where students feel comfortable and “safe”
  - Location that creates a personal environment where students and small groups find an atmosphere for study and quiet conversation
  - Chapel area for prayer and small-group worship
  - Pastoral counseling services and student mentoring
  - Serviced by Work and Learn students

#### Criminal Justice Program

- The Lindenwood University Criminal Justice Program empowers its students to be successful in their career endeavors through top-quality instruction and advisement. Through excellent education, we prepare students to meet the many challenges in the variety of occupations encompassing the Criminal Justice field.
- Improve Assessment Process with a Graduate Survey component (Johnson, Overall, August 2008)
  - Continue to strengthen partnership with St. Louis County and Municipal Police Academy (Johnson, ongoing)
    - Expand advertising and dissemination of promotional materials regarding the police academy option to LU students, area Community Colleges, and LU Admissions Office
  - Identify and expand resources both internally and community wide to provide up-to-date innovative programming (Johnson/CJ faculty, ongoing)
  - Develop and implement a Criminal Justice Program Advisory Board to link the community with LU. Area leaders in the field will be brought in to share information, support, and consult about growing trends and developments in the community. Would also serve as a sounding board for new ideas, development of new internships, secure a strong link between faculty and the University-at-large. Two meetings to be held per year. (Johnson, April 2008)
  - Acquire state-of-the-art equipment in order to maintain a competitive edge in Criminal Justice education
    - Work with the Development Office to locate and secure resources to purchase equipment to assist in the area of crime scene investigation or enhancement of other hands-on courses (Marhanka, Johnson, December 2008)
  - Continue collaboration with the criminal justice community to secure internships and job opportunities for students (Witherspoon, ongoing)

#### Nonprofit Administration

- The Nonprofit Administration Program will educate graduates to become the next generation of nonprofit leaders and managers.
- Organize nonprofit organization contacts for quality, possibly paid internships, jobs and advisory board memberships (Turner, ongoing)

- Collaborate with the St. Charles County Community Council (Blasi, Beckerle, Turner, ongoing)
- Co-facilitate the Campus YMCA (Blasi, February 2008)
- Continue institutional membership in American Humanics (Beckerle, ongoing)
- Request luncheon support for the advisory board (Turner, ongoing)
- Utilize assessment data and student course evaluations to refine program curriculum and improve instruction (Blasi, October 2008)
- Propose for NPA 100—*Introduction to Nonprofit Organizations and Community Service*—for consideration in Social Sciences (Blasi, Overall, fall 2008)
- Rewrite the NPA program assessment instruments (graduate and undergraduate) to more accurately reflect the evaluation of program effectiveness (Blasi, Turner, August 2008)
- Conduct an alumni survey to determine if graduates are employed in nonprofit organizations, in what capacity and if they were prepared for the position (Blasi, Turner, August 2008)
- Continue growth of majors both in the undergraduate and the graduate program (Blasi, ongoing)
- Coordinate development of recruiting and marketing materials to attract high school and community college students (Blasi, March 2008)
- Attend recruiting opportunities as identified by the Admissions Office (Beckerle, ongoing)
- Offer summer outreach programming for junior/senior high school students—Lion's Pride (Turner, summer 2008)

#### ROTC/Military Science

- Through a collaboration with Washington University, continue an ROTC site with LU support as necessary for curriculum enhancement—this is not a degree program (Elam, Mueller, Corbin, ongoing)

#### Social Work

The Social Work Program will continue its endeavors toward full accreditation of the undergraduate program by the CSWE. If a thorough needs assessment demonstrates demand, the development of a Master's Degree in Social Work (MSW) program will be initiated.

- Achieve full CSWE accreditation of the undergraduate program (Jacobsen, December 2008)
- Make needed curriculum changes/refinement based on results from the annual Social Work Program Assessment (Jacobsen, summer 2008)
- Conduct a rigorous, professional needs assessment to determine the demand for Lindenwood to offer an MSW Program (Jacobsen, August 2008)
- Make community contacts in order to expand the availability of quality social work practicum sites (D. Johnson, August 2008)
- Expand the Social Work Program Advisory Board in size and diversity (Jacobsen, October 2008)
- Add a new faculty position in social work due to CSWE standards that prescribe a 25:1 student: faculty ratio be maintained in the undergraduate program (Mueller, July, 2008)

- Maintain institutional membership in the CSWE, financial support of site visits (Mueller, ongoing)
- Formally announce and hold a reception to inform community of program accreditation (Mueller, Jacobsen, D. Johnson, December 2008)
- Work with the HSD GA toward the development of marketing materials directed toward the helping professions and highlighting social work as a distinct profession (Jacobsen, August 2008)
- Mentor at-risk students with referrals to mental health resources and to success mentors, faculty and peer mentoring and tutoring as needed (Jacobsen, ongoing)

#### *Five Year Goals*

- Increase the number of faculty as program needs dictate
- Ensure academic integrity by seeking new hires with earned doctorate/terminal degrees
- If substantial growth of HSD occurs (more than three new faculty members), then the division will require availability of other facilities. Due to close collaboration of our programs, it is desirable to keep all faculty in the same locale.
- As Butler Hall as currently configured is fully utilized, alternative building space may have to be explored. For enhancement of student learning, it would be desirable to have laboratory-type space available for teaching crime scene investigations, social work home visits, interviewing for internships and jobs, etc. A space with a one-way mirror with recording equipment would maximize this specialty instruction.
- Develop a CMS Advisory Group to engage churches in identifying potential students and innovative partnerships
- Create a Community Churches Learning Center
  - Energizing CCMS-Disciple Institute certificate project
  - Community Theological Library project
  - Community Service Work and Learn coordination for LU
- Offer workshops and seminars in connection to the proposed Spirit Center
- Create an International destination for pastoral education
- Offer a Lindenwood-stock” Outdoor Annual Concert
  - Marketed to regional Youth Ministers and Youth Groups
  - Laboratory exercise to put CMS learning into practice
  - 10,000 visiting youth for recruitment
- Continuously review and improve what we teach/how we teach/and how we evaluate each course as well as review and update degree goals in line with the University’s strategic plan are imperative.
- Maintain current number of majors in all degree areas
  - Hire faculty with terminal degrees
  - Utilize assessment data for continuous curriculum improvement

- Explore new collaborations for curriculum expansion
  - Collaborate with community colleges and the Fire Academy for a Fire Science emphasis
  - Begin development of an on-line/summer residency Executive Master's Program for the Boy Scouts of America
- Maintain the requirements of CSWE accreditation for the undergraduate program
- When a need is demonstrated for an MSW Program and LU's approval to develop this graduate program
  - Hire six faculty for the MSW Program per the CSWE requirements
  - Maintain a 12:1 student: faculty ratio
  - Review appropriate office facilities to accommodate faculty expansion
  - Investigate the use of LU satellite sites as determined by student need
  - Increase practicum site availability for graduate-level practicum and MSW supervision
- Complete the requirements of CSWE accreditation for the graduate program (Jacobsen, ongoing)

## **Lindenwood College for Individualized Education (LCIE)**

### *Facilities*

- Secure bids to create three new classrooms beneath the auditorium (band room area) in Lindenwood Cultural Center (Kemper, summer 2008)
- Purchase a scanner for the main office of the LCIE to scan documents to the LCIE database (Kemper, fall 2008)
- Add five new Power Point Carts at the LUCC (Kemper, Soda, summer 2008).
- Add internet connection to all classrooms in the LUCC (Kemper, Soda, fall 2008)
- Replace rusting exterior window panels (Kemper, fall 2008)
- Replace carpeting on lobby steps with stair treads to improve appearance and ease cleaning (Kemper, fall 2008)
- Repair and paint gallery, lobby walls and doors to restrooms and offices in the LUCC (Kemper, fall 2008)
- Repair and paint or replace stalls in restrooms in the lobby area of the LUCC (Kemper, fall 2008)
- Paint classrooms and hallway on third floor of the LUCC (Kemper, fall 2008)
- Replace floor in third floor men's room in the LUCC (Kemper; fall 2008)
- Create a library/study area for LCIE students in the LUCC, using office space vacated by music department (LCIE Team, fall 2008)
- Create an adjunct faculty work area with computer access, a photocopier and printer in the LUCC that is both private and secure, using office space vacated by music department (LCIE Team, fall 2008)

### *One Year Action Plan*

- Work toward ACBSP accreditation for undergraduate and graduate programs in business administration, health management and human resource management (Kemper, Kottmeyer, Horstmeier, Manjounes, spring 2009)

- Add internet connection to all classrooms in the Lindenwood Cultural Center (Kemper, Soda, fall 2008)
- Continue to advertise in local newspapers for adjunct instructors to teach in the LCIE programs to ensure that the most qualified candidates are reached (Kemper, ongoing)
- Work with Division Deans to offer three semester hour courses in the evening at all sites to satisfy cluster requirements that were not fulfilled with transfer credit (Kemper, ongoing)
- Grow the CMS-LCIE program by 10 students for the 2008-09 academic year. Strategies include the following (Bobo, December 2008):
  - Network with area churches (includes but not limited to writing letters to some strategically selected churches)
  - Explore similar 2-year degreed programs which can serve as a ‘pipeline’ or feeder to the CMS program in the LCIE
  - Join the American Association for Adult and Continuing Education (AAACE)
  - Explore the idea of hosting core CMS clusters at other sites (Westport, Florissant)
- Identify five qualified CMS LCIE adjunct professors (Bobo, September 2008)
- Identify at least two local non-church venues (conferences, seminars, etc.) to recruit adult learners for the CMS program (Bobo, September 2008)
- Develop a Print Journalism Cluster that would cover Journalistic Writing, Feature Writing, and Journalistic Ethics. This would serve undergraduate majors in Communications as an elective in the major and would be open to non-majors who wish to develop their writing skills or have other angles of interest in the course. It would replace the Creative Non-Fiction cluster now only available to MFA in Writing students (Castro, fall 2008)
- Revive and retool the Visual Communications cluster to include the digital media’s profound impact on the field of Visual Communications. This may be offered as an undergraduate course, but it may also be offered as a graduate course for Digital & Multimedia focused graduate students (Castro, December 2008)
- Review the assessment value of the pretest-posttest in the Communications Clusters and adjust the process if necessary (Engleking, July 2008)
- Implement data collection in communications clusters using standardized MLA/mechanics/reading comprehension test (Engleking, Jones, July 2008).
- Work on obtaining ACBSP accreditation for the Human Resource Management Program (Horstmeier, spring 2009)
- Develop a speaker’s bureau comprised of three practicing Human Resource professionals. These volunteers will be asked to present a colloquium each year at various campus locations. The message conveyed at these meetings will be informative and will foster an even greater commitment to the student’s chosen field of study (Horstmeier, September 2008)
- Plan to visit an area employer to ensure that the Human Resource program course offerings remain up-to-date and relevant to current business needs. This visit will serve a dual purpose (Horstmeier, January 2009)



- Ask for feedback on current program offerings and request suggestions for improvement.
- Provide promotional materials and inquire into any opportunities for recruitment of both students and instructors at their firm
- Continue program restructuring and increasing selectivity by adhering to new course descriptions/expectations, recruiting new and varied faculty, and evaluating applicant writing samples (Jones, ongoing)
- Research advertising options and costs in publications such as *Poets & Writers* and *The Writer's Chronicle* to promote the MFA in Writing program (Jones, July 2008).
- Establish required annual meetings for all MFA students to enhance sense of community and set program goals/expectations (Jones, August 2008)
- Establish annual or biannual MFA readings for graduating students, to boost program visibility, encourage sense of community, and colloquium offering (Jones, ongoing)
- Expand genre-based reading lists for all MFA independent study courses (Jones, ongoing)
- Include statement of purpose as application criteria, along with writing sample (Jones, summer 2008)
- Continue working with English department faculty to interest English majors and connect with campus writing organizations (Jones, ongoing)
- Arrange guest reader(s) in poetry, fiction, and nonfiction (Jones and Castro, ongoing)
- Regularly attend and/or participate in literary readings in the area to boost program visibility and recruit (Jones, ongoing)
- Work on ACBSP accreditation for LCIE (Business Administration, Health Management, and Human Resource Management) degree programs (Kottmeyer, spring 2009)
- Maintain and update computer labs in LUCC with funding provided by lab fees to offer students best possible learning environment (Kottmeyer, Mahan, Soda, ongoing)
- Offer two additional elective clusters in the graduate information technology management degree (Kottmeyer, Mahan, fall 2008)
- Offer undergraduate clusters in IT at the Weldon Spring site (Kottmeyer, fall 2008)
- Require statistics for all business related majors pursuant to ACBSP accreditation standards (Kottmeyer, winter 2009)
- Investigate the possibility of offering a Bachelor of Science degree in LCIE by offering an environmental science lab in selected clusters via computer software (Kottmeyer, Abbott, summer 2009)
- Work on obtaining ACBSP accreditation for the Health Management Program (Manjounes, spring 2009)
- Create and publish, on a quarterly basis, an LCIE newsletter to go to all adjunct professors and full time faculty in order to keep the departments abreast of all new issues and upcoming events (Manjounes, Engleking, Jones, December 2008).

- Collaborate with Terry St Clair to combine Criminal Justice and Healthcare programs to create a Correctional Facility Healthcare cluster (Manjounes, St Clair; December 2008)
- Expand Lindenwood's presence at St Anthony's Medical Center through participation in employee benefit and education fairs (Manjounes, November 2008)
- Offer colloquia opportunities for Gerontology and Health Management students to increase program awareness and to recruit new students (Manjounes, September 2008)
- Attend seminars with the Missouri Foundation for Health and also St. Louis Business Journals for both networking and continued education opportunities (Manjounes, ongoing)
- Attend Breakthrough Coalition bi-monthly meetings to obtain membership and as a networking opportunity for the Gerontology program (Manjounes, ongoing )
- Set up meetings with key Human Resource personnel at local area hospitals and managed care organizations and work with site manager for opportunities for education and employee benefit fairs to recruit prospective students (Manjounes, ongoing)
- Attend education fair at Blue Cross/Blue Shield of MO for recruitment purposes (Manjounes, November 2008)
- Create a flyer to mail to all Fire Departments to increase awareness and encourage enrollment in the Fire Science Management program (Mead, December 2008)
- Develop a system for quarterly mailings to LCIE students prior to each registration period to remind students when to set appointments and to encourage quarterly retention (Mead, September 2008)
- Attend annual Associated Writers and Writing Program Conference to recruit students to MFA in Writing, M.A. and B.A. in Communications programs (Mead, Jones, December 2008)
- Collaborate with the Human Resources Department of area hotels and restaurants to establish ongoing practicum and internship opportunities for HSM students (Patzius, June 2008)
- Attend quarterly meetings with the Department Chair and students of the Hospitality Studies Program at Forest Park Community College for recruitment purposes (Patzius, Spring 2008)
- Regularly attend Missouri Juvenile Justice Association meetings to remain current on important topics and issues and to recruit new students and/or speakers for colloquia opportunities (Patzius, ongoing)
- Prepare coursework and finalize texts for the new Juvenile Justice cluster to be offered during the fall quarter, 2008 (Patzius, Fall 2008)
- Review LCIE Criminal Justice Master's Degree Program and compare the program with other Criminal Justice Master's degree programs in the area and make any changes to the program that are needed to maintain a realistic and viable criminal justice degree (St. Clair, December 2008)

- Explore the possibility of working with the Missouri State Highway Patrol in Jefferson City to offer master's level credit (maximum nine semester hours) for graduates of the Highway Patrol Academy (St. Clair, fall 2008)
- Continue to work with local police academies to offer specialized courses at the academies, which serve as a recruiting venue (St. Clair, ongoing)

*Five Year Goals*

- No change.

**Management Division**

*Mission Statement*

The Division of Management complements and expands upon Lindenwood's mission statement as set forth below:

In furtherance of the University's mission, the Division of Management is committed to...

- Providing a comprehensive core curriculum of business subjects
- Instilling a strong and enduring sense of ethical business practices
- Providing theoretical tools and analytical skills for lifelong use
- Offering major fields of study to equip students for specialized careers
- Developing the students' communication and presentation skills
- Providing opportunities to supplement classroom education with real world experience
- Expanding the student's geographical and cultural horizons for success in an increasingly global economy
- Instilling the entrepreneurial model as an essential component of American free enterprise

*Faculty*

There are twenty-six professors employed, or under contract to be employed, in the Division of Management. Thirteen are employed under 12-month contracts, ten are employed under 9 or 10-month contracts, and three are employed under reduced workload contracts. Ten have terminal degrees and one is enrolled in a Ph.D. program. There are also approximately 40 individuals who serve at various times as adjunct instructors for the division.

The allocation of the full-time faculty by primary field is shown below:

Accounting	5
Economics	3
Entrepreneurial Studies	1
Finance	2
Human Resources	2
Information Systems	2
International Business	1
Law	1
Management	3
Marketing	3
Retail Merchandising	1
Sport Management	2

#### *One Year Action Plan*

- In coordination with LCIE, advance ASBSP accreditation to self-study in anticipation of site visit (Porter, Najjar, Ammann, Talbott, December 2008)
- Continue execution of Project 2011 (long-term business plan for graduate business education, including 5-term delivery, new MBA curriculum, and promotion of programs) (Faculty, ongoing)
- Complete DBA business plan towards goal of 2009-2010 degree offering and submit documents for HLC approval (Eberhart, Boyd, August 2009)
- With new graduate business program manager, and in coordination with Adult & Evening admissions and Public Relations, begin marketing program to increase domestic MBA enrollment (Graduate business program manager, Arns, Elder, fall 2008)
- In coordination with International and Humanities Division, introduce first-term program to ensure success of international business students (Otto, fall 2008)
- In coordination with President, Institutional Advancement, and Business Advisory Board, develop and implement fund raising program for Harmon Hall (Faculty, 2008)
- Increase full-time faculty from 25 to 28 and the proportion of doctorally qualified members to accommodate increased enrollments and increased deployment of full-time faculty in graduate programs (Dean, Boyle, spring 2009)
- Complete transition of staffing of ISEE and related activities (Clark, ongoing)
- Build curriculum and enrollment of graduate and undergraduate MIS programs (Talbott, ongoing)
- Continuing special student recruitment efforts for all graduate and undergraduate programs at job fairs, college student fairs, college transfer fairs, and community colleges (Cannon, et al., ongoing)
- In coordination with Public Relations, implement student recruitment efforts through special community projects and special events (Schultz, et al., fall 2008)
- Overhaul assessment programs for conformance to HLC and ACBSP requirements (Najjar, ongoing)

- Expand efforts to link students to employment opportunities through business clubs, career courses, internships, speaker series, RBC functions, etc. (Hardman, Kamm, Waring, Hudgins, et al., fall 2008)
- Promote and expand new Entrepreneurial Studies major and MBA emphasis (Elder, 2008-2009 academic year)
- Develop curriculum and staffing for Economics major for introduction in 2009-2010 academic year (Najjar, Clark, spring 2009)

### *Five Year Goals*

The Division's long term plans are encompassed in Project 2011, a vision and plan for the university's business education programs at the time the Management Division moves into the new and expanded facilities of Harmon Hall. Accreditation and other initiatives of Project 2011 will accrue to the benefit of the school's undergraduate programs, but the major part of Project 2011 has to do with the revamping of the MBA program and the introduction of a Doctorate in Business Administration Degree as described below.

The division's MBA programs are being modified to ensure that Lindenwood graduates holding an MBA degree are equipped with skills and background for entry and career long success in the business world. Toward that end the following actions are being planned and undertaken:

- Add new rigor and relevance in the curriculum. The MBA course offerings are being strengthened by adding additional course work in quantitative methods, managerial economics, business law and ethics, and international business.
- Enhance instruction. Full-time faculty will teach the great majority of the MBA required courses and many of the elective courses. Both full-time and adjunct instructors will be utilizing techniques that fully engage the student, including project work, case studies, simulation programs and experiential work.
- Create closer connections with the business community. Through a business advisory board, frequent use of guest speakers, and consulting projects, students will develop a hands-on familiarity and appreciation of business planning and problem solving. Through greater exposure to the "real world," students will enhance and expand their career potential.
- Improve program marketing and administrative procedures. The methods by which the Management Division promotes its programs, admits new students, and manages the delivery of its educational products will be rationalized and centralized to increase faculty productivity and to create a more valuable experience for the student.
- Improve quality control and student guidance. While the university does not intend to become highly selective in its admissions policies, it will not admit students who have little chance to succeed in graduate studies. Students with promise, but with special needs, in particular international students with marginal English language skills, will be afforded effective remedial programs in order to increase their prospects for success.

- Offer faculty Training and Development. Improving the quality of the MBA program as well as faculty productivity will require the implementation of faculty development programs. Quality improvement will follow from faculty professional development, leadership and active learning training.
- Improve physical facilities. The new Harmon Hall will be designed and equipped to support modern business education and, in order to prepare students for their careers, will replicate to the extent practical the external business environment. The facility will promote opportunities for students to connect and interact with the faculty, fellow students, and the greater business community.
- Create closer connections with our business alumni. Development of a business alumni newsletter and symposia focused on the career development needs of our alumni will result in closer, longer lasting ties to Lindenwood. This can result not only in their enrolling in graduate programs, but increased referrals of their business colleagues and, eventually, in endowments.

The Division of Management intends to offer, beginning in the 2009-2010 academic year, a three year course of study leading to the conferring of a Doctor of Business Administration degree. The first graduates are expected in May 2012. At this writing, a business plan is being prepared and work is underway to secure HLC approval for the program. The following are preliminary thoughts on the Lindenwood DBA:

- Offer the degree for individuals who intend to teach at the college level; research shows that over the foreseeable future the demand for doctorally qualified business professors will far exceed the supply.
- Offer the degree for business managers and those providing consulting and other services to business who want to increase their knowledge and competence beyond that afforded by an MBA.
- Offer the degree because there are no other part-time DBA programs in the St Louis region. The program most closely resembling the proposed Lindenwood DBA is the Doctor of Management (D.Mgt.) program offered by Webster University.
- Create the program to consist of 13 three credit courses plus a one credit Comprehensive exam and a nine credit Doctoral Consulting/Case Research Project.
- Offer in the evenings and weekends with a cohort group taking one class per 9-week term during the first two years (five terms per year on the same schedule as the MBA program.), followed by research oriented courses and project work during the third year.
- Ensure that all classes will be distinctive and separate from MBA classes.
- Require the MBA, or a very close graduate business study equivalent, be a requirement for admission
- Keep admission selective, with a limited number (20-30) of applicants admitted to the first cohort class.
- Use Lindenwood's large pool of MBA-degreed alumni as a base of potential doctoral program candidates, as will full-time and adjunct instructors.
- Consider placing tuition significantly in DBA higher than that for the MBA programs.

- Recognize that the DBA program will require a significant increase in resources, including an increase in the number of experienced faculty members with terminal degrees.

## **Sciences**

### *Assumptions*

The majority of the Sciences Division personnel will continue to be engaged in educating students in our traditional day undergraduate program. We do not anticipate initiating any new program areas in the near future.

### *Personnel*

The division will continue to hire new faculty members over the next 2-3 years. The demand for new faculty is driven by

- Increased demand for MTH 131 and MATH 141 due to changes in curriculum requirements in the Management Division
- Increase in number of students interested in health science related majors, such as Biology, Chemistry, and PreNursing.

For the 2008/09 academic year, we plan to hire an additional biologist and another chemist -new positions made necessary by increased student enrollments in these areas. In 2009/10 we will propose hiring additional faculty in biology, mathematics, psychology and/or computer science.

### *Facilities*

Young Hall will continue as the campus “home” of the Sciences Division. The newly remodeled labs, classrooms, and preparation/storage areas provide very good facilities for our courses in biology, chemistry, computer science, earth science, mathematics, and physics. Growth in the numbers of students and faculty will require that we continue to upgrade and redeploy our facilities. Over the next 1-2 years, we will propose to

- Remodel two biology laboratory/classrooms that were “upgraded” 7-8 years ago so that they can be used more flexibly for a wider variety of courses.
- Convert a former laboratory classroom that is now a general purpose classroom back into a biology lab.
- Evaluate options for faculty office space in buildings adjacent to Young Hall.
- Restore Young Auditorium to a space appropriate for presentations to groups of 150<sup>+</sup> by internal or external speakers.

### *Assessment*

Our current approach to assessment focuses mainly on assessing the extent to which students master key concepts in our courses, both at the general education and upper division levels. Future improvements will focus on the changes to course teaching that are made as a result of the assessment process. Most programs in the division also evaluate content mastery in their graduating seniors. Some also report on the post-graduation career plans of the graduates.

However, incoming students and external regulatory bodies would be most interested in data on career success rates after graduation. Some of our programs have attempted to

gather that information through mail, phone, and electronic surveys, but the rates of return are very low. We propose to work with our Alumni Relations office to evaluate options for obtaining this type of information in the future.

During the past two years, two members of the Psychology faculty have evaluated the advantages of team-teaching PSY 100 Principles of Psychology. Students and instructors have noted both positive and negative features of this system. Evaluation will continue during the 2008/09 academic year, after which a complete assessment of the results will be performed.

### *Recruiting*

We believe that recruiting new students to programs in the Sciences Division is being positively affected by the improvements in the external image of Lindenwood University envisioned by Dr. Evans' *Strategic Directions* document.

The majority of students who plan to study a science area in college are relatively strong academically. Such students are courted by many universities with reputations for strong programs in the sciences. Enhancing the overall academic reputation of Lindenwood will help us to attract more of these students to our programs.

In addition, we plan to initiate or expand several targeted approaches to reaching qualified students with information about our excellent science programs. These items are detailed in our one and five year action plans.

### *Retention*

Faculty members in the Sciences Division can and should be involved in both retention of students in a science major and retention of students at Lindenwood University.

- Retention of students in a science major is affected by such efforts as major-specific student clubs, peer tutoring programs, appropriate facilities and equipment, and excellent mentoring/advising by faculty.
- Retention of students at Lindenwood can be enhanced by high quality teaching in general education and major-specific courses, providing guidance for students as they transition from a science major to one in another division of the university, and involvement with student activities outside of the classroom.

### *One Year Action Plan*

- Develop plans for hiring additional new faculty in biology, computer science, math, and psychology (Abbott, January 2009)
- Develop plans for housing additional Sciences Division faculty (August, May 2009)
- Develop plan for reconfiguring Young Auditorium after LUHE-TV moves its operations to the new Performing Arts building (Abbott, October 2008) If approved, work could be completed in summer 2009
- Work with Admissions counselors to develop a scholarship program for science students (Abbott, September 2008)



- Create and maintain web pages for interested sciences faculty members featuring faculty/student research, class projects, and student clubs. (Golik & Mettler-Cherry, September 2008)
- Coordinate transition of Psychology majors to new degree program requirements (Kelly, Abbott, May 2009)
- Work with Dr. Knotts to explore the potential for a program in historical archaeology at the Boone campus (Scupin, December 2008)
- Continue to develop a more interdisciplinary program between Sociology/ Anthropology and Psychology. (Scupin & Kelly, December 2008)
- Evaluate preliminary results of new Mathematics Gen Ed placement system; recommend adjustments as necessary (Golik, May 2009)
- Evaluate potential for expanding options for mathematics students interested in Actuarial Studies (Golik, December 2008)
- Train faculty on WebCT6 (Perantoni, September 2008)
- Explore options for offering general education courses to non-traditional students in an online/video format (Perantoni, December 2008)
- Develop plan for achieving ACS certification of B. S. Chemistry program within 5 years (Delgado, May 2009)
- Develop plans for remodeling two biology lab/classrooms (Abbott, December 2008) If approved, work could be completed in summer 2009.

#### *Five Year Goals*

- Strengthen Psychology program with additional faculty expertise in experimental and/or biopsychology
- Support the development of the Archaeology lab and center at the Boone campus
- Explore options for placement testing of new students before first semester scheduling
- Complete integration of WebCT6 with CAMS
- Strengthen Earth Science program with new course offerings by Boone campus archaeologist. Potential for offering Secondary Certification in Earth Science
- Continue progress toward ACS accreditation of the B.S. Chemistry program
- Develop and expand long-term field research project on the Boone Campus
- Develop program of summer biotechnology workshops for high school teachers through partnering grants from BioRad or other equipment supplier
- Evaluate options for institutional and outside support of faculty-student research programs

### **Belleville Campus**

#### *One Year Action Plan*

- Renovate the education building directly behind the auditorium for classroom use. The building is ramped for easy entry by handicapped students and is centrally air conditioned. (Staff, by fall quarter 2008)
- Construct a Welcome Center adjacent to the newly renovated Auditorium. The building would be constructed in what would be a landscaped plaza (staff, when funds are raised)

- Complete construction on a parking area in land adjacent to the tennis courts. This lot should add much needed parking space for 120 cars (fall 2008)
- Develop closer relationships with two local police departments, O'Fallon and Collinsville. We anticipate this will have a positive impact on enrollments in the Criminal Justice program, both undergraduate and graduate. These relationships are important because both departments offer their employees significant tuition reimbursement opportunities (Wilson, currently and ongoing)
- Review faculty evaluations by students and share the information with the faculty at the conclusion of the quarter. Schedule meetings between the Dean and faculty members when the evaluations suggest adjustments in teaching styles are called for (Morros, end of each term)
- Actively pursue the buildup of the health care management programs to the size of a full cluster class [8-10 students] (Faculty, Fall 2008)
- Actively work on developing two no- degree programs in counseling and education.
  - Offer a program whereby counselors can receive continuing education credits (CEUs) by attending 30 hours of lecture at the Belleville campus within a two year period of time. Credits are awarded on the basis of one CEU per hour of attendance (spring 2009)
  - Offer the opportunity for students to receive reading endorsements once they have completed a five course curriculum, four of which we currently offer in the graduate degree programs. Once students have completed the five course sequence, they are free to apply for the endorsement to the Illinois accrediting agency (fall 2008)
- Develop plans for a day college program (Barger, Morros, faculty, fall 2009)
  - Begin advertizing the day program to the community colleges in southwestern Illinois
  - Design curriculum and have in place (February 2009)
  - Visit high schools in the area to advertize the day program (January 2009)
  - Visit the community colleges on a regular basis (November 2008 and ongoing)

#### *Five Year Goals*

- Move toward the construction of a crime lab facility that would allow for the development of a forensics degree program.
- Have in place a full-service day college

## **Standing Committees**

### **Assessment**

#### *Mission Statement:*

The Lindenwood University Assessment Committee's role is to give guidance to the University Assessment Officer in the conduct of the University Assessment program. The guidance covered both areas to be assessed and methods of assessment in two major areas:

- General Education
- The various majors and programs offered at the institution.

The committee guides modifications to the program each year and encourages divisions and departments to expand and change their parts of the program as needed to meet the University goals.

*Membership:*

The membership of the assessment committee will consist of the various assessment officers from each division and/or program chairpersons.

*One Year Action Plan*

The committee will (All assessment members, ongoing)

- Meet once a semester, at least, to review progress and potential changes to the Assessment program
- Work to recommend ideas to increase faculty buy-in of assessment
- Participate in the review of potential university-wide assessment tools
- Provide assistance in creation of in-house assessment tools as requested.
- Serve as a forum for assessment officers to seek advice on difficulty they may be having with assessment
- Act as liaison with their departments and divisions to explain assessment and its uses
- Be chaired by the university Assessment officer
- Elect a vice-Chair who would serve as “Faculty Assessment Coordinator” and as the liaison the Deans’ council

*Five Year Goals*

Work with the committee to expand and continue to improve the University’s assessment in the following areas

- Look into use of E-Class evaluations –specialized to departments (Three Rivers)
- Look into the uses of other technologies to make assessment less burdensome on the departments
- Review Assessment tools for each program
- Work with the Departments to create new or revise old tools as appropriate
- Work to assist departmental assessment officers
- Work with departments to improve the level of analysis – focusing more on closing the loop
- Expand Reporting on night programs as separate from day programs while incorporating into overall program assessment.
- Expand the reporting on LCIE to give the University and the Community a clearer picture of its academic value to both the University and the community.
- Ensure use of assessment tools on a regular basis
- Create a system for assessment of off-site campuses on an individual basis
- Create baseline data

- Begin analysis using baseline data (second year)
- Develop appropriate assessment tools
- Look into other potential technologies and assessment tools

## **Council of Teacher Education**

### *Mission Statement*

The Lindenwood University Council of Teacher Education reviews the assessment benchmarks of teacher education candidates to ensure that candidates have the knowledge, skills, and disposition to work in schools.

### *Membership*

- CTE Representatives of Early Childhood/Elementary/Middle Level Education (2)
- CTE Representatives of Secondary Education
- CTE Representatives of Collaborative Departments and Divisions
- CTE Practitioner members
- CTE Representatives of the Clinical Experiences
- Dean(s) of Education Division
- Additional members as necessary during the process [for e.g. Student's Academic Advisor, a student advocate, etc.]

### *Responsibilities*

- Evaluate and approve teacher candidate admittance and continuance in the teacher education program
- Hear appeals concerning teacher candidate admittance and continuance in the teacher education program.
- Review and recommend academic policies regarding admission and continuance in the teacher education program.

### *One Year Action Plan*

- Continue to assess benchmarks of teacher education candidates to ensure that candidates have the knowledge, skills, and disposition to work in schools (CTE Members, ongoing)
- Continue to discuss issues regarding those who participate in the Education Division Teacher Preparation Program in relationship to maximizing the learning experiences of candidates (CTE Members, ongoing)
- Link with Lindenwood University Education Division Advisory Council to maximize learning experiences of candidates and P-12 students (CTE Members, ongoing)

### *Five Year Goals*

- Link with Lindenwood University Education Division Advisory Council to maximize learning experiences of candidates and P-12 students.
- Continue to discuss, evaluate and make recommendations to Education Division regarding current teacher education program benchmarks.

- Continue to assessment benchmarks of teacher education candidates to ensure that candidates have the knowledge, skills, and disposition to work in schools.

## **Educational Policies**

### *Purpose*

The Educational Policies Committee was formed to provide advice and council for the administration and faculty on matters that are related to the academic and educational goals of the university.

### *Membership*

The membership on the Committee will include one representative from each division, selected by the faculty within the division and confirmed by appointment by the President. These members will be selected and rotated into the committee every two years. In addition, the President will appoint three administrators as ex officio members of the Committee: the Provost, the Dean of Faculty, and the Dean of Academic Services. All members have full voting privileges. Other faculty/staff members may be requested to assist the Committee on a temporary basis. The Committee will elect its chairperson and designated recorder on an annual basis.

### *One Year Action Plan*

The Educational Policies Committee will discuss each of the following issues during the 2008-2009 academic year:

- What policies should be in place for students who wish to transfer from the traditional management program to the LCIE management program based on the self-discipline and maturity need to work at an accelerated pace (Committee, 2008-2009)
- Should there be a policy stating that if a class is required for a major that the class should be offered every year or every third semester (Committee, 2008-2009)
- Should the move-out day for students be changed to the following Monday instead of Friday during finals week. If this is done, students will not have a conflict with taking a final on Friday and having to move out at the same time (Committee, 2008-2009)
- The issue of Academic Freedom (for both the students and the faculty members) will be discussed (i.e. Should students be made to do assignments that are against their personal beliefs?) (Committee, 2008-2009)
- In closed course sections, students who never attend and stop attending after the first day and never bother to drop the course make it difficult for the students who wish to add the course. The issue on the table for discussion whether the faculty member should be able to drop a student on his/her own if that student fails to attend class the first week in order to make room for students desirous of joining the class. (Committee, 2008-2009)
- Should there be a limit on how many classes athletes can miss? (Committee, 2008-2009)

- Should there be a closer parity to the amount of credit hours a course is worth and to the amount of hours spent in the classroom, i.e. 3 hours a week for 3 credit hours, 2 hours a week for 2 credit hours, etc. (Committee, 2008-2009)

#### *Five Year Goals*

- Five year goals will be determined on a “need” basis.

## **Faculty Planning and Development**

### *Purpose*

The purpose of the Faculty Planning and Development Committee is to stimulate an ongoing process of faculty ideas, discussion, and input regarding the present and future directions of Lindenwood University, as well as to facilitate progressive professional faculty development. Also, the committee will play a consultative role in evaluating applicants for full-time faculty positions and nominees for promotion in rank and faculty performance awards. It will submit recommendations on these matters to the Council of Deans. The committee aspires to further the partnership of faculty and administration to meet the goal of enhancing the growth and success of our university.

### *Membership*

The dean of each division will make two appointments to the Faculty Planning and Development Committee. Representatives will normally serve a two-year term. To foster committee continuity, the terms of each divisional representative shall be staggered. Therefore, one new appointment will be made by each division annually.

### *Responsibilities and Goals*

- Represent the faculty of Lindenwood University by researching, developing and implementing ideas provided by faculty members based on administrative direction.
- Solicit and evaluate requests for faculty awards from the faculty and submit recommendations to the Deans’ Council.
- Evaluate and provide recommendations to the president on faculty rank promotion applications.
- Actively participate in the interview process of candidates for faculty positions.
- Evaluate and implement opportunities to provide continuing education to the faculty in the form of speakers, meetings and workshops on campus.

### *One Year Action Plan*

- Organize and implement a formal or semi-formal Faculty Development opportunity in the Fall and Spring semester
  - Invite Dr. George Thompson to present “Verbal Judo” in the August Faculty workshops (Scholle, St. Clair, fall 2008)
  - Invite Dr. Janet McNew to present in the spring semester. Dr. McNew is accomplished in helping universities grasp their sense of mission in times of change and growth. (Schnellmann, spring 2009)

- Examine the J-term from all sides (faculty, students, athletics, financial) (Hardman, fall 2008)
- Encourage and explore opportunities for employee recognition (Schnellmann, spring 2009)
- Research and explore the option of a Fall break (St. Clair, spring 2008)
- Invite the faculty to join in at least one open meeting in which the FDPC will elicit comments and suggestions regarding the Faculty Guidebook (Firestine, fall 2008)
- Write and distribute a summary of the concerns of the faculty and the changes that have been made or are being made as a result of those concerns (Firestine, fall 2008)

#### *Five Year Goals*

- Design and implement methods for encouraging consistent, practical, and measurable faculty development.
- Explore the possibility of having on-going in-service opportunities during which faculty members could present their ideas on methods of teaching that are consistent with student experience and need.

## **General Education**

### *Purpose*

The purpose of the General Education Committee is to maintain consistency of course requirements that lead to a well-rounded liberal arts program. Specifically, the Committee will conduct regular review of General Education program course offerings, review faculty proposals for changes to the program, recommend modifications as deemed appropriate, and lead periodic educational sessions for the faculty to encourage effective teaching and student advising concerning general education requirements.

### *Membership*

Membership on the Committee will include one representative from each division, selected by the faculty within the division and confirmed by appointment by the President. In addition, the Director of Admissions, a member of the LCIE faculty, the Assessment Officer, and the Provost are ex officio members of the members of the Committee. Other faculty/staff members may be requested to assist the Committee on a temporary basis. The Committee will elect its chairperson on an annual basis.

### *Selection Process*

In order to ensure continuity of the Committee, representatives from the Education, Human Services, and the Fine/Performing Arts divisions will be selected during the month of April in odd numbered years. Representatives from the Sciences, Management and Humanities divisions will be selected in April of even numbered years.

### *Assumptions*

- The current general education requirements provide Lindenwood students with a well-rounded liberal arts education and are supported by the administration.

- Faculty deployment issues associated with general education courses will continue to be an important factor when considering changes to courses or requirements.
- The number of required general education courses will not be expanded.
- General Education requirements will be uniformly obligatory across divisions and majors.

#### *Procedures for Course Reviews*

Courses to be presented to the committee should be

- Submitted through the division representative.
- Submitted to the committee chairman electronically a week before the meeting.
- Include a written summary addressing which Gen. Ed requirement a course would fulfill and how the course will meet the goals as noted in the Gen. Ed. handbook.
- Include a syllabus especially noting textbooks and material to be included in the course (exception to a syllabus will be literature and foreign language courses, which by their nature are considered general education courses).

All new courses must be approved by the Deans before the General Education committee will consider them. During the first review, the division representative will introduce the proposal. If the committee members have questions, they may ask the faculty member making the proposal to attend the next meeting.

#### *Reporting Procedures*

Recommendations of the General Education Committee will be reported through the Deans Council for review and recommendation to the President. Referral of tasks to the Committee may be made by the President, Dean of Faculty, or the Deans Council.

#### *Meetings*

The Committee will normally meet monthly, or as needed. A meeting agenda and summary will be filed with the Vice President for Academic Affairs.

#### *One Year Action Plan*

- August -- Begin a faculty discussion concerning the general education requirements by conducting a survey (Committee members)
- September -- Review purpose and membership of the committee (Committee members)
- October -- Create guidelines for defining general education courses including issues such as methods courses and courses for specific majors (Committee members)
- November -- Review the definition of the cross cultural requirement and consider a change to multi-culture (Committee members)
- March -- Begin efforts to increase the appreciation of the general education requirements among students (Committee members)
- On-going -- Continue to meet regularly and make timely recommendations on course proposals (Committee members)
- On-going -- Update the General Education Handbook as needed and determined by the committee (Scribner with Committee members)



- On-going -- Work with the computer conversion project to insure general education requirements are included in the degree audits (Scribner and Committee members)

#### *Five Year Goals*

- Conduct a faculty-wide review of the general education requirements
- Consider requirements that would better prepare Lindenwood students for the current market place such as technology and economics
- Consider general education requirements that vary depending on the division and major
- Consider course size limits for skill-based general education courses
- Consider course size limits for all general education courses
- Continue to monitor and compare Lindenwood's general education requirements with similar regional institutions

### **Institutional Review Board**

#### *Mission*

The mission of the Lindenwood University Internal Review Board (IRB) is to protect the safety, privacy and rights of human subjects involved in research performed by students, faculty and staff of Lindenwood University. To achieve this goal, the board will review all research proposals to ensure that the research is scientifically sound and poses minimal risk to subjects, relative to expected benefits. In addition, the procedures of the IRB will serve as an educational tool for students, staff and faculty regarding the ethical pursuit of research involving human subjects.

#### *Membership*

The current membership includes at least one member from each division at the University along with additional volunteer members from some divisions. The members are appointed from each division by their division Dean and serve two-year appointments. The membership must undergo certification using NIH standards for IRB committees.

#### *Responsibilities and Goals*

- Continue to review all research that is performed at the University in order to maintain scientific standards as well as to protect the safety of the students, faculty and staff at the University. This will include research at both the undergraduate and graduate level (Members, ongoing)
- Continue to develop and revise the IRB research application to better fit the needs of not only human subject research, but also research that involves the collection of secondary data (Members, ongoing)

#### *One Year Action Plan*

- Continue to improve the timeline for submittal, review and response for all applicants to meet a 14 day turn-around process (Biri, May 2009)

- Strive to increase the committee membership to include two faculty members per division where division size is not prohibitive in order to facilitate a two-week turnaround in the application process (Pavelec, 2009)

#### *Five Year Goals*

- Provide a system for research review for all existing research programs as well as all future research programs that upholds minimum safety and privacy standards for all students, faculty and staff who are involved in research at the University while also maintaining both scientific standards and ethics in all research that is performed at the University.

### **Center for Excellence**

It is the goal of every academic division and department on campus to be student-centered. Our students are our reason for existing, and it is our goal to anticipate their needs and address concerns in a professional, caring and timely fashion. In order to meet this goal, the university has created a set of goals called the *Center for Excellence*. These goals outline campus-wide plans to improve and to create enhancement objectives aimed at improving the quality of work and service in each division and department.

### **Academic Divisions**

#### *Boone Campus*

- Provide training for interpretive staff and select volunteers as National Association of Interpreters Certified Interpretive Guides or equivalent (Team)
- Provide training for non-Interpretive staff (maintenance, security, and others) as National Association of Interpreters Certified Interpretive Hosts or equivalent (Team)
- Greet all school and organized tour groups by at least one member of the management staff (Staff)
- Recruit retired individuals to serve as volunteer hosts and gift shop operators similar to camp ground hosts used by state and federal agencies (Team)
- Expand and design curriculum for K-12 school groups to meet the MAP standards
- Give Lindenwood students priority when filling positions on the Boone Campus, to include full-time. Part-time or seasonal, paid or volunteer.
- Include students in active roles with on going grant related projects such the glade restoration project

#### *Communications*

- Give Lindenwood students valuable experience that will prepare them for successful careers in very competitive industries through use of the LUTV Studios located in the new Center for Fine and Performing Arts. This will be one of the first television facilities in the country built from the ground up for HD.

- Upgrade the radio station to move the station to a digital signal. Not only will this improvement increase the quality of the sound of the station, it will make enough bandwidth available to add one or two more signals. This could allow a station dedicated to all Lindenwood sports, talk radio, or any format deemed advantageous to the university.
- Add a new program within the Communications Division: Digital Media and Cinema. The new degree will prepare students for careers in movie-making.

#### *Counseling*

- Work with the Education Department to provide a cluster of courses that are required for non-teachers seeking school counseling certification (Methods of Teaching; Classroom Management; and Education of the Exceptional Child) which will be offered at times more consistent with our students' scheduling expectations. This will be more convenient for our students and bring back tuition dollars that have been going to on-line education courses from different institutions. (Team)
- Utilize new space for counseling sessions that will expand our capability to serve LU undergraduates and counseling foundation students. LUCC music department space that will be vacated will provide this additional capacity. (Team)
- Combine Foundations of Professional and Foundations of School Counseling classes (as they had been in the past) and add Ethics and Professional Issues to the School Counseling program and realign pairings so the curriculum will flow more smoothly in both school and professional tracks (Team)
- Collaborate with other area counseling programs to determine the feasibility of delivering selected counseling courses on-line and propose this possibility to the Missouri Committee for Professional Licensure (Team)
- Explore the feasibility of developing an Ed.D. program in counseling and/or a 60-hour curriculum to reflect eventual changes in the licensure laws that will correlate to the changing CACREP standards (Team)

#### *Education*

- Establish a *Professional Development Institute* with local districts. This will allow practicing teachers to receive services from the Education Division and maintain contact with the university. Grants will continue to be pursued in this endeavor.
- Expand the Education Division due to the teacher shortage over the next 20+ years
- Create a chapter of Future Educators of America (FEA) and a Cadet Teachers Program
- Write an ESOL Certification Program in conjunction with the University's efforts
- Explore a journalism certification program
- Pursue preparation for TEAC in conjunction with other University disciplines

#### *Fine and Performing Arts*

- Move the majority of the faculty in the Fine and Performing Arts Division into one location—the Center for Fine and Performing Arts—which will facilitate student advising, administrative functions, etc. (Parker)
- Use the eight new soundproof practice rooms available in the new Center for the majors in the division as well as students from the general population (Team)

- Review and amend curriculum in all programs in order to better meet the needs of the majors within the division (Team)
- Provide opportunities for students in Music, Theatre, and Dance to earn professional work experience and attend Master classes (Team)
- Consider preliminary plans to develop a permanent location for Art studios and faculty offices in space other than Harmon Hall (Parker and Art faculty)

#### *Humanities*

- Expand the Writing Center Services (Edele)
- Offer new classes specifically for Non-Native Speakers (Qualls)
- Continue the expansion of the creative writing emphasis within the English major
- Begin offering FLS101 in the Spring and FLS102 in the Fall (Heyder)

#### *Human Services*

- Implement a data-driven teaching improvement program utilizing class observation measurements, tracking of grades, student course evaluations and pre/post assessment data (Mueller)
- Develop a recruitment and retention program for each of the four majors in the Human Service Division (Mueller)
- Strengthen community collaborations and partnerships to ensure meaningful educational opportunities for our students and to contribute to the enhanced quality of life in our surrounding community (Mueller)

#### *LCIE*

- Establish a mailing system prior to each registration period. Send reminder postcards to advisees each quarter in order to further improve the quality of the advisor-advisee relationship (Team)
- Observe other colleagues in the classroom to learn best practices as an educator (Team)
- Institute research opportunities that might better ensure student success in the Communications Cluster (Team)
  - Establish entrance requirements - personal essay or placement test, for example.
  - Establish procedures with the instructors to quickly identify those students who may struggle with the curriculum.
- Expand the adjunct faculty of the MFA program over the next year, allowing students a greater variety of instructors, workshop styles, network opportunities, and exposure to literary specialties (Kemper)
- Attend quarterly meetings with the Department Chair and students of the Hospitality Studies Program at Forest Park Community College for recruitment purposes (Team)
- Propose a new Journalism Cluster that includes writing for the internet and a newly updated Visual Communications Cluster for the undergraduate communications degree program (Team)
- Review current faculty for the Health Management/Gerontology programs, looking at the potential for adding additional instructors and courses to make sure the program remains consistent in the delivery of knowledge necessary to be successful in the field (Kemper)

### *Management*

- Reinvigorate and grow the business internship program to provide challenging and career building programs for all qualified juniors and seniors studying business administration (Cannon)
- Expand career programs and courses for business administration students, including for-credit course in the fall semester (Hardman)
- Adopt the concept of "teaching demos" for all prospective full-time and adjunct instructors to ensure quality teaching staff (Team)
- Administer ETS Major Field tests as part of the undergraduate and graduate capstone business courses to assess and improve learning outcomes (Porter and capstone instructors.)
- Strengthen the MBA core curriculum with the addition of required courses in International Business, Statistics and Quantitative Methods, and Business Law and Ethics in order to better prepare graduates for the modern world of business (Morris)

### *Sciences*

- Implement comprehensive placement testing system in all general education math courses, beginning in the Fall 2008 semester (Math faculty)
- Revise curriculum for B.S. in Chemistry with Biochemistry emphasis to include an additional course in Biochemistry (Chemistry faculty)
- Initiate application for American Chemical Society (ACS) certification of the chemistry program (Chemistry faculty)
- Finalize plans and seek administrative support for lab/classroom remodeling project (Biology faculty)
- Work with students to transition to new Psychology curriculum requirements (Psychology faculty)

## **Departments**

### *Academic Services*

- Examine and recommend changes as necessary to make policies and procedures customer service oriented (Team)
- Develop a staff training plan that will improve knowledge and skills thereby reducing stress and enhancing customer service (Finnegan)
- Implement 1 -2 hours of job shadowing in other student departments to better understand services provided by the University as a whole (all departments)

### *Admissions*

#### Day Admissions

- Develop and implement a KRA (Key Result Area) goal plan for each admissions staff member to foster a performance management culture (Team)
- Use the new CAMS system as a front-line admissions database to ensure constant and appropriate contact is made with each prospective student (Team)
- Expand collaboration with MOACAC (Missouri Organization On College Admissions Counseling) & NACAC (National Association of College Admissions Counseling) in order to increase matriculation from relationship districts as well as less-recruited areas (Team)

- Improve overall structure and connectivity between admissions and other administrative offices to ensure that the admissions office is not the whole university, but the whole university is the admissions department (Parisi and Team)

#### Evening and Graduate Admissions

- Strive to treat all potential and current students with a level of respect and service that we would want for ourselves (Barger and Team)
- Seek to provide accurate, consistent and helpful information to new students in order to eliminate uncertainty and anxiety that can often accompany going back to school as an adult learner (Barger and Team)
- Seek to continually analyze and adapt our processes where feasible to make the jobs of the Lindenwood departments with whom we interact easier (Barger and Team)
- Develop and improve our methods of recruiting new students on a continual basis to maximize our human and financial resources into a well-organized and disciplined sales organization (Barger and Team)
- Commit wholly to the CAMS implementation and usage in order to better coordinate our various departments and ultimately to raise the level of service provided to our students (Barger and Team)

#### *Athletics*

- Initiate affordable activities/camps to the public to advance a positive image of the University to the community (Team)
- Conduct a seven year study covering the areas of sports team retention and graduation rates to develop related policies and procedures that will improve retention as well as success on and off the competitive field (Creer)
- Develop projects to attract corporate sponsorship and/or partnership with the athletic programs to achieve strategic marketing objectives (Creer)
- Communicate with faculty and administration to assist with monitoring student-athlete academic performance, class absence, and identification of needs (Coaching staff)
- Produce one of the best athletic programs in the country that annually participates in conference and national championships in all sports (Athletics Team)

#### *Business Office*

- Create a cashier position to focus on assisting walk-up and phone traffic (Team)
  - Continue cross training employees. This has and will continue to increase our response time to both student and colleagues (Team)
  - Offer student portal that will allow students to view their statements online (Team)
  - Once CAMS is online, continue the process of setting up online pay options utilizing the student portal (Team)
- Extend our eight month payment plan to ten months (Team)

#### *Butler Library*

- Provide library users with improved study spaces that accommodate both individual and group study (Team)

- Advance library resources and services to reflect current trends in technology (Team)
- Market library resources and services to increase usage on and off campus (MacDonald)
- Continue to develop relationships with faculty to bridge library resources and services with curriculum (Team)
- Expand the Butler Library Outreach program to continue to reach potential students of Lindenwood University (MacDonald)

#### *Communications*

- Work with Institutional Advancement to ensure that alumni and development communications are accurate and of the highest quality (Queen)
- Engage the university's new professional proofers to enhance the quality and accuracy of internal and external communications materials (Team)
- Improve the quality and quantity of individual and team information and photographs available for the public on the Lindenwood athletic department website (Team and Coaching staff)

#### *Enrollment Management, Retention and the Student Ombudsman*

- Enhance student satisfaction across multiple levels through the numerous improvements in facilities, administrative functions and student services (Entire campus)
- Continue to integrate efforts from all of these administrative offices to offer an improved level of service to our students (All offices)
- Continue to allow quick response and proper flow of information between registrar and enrollment management offices (Academic Services and other offices)
- Improve levels of communication and coordination between professors/academic advisors and the Dean of Enrollment Management in order to enable timely and improved intervention assistance (Guffey)
- More fully develop first-year programs based on findings from initial year of activity (Williamson)
- Provide comparative data for analysis through a more fully staffed Office for Institutional Research (Team)

#### *Financial Aid*

- Cross-train all financial aid employees to ensure each one has an understanding of all aspects of applying for and receiving aid (Team)
- Work closely with the financial aid staff members on improving telephone etiquette (identify yourself, end call by asking if all of their questions has been answered, etc.) (Team)
- Make every effort to respond to e-mails within 1 business day even if the financial aid representative is researching the request (Team)
- Offer everyone who comes into the financial aid office a business card so that she/he has a contact person if further assistance is needed (Team)
- Encourage our students to use the financial aid web-page for electronic processes (Team)

- Ensure that every financial aid employee is courteous, friendly, helpful and knowledgeable (Team)

#### *Human resources*

- Expand the number of employers in the LionNetwork for our recent graduates and alums (Boyle)
- Encourage use of and continually update the Employee Guidebook (Boyle)
- Engage each new faculty member in faculty mentoring (Boyle)
- Attract and retain key talent as potential campus leaders of tomorrow (Administration)
- Build leadership capacity among our employees through training and professional development opportunities (Boyle)
- Increase line management capability (attitude) to handle people through work sessions such as customer service training starting spring 2008 (Boyle)

#### *Institutional Advancement*

- Increase funding and support through on-line publications, alumni events, and segmented solicitations (Team)
- Begin feasibility planning for instituting prospect research (Team)
- Improve the staff's ability to query the data base, to input, manipulate and retrieve information for advancement purposes (Team)
- Work in an ongoing manner with Public Relations to assure that all communication with constituencies is accurate and of the highest quality (Team)
- Improve donor relations through action oriented "attitude of gratitude" (Team)

#### *Physical Plant*

- Continually maintain and improve the physical plan in order to exceed the expectations of our current students (Mueller)
- Continue to focus on keeping the aesthetically pleasing appearance of our community in order to continue to attract new students (Mueller)
- Develop landscaping plans to include development of flower beds, planting of additional trees, and improvement of green space areas (Routh)
- Obtain design of pedestrian paths including visible features along the way to enhance walking experience (Mueller)

#### *Spirit and Supply Shoppe*

- Provide a written set of objectives and goals for every staff person that includes customer service attitudes (Dickherber)
- Require staff to read and report back on three books, *Be Our Guest* by the Disney Institute, *Creating Raving Fans* and *The Servant Leader* by Ken Blanchard (Dickherber)
- Conduct on-going, daily training based upon Blanchard's Servant Leader book (Dickherber)

#### *Student Development Office*

- Work closely with the newly created Student Wellness Center to ensure its success (Hardman, Team)



- Physically develop The Connection Center and redesign existing space to serve to facilitate individual and group enrichment activities. The development will include ping-pong table, pool tables, foosball tables, projection television screens in addition to the Wellness Center and extended hours of operations. (Cox)
- Continue to assist in the development of plans for the 120,000 square foot Student Commons Building (Team)
- Create an increasingly more communal, inviting and entertaining dining experience in the Spellmann Center café by adding flat screen television screens (Café team)
- Provide the opportunity for students to rent a bolted closet safe for their on-campus dorm rooms (Giessman)
- As part of our advancements with the First Year Experience Program, dedicate two resident halls to incoming freshman with fewer than 24 credit hours (Williamson)
- Continue to assess our incoming freshman students' perceptions about the university at the beginning and end of their freshman year (Williamson)
- Make the *New York Times*, *St. Louis Post Dispatch* and *U.S.A. Today* available in 12 locations across campus for our St. Charles Campus students (Team)
- Sponsor a Main Street Parade in an effort to continue to facilitate our positive interaction with the community (Student Activities)
- Provide housing and work and learn seminars to incoming freshman students to assist in the awareness of each program (Giessman, Tolman)
- Create discipline specific career counseling sessions in conjunction with academic divisions. (Team)

#### *Technology*

- Improve the community access to information by making full use of our new integrated database system (CAMS) (Team)
- Continue to improve and upgrade hardware and software tools for the university community (Team)
- Upgrade the campus network to increase the speed and bandwidth and extend wireless access across the campuses (Team)
- Broaden and deepen our user support services for hardware, software and the network (Team)

### ***Program Support***

#### **Academic Services**

##### *Responsibilities*

The Lindenwood University Academic Services organization is responsible for managing and assuring accuracy of student records and assuring that student record operations are in adherence to University policy, state and federal reporting guidelines and University catalog requirements. Services include enrollment services, transcript record keeping and management, grade tracking and management, degree verification and all activities related to graduation and degree awards, creating and updating articulation agreements, and a full range institutional reporting.

### *Assumptions*

The Three Rivers enterprise wide software installation (CAMS) represents a significant re-engineering of University processes and will have a profound impact on Academic Services operations. We assume the roll out of this initiative will occur in the following phases:

- Second round of data conversion and data validation took place February 2008
- Initial training and setup for Academic services – April 2008
- Third round of data conversion and data validation – June 2008
- Academic services personnel training – September 2008
- Conduct a mock online registration - September 2008

### *One Year Action Plan*

- Investigate alternative floor space utilizations to ease access and increase availability to a wider student population (Finnegan, team, summer 2008)
- Investigate secure, physical storage facility to assure safety and availability of Academic Services permanent paper records. If space allows we would like to move our document imaging system to this location (Finnegan, summer 2008)
- Develop Academic Services procedure and process manuals for both existing and new employees (Hannar, ongoing)
- Work closely with Vice President of Human Resources regarding upcoming customer service training for Academic Services (Finnegan, ongoing)
- Comply fully with IPEDs and MDHE recording guidelines (Weinrich, Finnegan, September 2009)
- Assist CAMS team with data conversion and data validation (Finnegan, Hannar, summer 2008)
- Complete initial training of Academic Services personnel on using the CAMS system (Finnegan/Ulrich, July/August 2008)
- Conduct a mock online registration using CAMS (Finnegan, Ulrich, September 2008)
- Implement student self service option on clearing house website (Finnegan, December 2008)
- Automate room scheduling using ASTRA program (Townsend, December 2008)
- Finalize a comprehensive articulation agreement with Saint Louis Community College (Raisbeck, July 2008)
- Evaluate existing articulation agreements annually to ensure accuracy. Investigate and pursue potential articulation agreements not already in place ( Raisbeck, ongoing)
- Continue converting paper documents to image file with the use of Docuware imaging system (Hannar, ongoing)
- Set up term codes in CRT for new five term MBA program (Ulrich/Soda, summer 2008)
- Set up clearing house schedule to report student status for MBA students (Finnegan, summer 2008)
- Investigate potential of eliminating paper publication of course catalog and schedules (Finnegan, March 2009)

- Assist Rene Van Dyke with catalog redesign to include new numbering system (Finnegan, ongoing)

#### *Assessment*

- Investigate and implement online assessment and course evaluation system

#### *Retention*

- Maintain current, and provide enhanced reporting systems for retention

#### *Five-Year Plan*

- Review “state of Academic Services” after major data port from CRT into Three Rivers Software systems
- Evaluate and optimize Academic Services customer service systems (online, telephone, face to face) after installation for maximum benefit
- Identify new areas of University support, review existing organizational structures, and make alignment recommendations
- Develop simplified materials to streamline registration process. Investigate the addition of a December graduation ceremony
- Explore opportunity to provide acceptance and export of student transcripts electronically
- Support conversion of all classrooms to “high tech”
- Support planning for additional classrooms and computer labs
- Explore possibility of importing stored images into the CAMS system

## **Admissions**

### *Day Admissions*

#### *Mission and 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 attract students whose abilities, interests and attitudes match the Lindenwood University culture.

A special emphasis is placed on major involvement of all faculty, staff, board members, students, 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 will develop new ways for our department to be more student-friendly and customer service-oriented.

#### *Personnel and Facilities*

The Welcome Center houses the Admissions’ main offices, with work station capacity for more than fourteen admissions/financial aid counselors, the Dean of Day Admissions, Director of Day Admissions Services, Directors of Day Admissions High School and Transfer Services and other clerical staff. All representatives receive cross-training in order to work with all students and represent all program formats.

### *Current Staffing*

- The Dean of Day Admissions (J. Parisi) oversees all undergraduate day admissions areas
- The Director of Day Admissions Services (J. Finch) is responsible for admissions file management and coordination with other LU operational offices
- The Director of Day Admissions Transfer/Articulation Services (J. Smith) is responsible for marketing and implementation of community college partnerships to maximize student recruitment as well articulation relationships

### *Personnel*

- Five full-time Admissions/Financial Aid Counselors
- Four three-quarters time equivalent Admissions/Financial Aid Counselors, coaching one or two sports
- Eight part-time equivalent coaches (staff and faculty with recruiting responsibilities)
- Five part-time staff in Cheerleading, Bowling, Softball, M-Lacrosse, and Roller Hockey with recruiting responsibilities
- One 20HR per week Administrative Assistant on a Faculty/Staff hybrid contract
- One part-time south Texas recruiter
- Need: full-time or part-time employment to have 1 additional data entry personnel

### *One Year Action Plan*

- Reach resident student enrollment capacity with the most talented students identified (team, August 15th)
- Enhance referral initiatives through closer, relationship building contact with all full- and part-time faculty, staff, and current students (team, December 2008)
- Enhance priority school initiatives through closer contact with an emphasis on relationship marketing (team, summer 2008)
- Manage and renew relationships with collaborating professional organizations to develop and enhance relationships and maximize recruitment initiatives IE: MOACAC (Missouri Association for College Admission Counseling), NACAC (National Association for College Admission Counseling) IACAC (Illinois Association for College Admission Counseling) (team, November 2008)
- Enhance and strengthen undergraduate student ambassador program (Parisi, Finch, August 2008)
- Update recruitment materials and website with major emphasis on professional public image branding (Parisi, August 2008)
- Expand relationships with Not For Profits for recruitment of students who have a values-centered interest through their community service/volunteer experiences with utilization of the Million Dollar Scholarship program (Revis, September 2008)
- Increase quality and quantity of applicants through various programs; First Tee, Presbyterian Church USA, endowed scholarships, SAGE, Inns brook Development, etc. (all counselors, ongoing)

- Work with other offices to develop excellence in customer service as well as retention strategies (J. Parisi, August 2008)
- Develop and implement tracking system to ensure successful recruiting strategies in compliance with admissions goals and enrollment management (Parisi, August 2008) \*CAMS Implementation will change these initiatives
- Develop more training opportunities for admissions counselors. Implementing training modules on how to run reports that are necessary to the counselors to assist in prioritizing recruitment of the best students (Parisi, Smith, August 2008)
- Identify or renew several agreements/Partnerships with Community colleges, especially in Illinois (Parisi, Smith August 2008)
- Strengthen and diversify involvement of faculty and staff members in the recruiting arena, chiefly in three ways (Parisi, December 2008)
- Systematically replicate the excellent faculty efforts in the Wednesday-evening Admissions telethons (Admission team, faculty, ongoing)
- Systematically replicate the faculty and staff prospective-student referral campaigns (Admission team, faculty, ongoing)
- Encourage each division to include recruitment ideas and personnel to the Faculty Recruitment Task Force (Admissions team, ongoing)

#### *Five Year Goals*

- Maintain aggressive recruiting efforts in all admissions areas
- Strive for a reduction in general institutional aid while assisting exceptional students with need
- Strive to retain students in order to raise total enrollment rates in conjunction with goals established by the Board of Directors and President
- Implement creative recruiting initiatives, such as Grow Your Own Teachers scholarship programs
- Enhance computer automation in conjunction with other offices to ensure progressive development of CAMS technology and interoffice communication
- Develop new strategy of greater stratification of institutional funding in compliance with strategic modifications

#### *Evening Admissions and Extension Campuses*

##### *One Year Action Plan*

- Continue to evaluate internal processes for possible improvements (Admissions team, ongoing)
- Seek to identify ways to enrich job experience for all people within the division in an effort to promote retention (Barger, ongoing)
- Identify and promote training opportunities to continue to “stretch” and develop the talents of our employees and prepare them for possible promotions (Barger, ongoing)
- Explore ways to deepen employee commitment to a culture of superior customer service (Barger, ongoing)
- Implement training programs to establish customer service benchmarks and methods (Barger, ongoing)

- Demand outstanding customer service of ourselves and others (Admissions team, ongoing)
  - Strive for excellence as a competitive advantage and differentiating factor, for our students have many options for education and expect/deserve proper treatment
- Explore potential markets for future expansion in Illinois and Missouri (Barger, ongoing)
- Assess and strategize for possible program expansion opportunities based on needs in the workplace and trends in higher education (Barger, Campus Directors, D Kemper, LCIE Program Directors, ongoing)
- Seek to strengthen relationships with existing students in an effort to prompt referrals and gain entrance into their places of employment (Campus Directors, ongoing)
- Target each region's largest employers (Barger, Campus Directors, ongoing)
- Seek to establish new relationships with each region's largest employers through personal visits by Dean and appropriate Campus Director (Barger, Deans, campus Directors, ongoing)
- Promote better "Sales" training (Barger, once per quarter)
  - Conduct ongoing training in professional sales techniques for directors/counselors
- Promote community involvement (Barger, Campus Directors, ongoing)
  - Dean and Campus Directors will stay current on events/programs happening in each region to seek opportunities and partnerships
- Study/Monitor the Competition (Barger, Campus Directors, ongoing)
- Seek to explain our processes to other departments to uncover possible process improvements (Barger, ongoing)
- Increase Employee Knowledge/Training (Barger, Campus Directors, Kemper, Morris, once per quarter)
  - Offer regular training on sales/customer service techniques
  - Continue "Best Practices" program to gain from positive experiences at each campus
- Increase interdepartmental communication (Barger, ongoing)
- Seek to understand the needs/constraints of our internal customers to adjust our own processes for maximum efficiency (Team, ongoing)
- Cross Train with Day Admissions to ensure we are able to serve the student and family members or friends of any age (Barger, Parisi, ongoing)
- Notify appropriate departments in advance of any proposed plans and/or process changes that may affect their operations (Barger, ongoing)
- Conduct progressive training in the use of the CAMS system (Lafata, Admissions team, ongoing)

## **Athletic Department**

### *Assumptions*

- The Athletic Program at Lindenwood University should be an integral part of the University's mission.

- The University seeks to support a nationally prominent athletic program within the context of the overall University.
- The University demands an athletic program with integrity that goes beyond meeting the basic legal structures and guidelines promulgated by the NAIA and club organizations.
- The significant increase in the number of general new student applications will result in a revision of the goals for student-athletes expected in each athletic program each year.
- The number of requests by the community, high schools and professional organizations to use Lindenwood athletic facilities will significantly increase.
- Expansion of the athletic programs will continue as more students request athletic opportunities not currently available.
- Athletic programs will strive to produce successful teams across the board and achieve a top-five position within the Annual Directors' Cup national rankings.
- Academic success of student-athletes should mirror or exceed that of the Lindenwood student body.
- Each athletic team will be involved in community outreach.
- The athletic program should expect to provide positive experiences for student-athletes.
- Coaches are responsible and accountable for the success of their teams in athletic competition. Overall program integrity is included in the evaluation of all department personnel.

#### *One year Action Plan*

- Operate an intercollegiate athletics program, which by its integrity and overall success, clearly demonstrates the benefit of athletics to Lindenwood University and the Greater Metro Saint Louis area (Creer, 2008-09)
- Enhance the public image of the athletics program on the campus and in the St. Charles community and greater Metro St. Louis community (Newton, 2008-09)
- Develop a program to target involvement in community service programs by student-athletes (Gorzynski, 2008-2009)
- Establish and maintain a five-year graduation rate for student-athletes who enter the program and student-athletes who exhaust their athletic eligibility at Lindenwood University (Creer, 2008-2009)
- Expand and strengthen the positive relationship between student-athlete success in the classroom and their success as competitive athletes and responsive community members (Creer, 2008-2009)
- Ensure student-athletes are on the proper academic track towards graduation (Coaches, 2008-2009)
- Raise the team cumulative GPA by .25 minimum (Coaches, 2008-2009)

- Strive to produce one of the best athletic programs in the country by winning the Heart of America Athletic Conference and club sports conferences, participating in and advancing to the NAIA and club sports National Championships, and continuing to be in the top-five standings of the Directors' Cup (Creer, 2008-09)
- Recruit at a local, regional, national and international level to bring in quality student-athletes (Coaches, 2008-2009)
- Maintain full compliance with Lindenwood University, NAIA, HAAC and club organization rules and regulations (Creer, 2008-2009)
- Ensure academic integrity through the recruitment and retention of quality student-athletes, leading to degree completion. Provide clear direction to coaches with regard to the importance of recruiting student-athletes who possess the necessary skills to graduate from Lindenwood University. (Creer, summer 2008)
- Include measurements of student-athlete retention as part of the coaches' annual evaluation process. (Creer, April 2009)
- Continue to position Lindenwood University in the most positive manner possible, while providing quality products and outstanding recognition for the University. The Sports Information Office will serve as the major contact point for the media and community, while acting as an information liaison between the university staff and students (Newton, 2008-2009)
- Increase awareness of Lindenwood's athletic programs by broadcasting live athletic events on the dormitory and Charter Cable Television channels (Carlos, 2008-2009)
- Expand live radio broadcasts of athletic events (Wall, 2008-2009)
- Increase knowledge of Lindenwood University Athletics through aggressive marketing and promotions for faculty and staff, students, youth groups, former athletes and local businesses (Ross, 2008-2009)
- Initiate contact with local businesses to financially support the Lindenwood athletic programs (Ross, 2008-2009)
- Implement a process to educate coaches, players and fans on the expectations of good sportsmanship (Gorzynski, August 2008)
- Cultivate relationships within the University through regular communication with Academic Departments, Student Activities, Public Relations and Alumni to aggressively tie intercollegiate athletics into University outreach events (Newton, 2008-2009)
- Communicate with faculty and administrators on campus to assist the athletic programs with monitoring its students' performance and the identification of their needs (Gorzynski, 2008-2009)
- Enhance relations with the community, the media, supporters and current and former student-athletes (Newton, 2008-2009)
- Develop a database of former student-athletes and devise methods to maintain communications (Newton, 2008-2009)



- Create new avenues for interaction between Lindenwood University and the Saint Charles community. Focus on the positive economic impact that Lindenwood University brings to the community, as well as positive influences of the student-athletes. (Queen, 2008-2009)
- Promote the Lindenwood University Athletics Hall of Fame. Lindenwood has won 26 team national championships and has a large number of record-holders, All-Americans, coaches, and individuals who have made significant contribution to the athletics program to induct. (Creer, May 2008)
- Refurbish the floors in the Athletic Training Room in the Performance Arena and Fieldhouse. Current flooring is the original and is in very bad shape (Biggerstaff, Summer 2008)
- Install additional signage identifying the stadium, Fieldhouse, and Fitness Center, similar to the ones erected in front of other buildings on campus so visitors can find the facility and to create uniformity in building signage (Creer, 2008-2009)
- Install new turf in the stadium as the current one is coming apart and become matted down (Creer, summer 2009)
- Add additional field lighting at each end zone in the stadium to increase visibility at night (Creer, 2008-2009)
- Paint Lion logo at midfield of the stadium turf to increase Lindenwood branding and to showcase the mascot (Creer, summer 2009)
- Increase locker room capacity in the Fieldhouse to accommodate larger teams and the increased programs needing to use the facilities (Creer, 2008-2009)
- Expand on-campus tennis facilities from four to at least six courts to allow for hosting of home matches without the need to arrange for off-campus facilities (Creer, 2008-2009)
  - Add bleachers for seating at different venues around the track complex (Wright, spring 2009)
  - Purchase video screen to synchronize with the current stadium scoreboard which will provide graphics and information about the team, players, and the University (Creer, summer 2009)
- Install new carpeting in the Performance Arena office area (Creer, summer 2009)
- Install new carpeting in the Fieldhouse (Creer, summer 2008)
- Install retractable wall in the Fieldhouse classroom for better utilization (Creer, summer 2008)
- Create a Smart Classroom in the current Fieldhouse classroom area (Creer, summer 2008)
- Install lectern and projector in the Fieldhouse classroom to facilitate easier lectures by instructors and film study and instruction for coaches (Creer, summer 2008)
- Add a directory menu at the Fieldhouse and signage on doors of offices and bathrooms which will not only identify the rooms but also make the building appear more professional (Creer, summer 2008)

- Add furniture to the lobby area of the Fieldhouse for students and guests to use while waiting to see a coach (Creer, summer 2008)

### *Sport Recommendations and Analyses*

#### Athletic Trainers

- Establish a mandatory campus-wide accident insurance policy as part of the students' activity fee (Biggerstaff, 2008-2009)
- Investigate the potential of a working relationship with a health facility near the campus (Biggerstaff, 2008-2009)
- Create a student health care facility somewhere on or near the campus with an outside provider. Team family physician has discussed about setting up a student health facility at no cost to Lindenwood except for providing space (Biggerstaff, 2008-2009)
- Provide better monitoring to ensure no student-athlete practices (or competes) until there is verification of a physical, insurance coverage and an emergency card (Biggerstaff, summer 2008)

#### Baseball

- Laser level the outfield, which is currently patchy, uneven, rough and potential injury hazard (Bletcher, summer 2008)
- Install a drainage system in the warning track in hard water runoff areas (Bletcher, summer 2008)

#### Men's Basketball

- Initiate summer camps/shootouts as a means to gain more exposure and to help generate additional income to Lindenwood University and athletic programs (Cherepkai, summer 2008)
- Obtain and utilize a consistent group of student workers for home games to include statistical programs, game/shot clock, public address announcing, music, security, bookkeeping, greeting teams and officials, as well as maintenance (Cherepkai, 2008-2009)
- Consider overnight lodging for contests exceeding 4 hours in travel due to the difficulty of competing at a high level under these same day travel /play circumstances (Cherepkai, 2008-2009)
- Find avenues to promote athletic events on campus other than fliers in the cafeteria, which are at times thrown around, stacked, and not always visible (Cherepkai, 2008-2009)
- Continue the ability to recruit at both a local, regional, national and international level to bring in quality student-athletes (Cherepkai, 2008-2009)
- Continue to be a factor in the HAAC and NAIA (Cherepkai, 2008-2009)
- Ensure our student-athletes are on the proper academic track towards graduation (Cherepkai, 2008-2009)
- Help retention by offering student-athletes no longer able to participate an opportunity to assist in some capacity with the program (Cherepkai, 2008-2009)

### Women's Basketball

- Create a system whereby professors have a contact sheet (available on pc-common) that would indicate current roster, coaching contact information, and dates players are excused from class for the entire season to eliminate the numerous emails currently being sent by coaches (Head coach, summer, 2008)
- Honor student-athletes with academic accomplishments (i.e., Academic All-Americans) (Head coach, 2008-2009)
- Hold one sports banquet for all sports in the spring with only major recognitions (Head coach, spring 2009)
- Update action photos in the Performance Arena hallway. While of historical significance, photos currently on the website are outdated and current photos would be more attentive to current student-athletes (Head coach, summer, 2008)
- Provide a senior award in recognition of committed student-athletes (Head coach, 2008-2009)
- Move up in the conference standings resulting in national recognition (Asst. Coach, 2008-09)
- Continue to compete against high levels of competition outside the conference (Asst. Coach, 2008-2009)
- Continued recruitment of student-athletes with solid academic standing (Asst. Coach, 2008-09)
- Provide study hall opportunities (Asst. Coach, 2008-2009)
- Utilize upperclassmen for mentoring (not to eliminate coaches mentoring) (Asst. Coach, 2008-2009)
- Encourage more active participation in community volunteer activities (Asst. Coach, 2008-2009)

### Bowling

- Maintain ranking as one of the top bowling programs in the country (Lightfoot, 2008-09)
- Develop a weight training program twice a week as part of each athlete's practice schedule (Lightfoot, 2008-2009)
- Request funding for more recruitment trips (Lightfoot, 2008-2009)
- Request Lindenwood pay total price of uniforms (two shirts) (Lightfoot, 2008-2009)
- Establish system to better monitor athletes' academic progress (Lightfoot, 2008-2009)
- Increase the current number of student-athletes expected for the bowling program (Goal) to over 50 (Lightfoot, 2008-2009)
- Add several part-time stipend coaches at \$500 each (Lightfoot, 2008-2009)

### Football

- Renovate football locker room (Ross, summer, 2008)
- Create more support from the student body (Ross, 2008-2009)
- Continue to increase involvement in the community (Ross, 2008-2009)

- Add two GA's for a total of five in football (Ross, 2008-2009)
- Develop three summer weekend camps or jamborees which would bring 200-500 high school students on Lindenwood's campus and would establish relationships with local coaches (Ross, summer, 2008)
- Remove T-Shirts and shorts from the spirit pack and give them to the student-athletes as part of their uniform (Ross, 2008-2009)

#### Men's Hockey

- Raise team GPA by .25 (Schaub, 2008-2009)
- Explore adding a third ice hockey team (Schaub, summer, 2008)
- Increase attendance by marketing and group ticket sales (Schaub, 2008-2009)
- Invite community individuals and groups to sing the National Anthem (Schaub, 2008-09)
- Perform a minimum of three community service projects as a team (Schaub, 2008-2009)
- Convince Charter Cable to carry select home games (Schaub, 2008-2009)
- Hire a part-time assistant or upgrade part-time coach to full-time to monitor all men's hockey academics and assist with administrative duties (Schaub, 2008-2009)
- Gain more media exposure (Schaub, 2008-2009)

#### Men's Lacrosse

- Add locker room capacity to existing facility to accommodate the size of the program. The existing facility does not have sufficient space to provide seating and storage for all players. (Creer, 2008-2009)
- Use the stadium to host summer day camps for area athletes. Day camp would increase visibility and credibility of the lacrosse programs locally and nationally. (Hood, summer, 2008)

#### Women's Ice Hockey

- Continue the success of retaining student-athletes on the women's ice hockey team by focusing on mentoring, discipline and respect of the team and university (O'Mara, 2008-2009)
- Maintain team GPA of above 3.00 (O'Mara, 2008-2009)
- Maintain a minimum of 24 active participants (O'Mara, 2008-2009)
- Schedule more games against NCAA Division I and III teams to receive more national and international exposure and to assist with recruitment (O'Mara, 2008-2009)
- Continue efforts with the local amateur girl's hockey programs to help grow the sport of girl's hockey in the Saint Louis area, which will help in the recruitment of more local talent (O'Mara, 2008-2009)
- Hire a part-time assistant coach (O'Mara, summer, 2008)
- Finish construction of the women's ice hockey team locker room and facilities (O'Mara, summer, 2008)
- Continue to research the possibilities of joining the NCAA (Creer, 2008-2009)

### Women's Lacrosse

- Annually host the Missouri Women's and Men's High School State Lacrosse Final Four Tournament to showcase the University and facilities to thousands of people coming to watch the competitions (Cribbin, 2008-2009)
- Add additional graduate assistant coaches to help with recruiting, retention and facilitation of the program (Cribbin, 2008-2009)
- Have the highest team cumulative grade point average of any sport at Lindenwood each year (Cribbin, 2008-2009)

### Softball

- Purchase a groomer/grass cutter for the baseball and softball fields which will eliminate the use of tractors used by maintenance (Loberg, 2008-2009)
- Sponsor promotions at athletic events to increase student participation and help develop school spirit (Loberg, 2008-2009)
- Establish a Lindenwood Athletics Booster Club to include all sports programs offered by the University (Ross, 2008-2009)
- Purchase a software package to monitor recruits from the start of their enrollment at Lindenwood until their graduation, or when they leave the University (TEAMDesktop) (Jackson, 2008-2009)
- Create ways to promote athletic events on campus other than fliers in the Cafeteria, which are at times thrown around, stacked, and not always visible (Ross, 2008-2009)

### Soccer

- Maintain varsity, developmental team and third-level recreational team for the men's program (Hutter, 2008-09)
- Continue to attract quality students locally, regionally, nationally, and from outside the United States (Hutter, 2008-2009)
- Continue yearly plan hiring and recycling quality individuals to help manage, run and maintain the programs (Hutter, 2008-2009)
- Work to improve evaluation mechanism for continued growth and results (Hutter, 2008-2009)
- Schedule quality national and regional top level programs (Hutter, 2008-2009))
- Consider reasonable requests to utilize charters in place of vans, depending on the length of the trips, with ultimate concern of athlete's safety (Creer, 2008-2009)
- Institute an athletic study hall for student-athletes (Kaminski, 2008-2009)
- Promote outreach of student-athletes into St. Charles/St. Louis community (Hutter 2008-2009)
- Continue to oversee the annual intramural Friendship Cup soccer tournament (Hutter 2008-2009)
- Organize and calendar stadium practice sessions for all sports for fall and spring semesters (Hutter, 2008-2009)

### Swimming and Diving

- Request two graduate assistants for entire year to work with Aquatics (Penrose, 2008-09)

- Purchase a VASA trainer to be placed on pool deck at the Rec-Plex (Penrose, 2008-09)
- Purchase a set of backstroke flags for home meets (Penrose, 2008-2009)
- Lindenwood purchase T-Shirts for team going to National Championship (Penrose, February 2009)
- Purchase team sweats along with duffle bags to promote team unity, appearance and camaraderie (Penrose, 2008-2009)

#### Track and Field/Cross Country

- Create plan for student-athletes to purchase athletic insurance coverage and have it charged to their account (Biggerstaff, 2008-2009)
- Arrange with a physician to provide free physicals to the athletes (Biggerstaff, 2008-2009)
- Add bleachers to areas around the track complex (Wright, 2008-2009)
- Install a scoreboard at the track complex (Creer, 2008-2009)
- Hire a full-time strength coach to be utilized by all athletic programs (Creer, 2008-09)

#### Volleyball

- Host volleyball clinics which will serve as a recruiting tool. Clinics would range in length from a few hours teaching a skill to 3-4 days teaching all skills - no overnight sessions (Young, summer, 2008)
- Host club volleyball tournaments which will assist with recruitment (Young, summer, 2008)
- Travel primarily by charter bus for trips exceeding three hours for safety reasons. Entry fees from clinics and club tournaments could help to offset the additional cost of charters vs. van rentals. (Young, 2008-2009)

#### Water Polo

- Host an annual high school All-Star game (Penrose, 2008-2009)
- Conduct mini clinics at YMCA's (Penrose, 2008-2009)
- Improve and expand the Parent Booster Club (Penrose, 2008-2009)
- Host the National Championship (Penrose, November 2008)
- Purchase a 2007 Men's National Champions banner to hang at the Rec-Plex (Penrose, summer 2008)

#### Wrestling

- Work in partnership with St. Charles Sports Commission to host GAC tournament and a national high school invitational (Parisi, 2008-2009)
- Host the NAIA Regional Tournament (Parisi, February, 2009)
- Request Lindenwood pay for the total price of NAIA Official Uniforms (sweat suits and singlets) (Parisi, 2008-2009)
- Help retention by offering student-athletes who no longer are able to compete for Lindenwood an opportunity to assist in some capacity with the program until they graduate (Parisi, 2008-2009)

### *Five Year Goals*

- Create an exploratory committee to examine the benefits of moving from the NAIA to the NCAA
- Host a college ice hockey festival with up to 50 teams from all divisions
- Host national championships for swimming and diving, men's and women's ice hockey, soccer, wrestling, and water polo
- Construct on-campus facilities for ice hockey, swimming and diving, indoor track and field, tennis and shooting programs
- Construct a general all-purpose recreational center to meet the needs of the general student body, as well as provide relief for currently over-crowded athletic facilities
- Construct locker room facilities for baseball and softball at or near the Lou Brock complex
- Construct an additional indoor work-out facility to relieve the congestion of the Fitness Center
- As new facilities are built, develop an extensive intramural program run by the Student Activities Office with a director of the program
- Establish sports camps utilizing Lindenwood's athletic staff and facilities to help secure prospective new students and help promote Lindenwood in the greater Saint Louis community
- Hire a strength coach to work with the athletic programs and provide a service to the general student body fitness programs
- Hire a full-time director for the Fitness Center and assign two graduate students to assist with the management of the facility. The director could also be the strength coach for the athletic programs but would have no coaching responsibilities. The director and graduate students would have no coaching or other responsibilities.
- Hire a full-time Administrative Assistant or secretary for the athletic department
- Establish an Athletic Council to include a representative of the President's Council, Athletic Director, Faculty Athletic Representative, head coaches, one or more faculty member, and a representative from various departments on campus that have an impact on the athletic programs
- Replace existing Fieldhouse and Fitness Center with a multi-purpose building to include locker rooms, offices, fitness area, batting cages, tennis courts, field surface and running track

### **Business Office**

#### *One Year Action Plan*

- Continue monthly department email/meetings (as needed) (Kapeller, July 2008/on going)
- Conduct Annual Employee Reviews ( Kandel, Kapeller, July 2008/on going)
- Implement regular reporting to extracurricular (sport teams and clubs) activity supervisors of students which have delinquent account balance (Kapeller, July 2008).

- Complete Collection Customer Service work shop for collection staff and implement new and improved policies (Kapeller, August 2008).
- Submit monthly to appropriate Lindenwood University publication on relevant information i.e.tuition due dates, payment options, problem areas and new procedures (Kapeller, July 2008/on going)
- Utilize Lionmail to communicate relevant information (Kapeller, July 2008 and ongoing)
- Finalize off-site accounting procedures and perform control audits (Kandel, June 2009)
- Continue quarterly student agency account reporting schedule to each advisor (Kandel, July 2008).
- Implement new computer system (Kandel, Kapeller, June 2009)
  - Training
  - Debugging
  - Accounting manual
  - Establish new accounting controls
  - Work load evaluation
  - Change late fee process to a percent of unpaid balance
  - Evaluate on-line methods of payment using checks and credit cards
- Evaluate what documentation is needed in student file. Also purge all files that are no longer needed for collection or accounting purpose (Kandel, Kapeller, June 2008)
- After new system is implemented, cross train staff (Kandel/Kapeller, June 2008 pending timing of implementation of new system)
- Create and implement an Accounting Procedure Manual (Kandel, Johnson, December 2008)

#### *Five Year Goals*

- Utilize enhancement of new 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
- Prepare and propose a manual for each department for Business office procedures
- Implement online billing and payment systems

### **Butler Library**

#### *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.



### *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 consists of 5.5 professional librarians and 2 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 Premier, Alt HealthWatch, America: History and Life, Business and Company Resource Center, Clinical Pharmacology, EBSCO Animals, Education Full Text, ERIC, Funk & Wagnalls New World Encyclopedia, SciFinder Scholar, 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 Services Abstracts, Social Work Abstracts, Business Source Premier, JSTOR, ATLA, MasterFile, LitFinder, Literature Resource Center, SocIndex, MorningStar, Art Full Text, Lexis/Nexis, International Index to the Performing Arts, Teachers Resource Center, Dissertation Abstracts, OED, Mental Measurements Yearbook and Tests in Print.
- Books, serial back files, other paper materials, and government documents (138363) titles)
- Theses collection (1200 volumes)
- Periodical collection (11,562 volumes, 2416 microform reels)
- Audiovisual Materials (1978 videos, and CDs)

### *Assumptions*

- 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.
- Students use technology in a collaborative manner. It is the responsibility of the library to find opportunities in the virtual world to interact with students.
- The library must provide exceptional service by building better relationships with students and faculty and truly integrating the library into the academic process.
- 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.

- 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.
- The library should take every opportunity to ensure students develop lifelong learning skills.
- The library has a role in adding value to information by selecting, organizing, synthesizing, and evaluating information.
- 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
- The constantly changing information, technological and research environments will demand greater flexibility in staffing, training for staff, and allocation of institutional resources.
- Resource sharing will continue to be an important way to meet demands and keep costs in check.
- The library web pages continue to rank in the 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*

- Rewrite job descriptions and redefine functions (MacDonald, July 2008)
- Develop a Facebook page for the Library (Young, summer 2008)
- Develop several marketing initiatives that include giveaways, newsletters, etc. (Library Staff, ongoing)
- Develop a "lunch and learn" program to provide specialized instruction on library databases (Virgil, September 2008)
- Complete overhaul of the library web page (Library Staff, December 2008)
- Promote its outreach program to local high schools (MacDonald, Virgil, August 2008)
- Reorganize library to better utilize unused space and materials. The goal is to include designated quiet study areas; a seminar room (with a network connection); additional computers (possibly laptops for in-house check out); a reorganization of student computers in the library. (Library Staff, August 2008)
- Promote instruction at remote sites (Dorlac, ongoing)
- Develop programs for user populations that currently under-utilize library resources (MacDonald, Virgil, Dorlac, Gleason, August 2008)

#### *Five Year Goals*

- Maintain consistent increases in library usage
- Explore new and innovative ways to deliver relevant learning resources to students both electronically, as well as through traditional means, in order that the library continues to be an integral part of the Lindenwood academic community

## **Communications Office**

Lindenwood University's Communications office is responsible for all university publications, content of the official website, and a wide range of internal and external communications matters. Our goal is effective communications at Lindenwood and increased awareness of the university's success in higher education.

### *Personnel*

The Communications Office is staffed by a Director of Communications, Public Relations Coordinator, Sports Information Director, graphic designer, and part time graphic designer.

### *Assumptions*

- The Communications Office will handle more than 180 jobs for the university community during the year.
- Lindenwood University's Communications office is responsible for all university publications, content of the official website, and a wide range of internal and external communications matters.
- Our goal is effective communications at Lindenwood and increased awareness of the university's success in higher education.

### *Key Messages*

The Communication Office will communicate the following key messages in as many LU publications as possible, as well as presidential speeches, community meetings, etc:

- 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 solely on research. They have limited administrative and non-teaching responsibilities which 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.

### *One Year Action Plan*

- Raise awareness of Lindenwood's adult evening program through increased advertising and support for the program (Queen, August 2008)
- Work with the executive director of Lindenwood's new Fine and Performing Arts Center to create awareness for the center and thus boost the image and reputation of the university (Queen, Bezemes, April 2008)
- Support Lindenwood's efforts to propose new doctoral programs with needed materials and advertising (Duggan, September 2008)

- Evaluate and implement marketing and communications efforts proposed by consultants at Fleishman Hillard for increased tourist activity and awareness at the Daniel Boone Home (Queen, Knotts, May 2008)
- Increase and improve signage at university extended sites in Weldon Spring and O'Fallon. (Queen, June 2008)
- Work with Alumni Office and web staff to evaluate development of chat room or blog for the alumni section of our website (Queen, Montgomery, Waack, August 2008)
- Continue progressing toward “paperless” course schedules and other documents by stressing online availability and utilizing CDs (Queen, February 2009)
- Implement a new athletic enewsletter for students similar to the enewsletter for faculty and staff (Newton, April 2008)
- Improve the Lindenwood website by adding additional photo opportunities to the news stories function (Waack, Queen, August 2008)

#### *Five Year Goals*

- Continue to improve internal communications at Lindenwood, particularly communications with students, and explore innovative communication techniques (text messaging, blogging, etc.).
- Monitor workload/staffing to maintain continued satisfaction of the university community with our product and our “quick response time”

### **Daniel Boone Campus**

#### *One Year Action Plan*

- Provide Boone Campus staff with training to meet the appropriate level of certification by the National Association of Interpreters. Minimum – Interpretive Host, Interpretive Guide (Manus, Bethel, 2008-2009)
- Develop student-based internship targeting graduate students (Knotts, Manus, Bethel, July 2008)
- Adapt the “Work and Learn” program for undergraduate students (Knotts, Manus, Bethel, summer 2008)
- Increase the available number of Volunteers to serve as guides, program assistants, and other operational needs of the BC (Manus, Bethel, ongoing 2008)
- Develop a formal program with on-going training, a manual for every volunteer, well defined responsibilities and benefits, and monthly meetings (Manus, Bethel, summer 2008)
- Design a newsletter to target volunteers and future supporters will be sent out quarterly (Manus, Garner, Jan, August 2008)
- Change the Christmas Candlelight program back to the two traditional weekends with an effort to maximize volunteer and program resources (Manus, Bethel, December 2008)
- Select special events in general based on their compatibility with the Mission of the Boone Campus, the resources to conduct, and the potential for public participation (Manus, Bethel, Garner, Knotts, ongoing)

- Ensure strict, definitive accounting for all business transactions including accounts receivable and payable (Garner, ongoing)
- Have in place the Comcash system to facilitate accounting and inventory (Garner, July 2008)
- Review and adjust Gift Shop inventory to items appropriate to the site and with reasonable expected sales (Garner, Manus, July 2008)
- Analyze tour content and fees and make appropriate adjustments to ensure higher level of participation and revenue (Garner, Manus, summer 2008)
- Make one or more special events available to Boone Fellow members for the purpose of donor added value, recruitment and active retention of members (Knotts, Garner, October 2008)
- Work with Development staff for identification and application of appropriate grants (Knotts, ongoing)
- Review and adjust plans for visitor education in order to meet current and projected education mission of the Campus (Knotts, Manus, Mueller, ongoing)
- Complete a baseline inventory of individual building maintenance and improvement (Trueb, Knotts, Mueller, ongoing)
- Establish a rotating annual maintenance overhaul by building (Trueb, Knotts, Mueller, Aug 2008)
- Complete remodeling of gift shop restrooms and monitor regularly for necessary improvements (Trueb, ongoing)
- Work to resolve water access and sewage treatment issues as a major priority (Knotts, Mueller, (Staff, on going)
- Complete and put into service the Howell and Callaway Houses (Trueb, Manus, Knotts, July 2008)
- Complete fencing of the Andre Cemetery (Trueb, July 2008)
- Increase in quantity and quality Eagle projects, Scout Service projects, Work and Learn assistance (Trueb, Jansen, Knotts, ongoing)
- Continue efforts to acquire specific tracts of property (Knotts, Mueller, ongoing)
- Initiate a Natural Resource Management Plan in conjunction with the Missouri Department of Conservation, Missouri Department of Natural Resources, appropriate County and Federal agencies, (NRCS). The Plan will include fish and wildlife management issues, timber management, glade and prairie restoration. (Knotts, Trueb, July 2008)
- Put into place a General Management Plan to serve as a guide for the Boone Campus Board of Directors and Staff to determine operating decisions (Knotts, Manus, Staff, July 2008)
- Continuously update the marketing plan (Garner, ongoing)
- Update highway Site within the established parameters of each county as necessary (Garner, ongoing)
- Update marketing plan as necessary and incorporate input from Fleishman Hiillard's market analysis and study (team, ongoing)

### *Five Year Goals*

- Complete the education / visitors center
- Complete construction activity on all other projects
- Increase revenue from tourism, development, weddings, academics and special events and make the Boone Campus sustainable
- Establish land management and wildlife restoration programs
- Standardize the event calendar
- Meet capacity standards for student academic attendance in the summer so as to become a mature, productive, academic, and technical facility
- Meet capacity for student academic attendance year round
- Operate the National Historic Site at a surplus in regard to both operations and capital investment
- Construct and having operational the sewage treatment plants
- Have in place the new water access
- Have purchased all tracts of ground that are currently encircled by present holdings.
- Populate the buildings of the Boonefield Village with craftsmen and artisans will to provide demonstrations for visitors. This will be accomplished through the volunteer program and the expansion of the academic program.
- Have in a place a major highway billboard program
- Provide a reliable core of interpreters through the volunteer program
- Earn a highly recognized reputation for excellence in interpretation and special events
- Attract professional from all over the region for the Master of Arts in Interpretation degree
- Gain reputation for the innovative approach to integrated learning and programming based on interdisciplinary teaching techniques at the Boone Campus

### **Facilities**

#### *One Year Action Plan*

- Complete furnishing of Fine and Performing Arts Center (Mueller, August 2008)
- Complete construction and furnishing of two new residence halls, dorms G & Pfremmer (Mueller, July 2008)
- Construct monumental gate at Kingshighway/First Capitol (Mueller, August 2008)
- Complete road improvements from Watson to Stadium bridge (Mueller, August 2008)
- Replace windows in Butler, Ayres, and Irwin (Heidelbaugh, August 2008)
- Modify entrance Library to better accommodate our mobility impaired students (Mueller, August 2008)
- Design pedestrian pathways to enhance/encourage additional walking on campus (Mueller, summer 2008)
- Paint window sashes of Roemer Hall (Heidelbaugh, August 2008)

- Begin construction of West Clay intersection realignment (Mueller, September 2008)
- Continue to purchase “zone list” property for replacement housing as First Capitol housing develops into retail center (Heidelbaugh, ongoing)
- Continue to purchase “zone list” property and property located within Lindenwood Town Center area for future development purposes (Mueller, ongoing)
- Continue to participate in negotiations regarding development of Lindenwood Town Center and relocation of Post Office (Mueller, ongoing)
- Continue to enhance landscaping efforts by planting trees, installing additional flower beds, and improving grass areas (Routh, August 2008)
- Explore feasibility of adding AC to non-air conditioned facilities (Mueller, August 2008)
- Complete construction of Harmon Hall addition (Mueller, June 2009)
- Begin construction of Student Center/Dining Hall (Mueller, January 2009)
- Begin construction of new apartment style housing units (Muller, June 2009)
- Complete construction of new President’s House (Mueller, June 2009)
- Clean carpets, touch up painting, conduct room repairs, and remodel bathrooms as needed throughout housing units (Heidelbaugh, Norman, August 2008)

#### *Five Year Goals*

- Complete construction of West Clay intersection realignment
- Construct Carillon tower at First Capitol/West Clay intersection
- Construct renovation and new façade of Harmon Hall
- Design and complete additional AC additions to remaining non-AC buildings
- Complete construction of new Administration Building between the two First Capitol Drives

## **Financial Aid**

### *Mission*

The mission of the Office of Financial Aid is to serve as a resource service center for students requesting financial assistance. Our goal is to establish a financial plan specific to each individual student. A wide range of financial services are offered to ensure each student is successful in the completion of his/her education.

### *Personnel*

The Office of Financial Aid has eleven full-time employees. Under the supervision of the Director of Financial Aid are four employees who specialize in the processing of government-based aid. Under the supervision of the Director of Financial Assistance Planning are five employees who are responsible for daily customer service.

### *Assumptions*

The Office of Financial Aid will serve approximately 10,000 students in the 2008-09 academic year.

*One Year Action Plan*

- Continue to work closely with the admissions office on identifying students during the admissions process who are eligible for the Academic Competitiveness Grant and Teach Grant (Bode, Gray, ongoing)
- Encourage students to continue to use the new user-friendly and informative financial aid web-page for electronic application processing, scholarship information and commonly used financial aid forms (Team, ongoing)
- Implement a lender list to inform our students on lender specific benefits (Bode, Ziegenfuss, April 2008)
- Complete the software conversion from FEEDS to EDconnect and EDExpress (Bode, Ziegenfuss, Yeakey, August 2008)
- Complete the software conversion from Nteract to ELM Resources (Bode, Yeakey, Ruff, March 2008)
- Provide all financial aid staff members access to FAA Access to the Central Processing Center On-Line (on-line FAFSA application and correction information) (Bode, Ziegenfuss, March 2008)
- Provide cross-training of financial aid employees to ensure they are knowledgeable of every aspect of processing and receiving Federal and State aid (Bode, Ziegenfuss, ongoing)

*Five Year Goals*

- With the upcoming new database, offer financial assistance in a more effective, efficient and accurate manner
- Review and modify current procedures and make any necessary enhancements
- Work closely with the Student Success Office to assist at risk students who may be unable to complete their education due to financial issues
- Stay informed of regulatory changes that occur through a variety of resources

**Human Resources**

*Personnel Profile*

Nine administrative positions report directly to the president: Vice President for Academic Affairs and Provost, Vice President of Human Resource and Dean of Faculty, Vice President for Institutional Advancement, Vice President for Operations and Finance and Chief Operating Officer, Vice President for Student Development, Director of Communications, Director of Community Relations, Director of Information Services, and Director of Planned Giving and In-House Legal Council. Six of these individuals have earned doctorates, one has a master’s degree, and two have bachelor’s degrees. Seven of them have faculty rank. Their full-time experience in academia ranges from two years up to 40 years, with a median of 16.3. This is a stable and loyal team of campus leaders, with an average seniority at Lindenwood of 11 years.

- Two hundred and four of university’s employees have faculty rank, and they are ordered as follows
  - Professor 41
  - Associate Professor 55
  - Assistant Professor 111
  - Instructor 1



- Within the group of employees who hold faculty rank, 204 are primarily assigned to delivering the curriculum. Sixty percent of those instructors have earned terminal degrees in their disciplines.
- Lindenwood has 154 administrative and staff employees who do not have faculty rank, distributed in the following categories:
  - Executive/administrative/managerial 13
  - Other support and service personnel 47
  - Technical and paraprofessional 11
  - Clerical and secretarial 21
  - Skilled craft 15
  - Service and maintenance 39
  - Boone Home Personnel 6 fulltime, 10 part-time
- Twenty-five of these individuals have a master's degree or above while the remainder have a bachelor's degree or below.
- Presently, 22 of our employees are enrolled in classes at Lindenwood University. 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. In addition, six faculty/staff members are enrolled in the Ed.D. program.

### *Faculty*

As the student body grows, so grows the faculty. We expect to build the number of full-time personnel with faculty rank to 250 within the next three years. In order for the faculty to understand all duties and responsibilities, an Employee Guidebook with input from all affected parties and approved by the President and Board of Directors is being updated. As in the previous year, new faculty members have participated in faculty mentoring, and this opportunity will continue. Additionally, over the next years, faculty members will be encouraged to stay abreast of developments in their areas of study and receive training in teaching methodology.

In some cases, graduate assistants are qualified to assist professors in the day-to-day operation of the divisions, and a new application process for the selection of these students has been developed thereby allowing these individuals to be placed in the right locations thus maximizing benefit for all.

One of the many success stories at Lindenwood University has been its network of external campuses. It will continue to be the goal of these programs to increase both enrollment and production at external sites while improving services to the students. Site directors will continue to serve as liaisons between the main campus and the external sites thereby ensuring top quality service to all students.

### *Assumptions*

- The University will experience only a minimal increase in the number of administrative and staff positions in the foreseeable future.
- The number of faculty members who serve primarily undergraduate resident students will undergo only limited growth.

- 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.
- 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 rates.
- We will encourage all faculty and staff members to grow personally and professionally thus allowing them to be better teachers and leaders.

#### *Faculty and Staff*

- 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.
- 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.
- We will continue a recruiting system in which “The whole university is involved in the Admissions functions.”
- We will strive to maintain a high percentage of faculty members with terminal degrees with the goal set at 70%.
- We will continue to employ faculty members whose primary focus is on teaching and mentoring students.
- Members of the faculty and staff will maintain total integrity on the job as well as in the community.
- Faculty and staff decisions and actions will consistently place the students’ developmental interests first.
- LU will further strive to meet the following goals:
  - Recruit key talent to sustain the mission of LU in the future
  - Drive cultural and behavioral change in the organization
  - Build leadership capacity
  - Retain key talent
  - Increase line management capability (attitude) to handle people management responsibilities
  - Build capacity for succession planning
  - Increase workforce productivity

#### *One Year Action Plan*

- Encourage faculty members to continue learning and thereby improving themselves and their teaching. To that end, faculty members will be encouraged to enroll in degree advancement programs (Dean of Faculty, ongoing)
- Encourage professional development among the faculty with the goal of fifty percent of the faculty attending at least one professional conference during the next academic year (Dean of Faculty, on-going)

- Analyze the faculty's relative time commitments to teaching, advising, and committee work, and recommend adjustments where appropriate (Faculty Planning and Development Committee, Division Deans, Dean of Faculty, and Provost, ongoing, 2008-09)
- Seek training opportunities for our staff and faculty to include but not be limited to use of the new integrated database (Director of Information Services, spring/fall 2008).
- Continue to update our faculty concerning learning and developmental theories by bringing outside experts in the field to campus (Faculty Planning and Development Committee, August, 2008)
- Further develop the New Faculty Mentoring Program that proved a great success during the 2006-2008 academic years (Dean of Faculty, 2008-2009)
- Offer the 2007-08 series for Emerging Leaders for upcoming managers based on the model offered during the 06-07 academic year (Administrative staff, 2008-09)
- Further enhance the responsibilities of the Faculty Planning and Development Committee in the area of personnel development including, but not limited to, input into hirings and promotions (Faculty Planning and Development Committee, Dean of Faculty, on-going)
- Make full use of the expertise present among the members of the President's Council (President, President's Council, on-going)
- Publish and make available the Revised Lindenwood University Guidebook (Boyle, Mueller, Weitzel, all faculty/staff summer, 2008)
- Participate in the STLR-HERC (St. Louis Regional Higher Education Recruitment Consortium) to recruit and retain outstanding faculty, administrators, and staff via a collaborative website. Through the sharing of information and resources STLR-HERC, members aim to achieve diversity and excellence in faculty, other academic personnel, staff applicant pools with a special interest in addressing the challenge of dual career couples (Boyle, Queen, ongoing)

#### *Five Year Goals*

- Increase full-time faculty as needed to meet anticipated program growth in graduate and evening programs
- Develop and promote a Certification in University Teaching Skills for professors.
- Develop job descriptions for faculty/staff/administrators on campus.

### **Ice Arena**

#### *One Year Action Plan*

- Host an annual Lindenwood Hockey Exposure Camp (Schaub, summer 2008)
- Complete locker room project including carpet and training room (Pratt, August 2008)
- Solicit area groups for private rentals including churches, boy scouts, and school field trips (Turnipseed, September 2008)
- Maintain annual operating expenses of \$300,000 (Schaub, Pratt, ongoing)
- Upgrade video surveillance system (Pratt, August 2008)
- Repair and/or upgrade dehumidification system (Pratt, August 2008)

- Get bids for cooling system on black arena (Pratt, July 2008)
- Repair snow pit (Pratt, September 2008)
- Start an LU synchronized skating team (Schaub, August 2008)
- Begin replacing rental skate inventory (Pratt, August 2008)
- Repair Olympia door drain on black arena (Pratt, August 2008)
- Replace compressor relief valves (Pratt, August 2008)
- Replace cap rail on gold arena ends (Pratt, August 2008)
- Enclose tool room (Pratt, August 2008)
- Replace kick plate on black arena (Pratt, August 2008)
- Add rock to east side of building (Pratt, August 2008)
- Replace (4) 6 foot tables and (4) 8 foot tables (Pratt, August 2008)
- Market LU Games to Wentzville Chamber of Commerce (Turnipseed, September 2008)
- Renew existing advertisers and target 5-10 new advertisers (Turnipseed, September 2008)
- Expand newly created Learn to Skate program to 60-80 kids (Pratt, October 2008)
- Create Learn to Play program (Pratt, October 2008)
- Create a 3 on 3 summer league (Turnipseed, July 2008)
- Host an all girls hockey camp (O'Mara, July 2008)

#### *Five Year Goals*

- Grow Learn to Play and Learn to Skate programs
- Bid to host USA Hockey Regional and National Tournaments and partner with the City of Wentzville
- Book trade shows in the summer months
- Explore making one rink for roller hockey or indoor soccer Explore financial viability/alternatives for facility closer to campus
- Explore value for future potential sale
- Explore other uses for building
- Upgrade & replace remaining skate inventory

### **Information Services**

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 assist the university in developing students who are well educated, socially enlightened, and morally centered, ready to take their place in the global community. Toward that goal, Information Services focuses specifically on the talents, interests, and needs of our students. In them we encourage adaptive thinking as well as support and encourage their development of problem solving skills with the future in mind.

### *Assumptions*

The information Service department will process approximately 4000 trouble tickets in addition to completing the items listed below. Information Service will support remote campuses and personnel for all 16 locations. Information Service will not support student computers other than via telephone, with the exception of verifying valid network connectivity. Information Services will not support personal or non-Lindenwood University computers.

### *Personnel*

The Information Services staff consists of

- One Chief Information Officer
- One Director
- One Associate Director - Server /Software Administrator
- One Systems Analyst
- One Network Administrators – Network Security, maintenance and operation
- Four User Support Administrators – Tier I Technical Support
- One Telecommunication Supervisor – Phone Services and cable infrastructure
- One Telecommunication Technician – Cabling and user support
- One Web Administrator
- Data Base Administrator
- Graduate Assistants
  - One Help Desk Assistant (Part Time)
  - One Lab Monitor (Full Time)

### *One Year Action Plan*

- Install CAMS Enterprise modules Admissions, Registration, Financial Aid , Billing, Faculty, Housing, Student Portal, Faculty Portal and Application Portal (Haghighi, Soda, Brickler, Bhatnagar, Ulrich, October 2008)
- Install interfaces from CAMS Enterprise to MOBIUS, WEBCT, MOSTEP, AdAstra, Food Service and ID Card system (Haghighi, Soda, Brickler, Bhatnagar, Ulrich, October 2008)
- Install the CAMS degree audit module (Van Dyke, Haghighi, Soda, Brickler, Bhatnagar, Ulrich, June 2009)
- Upgrade Internet access at least 100 Mb/sec for Main Campus, 100 Mb/Sec connection from LUCC to Main Campus and a 20 MB/sec for Belleville Campus and related network equipment configuration and implementation. (Bush, Paradissis, June 2008)
- Upgrade Network Core (2 Gb/sec to 20Gb/sec) (Bush, 2008)
- Complete wireless installations for Spellmann Center, NFPA, PA, Butler Library, the Loft and LUCC (Bush, Paradissis August 2008)
- Complete New cabling infrastructure and network installation for NFPA, Dorms G,H and Harmon (Bush, Blevins, Paradissis, July 2008)
- Complete PC purchases and migration, configuration and deployment (Caguin, Cox, August 2008)

- Complete work on High Tech rooms, new and upgrades (Bush, Caguin, Blevins August 2008)
- Purchase Software (Caguin, July 2008)
- Complete server virtualization and SAN (Biggerstaff, Bush, Caguin, Paradissis, July 2008)
- Redesign of LU WEB site (Waack, July 2008)
- Convert from WebCT4 to WebCT6 (Soda, Biggerstaff, Caguin, August 2008)
- Complete professor home directories on SAN (Biggerstaff, Caguin, January 2008)
- Redeploy domain controller legacy campus (Caguin, Biggerstaff, Paradissis, July 2008)
- Add redundant file and printer server for the legacy campus (Caguin, Biggerstaff, Paradissis, July 2008)
- Implement POS for Boone Home (Cox, July 2008)
- Implement web portal for Spirit Shoppe (Biggerstaff, Waack, Cox, July 2008)

#### *Five Year Goals*

- Complete an information system based on an integrated database fully used to support all the academic and business functions of the university
- Design, build and implement new data center and IS home
- Create Disaster Recovery Plan/Procedure for the University
- Build a truly redundant network core.
- Ensure main campus has contiguous wireless capability
- Ensure all remote sites have wireless capability
- 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.

## **Institutional Advancement**

### *Personnel*

- Lucy Morros - Vice President - 100% IA
- Whitney Fraier – Director of Alumni Relations – 100% IA
- Kate O’Neal – Director of Advancement Services – 100% IA
- Kathy Simmons - Grants Manager – 100% IA
- Tom Wallace - Director of Corporate and Foundation Relations – 100% IA
- Charlise Floyd – Special Events – 50% IA
- Eric Stuhler – Director of Planned Giving – 50% IA

### *How Institutional Advancement Divisional Strategic Plan Supports the University’s Mission and Vision.*

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

- The responsibilities of the Division of Institutional Advancement encompass activities and programs that help foster understanding and support among the University's constituencies. The Division is the fundraising arm of the University and has direct contact with prospective donors, including alumni, foundations, corporations, and friends in the greater community.
- 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 Division provides 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 in addition to supporting fundraising activities at Lindenwood's satellite campuses and for specific campus initiatives and programs.

#### *Assumptions*

The responsibilities of the Division include determining with the President and the Fundraising and Development Committee of the Board of Directors with advice and input from the leadership of the Alumni Board the fundraising goals for the Annual Fund, the Endowment Campaign, and Capital Projects.

#### *The 2008-2009 Annual Fund Goal – \$1.5 – 1.8 million*

The Annual Fund provides unrestricted support for student scholarships, academic programs and campus renovations. The activities in this area include each of the following:

- Measure the results of annual giving in two ways: the amount of dollars donated and the number of alumni who participate. The goal is to reach \$1.5 – 1.8 million and to increase the number of accessible alumni (17,126) who participate (see below) (IA team, 2008-2009)
- Measure and define the annual fund as unrestricted and restricted yearly giving NOT as capital project giving or endowment giving (O'Neal, June 2008)
- Increase the alumni participation from the current 3%-4% to 5% - 7% (IA team, 2008-2009)
- Reach annual fund goal by increasing communication with alumni and friends and expanding homecoming, reunion, and class representatives events (Fraier, ongoing)
- Increase personal visits with current and prospective donors, the Alumni Board, the Board of Directors (Fraier, Morros, Wallace, ongoing)
- Form a new alumni club in Mid Missouri (Fraier, Morros; fall 2008)
- Form a new alumni club in Kansas City or another location (Fraier, Morros Spring 2008)
- Segment and target prospect pools for solicitation (Fraier, Morros, Wallace, ongoing 2008-2009)
- Work with Public Relations Department to increase communication with donors and friends (Fraier, Morros, ongoing)

- Work with the Admissions Department on endowed scholarships (Fraier before spring enrollment and before fall enrollment)
- Work with committees of the Alumni Board of Directors and the University Board of Directors (Fraier/ Morros/Wallace, ongoing)
- Develop and implement special events for increased giving (Fraier, Floyd, ongoing)
- Work with Public Relations Department and IT Department on alumni and advancement web content and on the on-line giving program and write three articles for the Connection (Fraier, Morros, ongoing)
- Increase volunteer support for special and on-going programs (Fraier, Morros, ongoing)
- Promote support of Lindenwood through service clubs and community groups (Floyd, ongoing)
- Implement broader staff and faculty giving programs, serve on the Athletic Hall of Fame Committee and develop Homecoming Committee (Fraier, Morros, ongoing)
- Develop research for the identification and solicitation of prospects (Morros, Wallace, Simmons, ongoing)
- Expand direct mail in university publications (Fraier, O’Neal, ongoing)
- Use more fully Raiser’s Edge data base capabilities (O’Neal, Fraier, ongoing)
- Expand annual fund through related planned giving activities (Morros, Fraier, Stuhler, ongoing)

*The 2008-2009 Endowment Campaign Goal – (\$200 million by the 200<sup>th</sup> Anniversary in 2027)*

The Campaign currently involves endowed scholarships, honors awards, and lectureships. In addition, endowed chairs and programs are envisioned to support the mission and vision of the institution. The activities in this area include each of the following:

- Expand endowment through planned gifts (Stuhler, ongoing)
- Solicit 10% of the alumni for planned gifts (Stuhler, ongoing)
- Meet with the alumni prospects and gain 12-15 new commitments (Stuhler, ongoing)
- Increase Sibley Heritage Society membership by 10% (Stuhler; ongoing)
- Increase Butler Society membership by 5% (Morros, Floyd, Stuhler, ongoing 2008-2009)
- Increase foundation and prospect identification (Morros, Simmons, Wallace, ongoing)
- Develop through gifting five new scholarship programs as well as stewarding the existing ones (IA team, ongoing)
- Execute major donor recognition events (Floyd, Butler Dinner and Boone Fellows Dinners (fall and spring)
- Identify key prospects within the alumni and board members (Morros, ongoing)



- Educate the alumni and potential donors on the various planned giving opportunities (Stuhler, ongoing)
- Update the planned giving brochure (Stuhler, fall)
- Write four Connection articles to promote planned giving (Stuhler, ongoing)
- Increase awareness of the planned giving services and the accompanying estate planning legal resources (Stuhler, ongoing)
- Develop gifts in the area of bequests and trusts (Stuhler, ongoing)
- Work with communications and public relations staff to increase awareness of planned giving (Stuhler, ongoing)
- Increase identification, communication and solicitation of planned giving prospects (Stuhler, ongoing)
- Promote membership in the Sibley Heritage Society (Morros, Stuhler, Floyd, ongoing)

*The 2008-2009 Capital Development Projects Goal – guiding principle is 33% of cost of each project should be donated.*

The activities in this area include each of the following:

- Fund \$5 million for the Lindenwood Center for the Fine and Performing Arts (Morros, Wallace, Simmons, 2008-2009)
- Complete and submit a grant proposal for construction of the Lindenwood University Shooting Range Center (Morros, Simmons, summer 2008)
- Develop fundraising support for math and science programs, technology and the Business and Entrepreneurism School (Morros, Wallace, Simmons, 2008-2009)
- Fund \$3 million for Lindenwood's Belleville Campus for additions and renovations (Morros/Simmons/Wallace, 2008-2009)
- Design fundraising strategies for the Boone Campus, the Blanton Bell Tower, and general improvements in campus infrastructure and beautification (Morros, 2008-2009)
- Expand capital development strategic fund raising projects to include LUCC renovation and construction and the student services building as well as the new dormitories under construction (Morros, 2008-2009)
- Integrate work to expand all corporate and foundation as well as individual gifts to support the above capital projects (IA team, ongoing)

*Advancement Services Integral to the Attainment of the 2008-2009 Goals*

The activities in this area include each of the following:

- Enter and code donations accurately to correspond with fund codes, provide receipts for each donation for tax purposes, and correspond with donors in a timely manner (O'Neal, daily)
- Track pledges and pledge payments and send pledge reminders (O'Neal, monthly)
- Provide reports of donations for IA Division, Chief Financial Officer, President, and the Board of Directors (O'Neal, monthly)
- Enter data of new graduates into the database after each of the five graduation dates (O'Neal, June, July, October, January, April)
- Send Business Office quarterly record of debts and payments (O'Neal, quarterly)

- Supervise graduate assistant, work and learn students and volunteers for IA goal attainment (O’Neal, daily)
- Complete Alumni Workshop for Young Directors (Fraier: 2008-2009) and Advancement Services Workshop (O’Neal, 2008-2009)
- Coordinate invitations and programs for special events (Floyd, O’Neal, fall 2008 and spring 2009)
- Assist the Alumni Board of Directors with mailings, minutes and updates (Fraier, February, May, October)
- Pool data and run reports for IA Division (O’Neal, daily)
- Assist Comptroller with audit reports at the end of the fiscal year and reconcile reports with that office on a regular basis (O’Neal, July)
- Provide stewardship for all inquiries by mail, e-mail, telephone or walk-ins (O’Neal, daily)
- Reconcile development information with accounting records (O’Neal, monthly)
- Inform the IA Division about data base software capabilities and use and provide this information to new employees (O’Neal, ongoing)
- Expand grant making to support all of the goals listed above (Morros, ongoing)
- Complete new Alumni Directory (O’Neal, December 2008)

*Grants Manager Revised Responsibilities*

- Manage the grant program that includes multiple funding sources and a wide variety of individual projects (Simmons)
- Research and identify prospective funding sources whether at the individual, corporate, foundation, state or national levels (Simmons)
- Develop and submit high quality grant proposals and monitor grant deliverables and comply with contracts (Simmons)
- Manage the reports associated with each funding source (Simmons)
- Establish and maintain a tracking system (Simmons)
- Work with all of the University’s constituencies to develop and/or support grant development (Simmons)
- Represent the University in the broader community and participate in professional development organizations (Simmons)
- Compile data and supplementary materials for funder communications (Simmons)

*Director of Corporate and Foundation Relations Revised Responsibilities*

- Establish and maintain positive working relationships with corporations and foundations that are currently supporting or may have the potential and interest to support the University (Wallace)
- Develop and implement fundraising strategies and tactics for the advancement of Lindenwood in the corporate and foundation sectors (Wallace)
- Identify, cultivate, and steward corporate and foundation donors (Wallace)
- Identify needs that may be met through corporate and foundation gifts and grants through consultation with the faculty, university development staff, administrators, and directors (Wallace)
- Coordinate work with the Grants Manager to assure that proposals on behalf of the University are of the highest quality (Wallace)

- Support through appropriate levels of activity corporate and foundations donors and potential donor relationships (Wallace)
- Participate in professional development organizations (Wallace)

*Director of Alumni Relations Revised Responsibilities*

- Manage Alumni Association programs such as alumni gatherings, the meetings of Alumni Board, homecoming, and merit award recognition (Fraier)
- Develop long-range organizational plans and reports to the membership (Fraier)
- Coordinate the nominations process and elections, identifying candidates for referral to the nominating committee and organizing the orientation and training of board members (Fraier)
- Research proposed programming and recommend action to the Alumni Board and the leadership of the University (Fraier)
- Build an engaged and effective Alumni Association and support alumni services (Fraier)
- Facilitate communication among alumni using available technologies (Fraier)
- Work with the database specialist to manage alumni inclusion in databases (Fraier)
- Work with staff in the Admissions Office and the Freshman Experience to integrate activities by the University with alumni activities (Fraier)
- Prepare the alumni publications and contribute to the University magazine, developing profiles of alumni and writing pertinent articles and materials (Fraier)
- Work in partnership with public relations staff to coordinate communications and to facilitate the development of press releases, newsletters, and other informational and publicity materials about Lindenwood alumni (Fraier)
- In conjunction with career services staff, continue to develop programs of interest to alumni and help schedule and promote career-related activities (Fraier)
- Increase Alumni engagement and support of the University (Fraier)
- Support the alumni portion of the annual giving campaign and any special campaigns developed by Institutional Advancement (Fraier)
- Assist in the development of appeals to alumni (Fraier)
- Identify and research individual alumni for special approaches (Fraier)
- Coordinate logistics for the direct mail, phonathon and internet annual giving programs (Fraier)
- Develop programs for alumni based on affinity/area of interest (Fraier)
- Work to assure that each alumni donor is thanked and any necessary follow-up is performed (Fraier)
- Assist with arrangements for Lindenwood's commencement exercises (Fraier)
- Participate in Commencement, recognition events and other special events (Fraier)

## **Spirit & Supplies Shoppe**

### *One Year Action Plan*

- Improve emblematic merchandise to not only increase the volume in the Spirit & Supplies Shoppe but to ensure the best P.R. that the University can have by upgrading inventory to include increased spirit theme (Dickherber, Cole, ongoing)
- Develop and implement Sales and Service Training Manual for the Spirit Shoppe to include sales and service training, POS system, product training, and general policies and procedures (Dickherber, Cole, Mueller, January 2009)
- Explore possibility of adding additional staff person to manage all special events and promotions that help transport Spirit Items to where the customers are at other locations/events to improve sales (Dickherber, Mueller, August 2008)
- Offer Shipping Services from the Spirit & Supplies Shoppe to allow faculty, staff and students to ship packages via UPS and also provide purchasing of United States Postal Service First Class stamps (Dickherber, September 2008)
- Expand merchandise to appeal to a broader clientele by offering more supplies to support the educational needs of specialized classes, software, and broader Corporate Emblematic Merchandise to maximize the visibility of the Lindenwood brand (Dickherber, ongoing)
- Incorporate the Spirit & Supplies Shoppe into the new incoming student “Open Houses” to increase traffic flow into the Shoppe. Example-- handing out a free baseball cap or visor to new incoming students in the Spirit & Supplies Shoppe instead of at the President’s office (Dickherber, July 2008)
- Include the Spirit & Supplies Shoppe on all admissions tours to encourage school spirit and promotion of Lindenwood University merchandise (Dickherber, 2008)
- Create Strategic Educational Partnerships to integrate retail merchandising, retail sales, financial management, website design, and fashion photography (Dickherber, August 2008)
- Reduce inventory by identifying aged-out inventory and price for clearance (Dickherber, Cole, ongoing).
- Reduce average price-point in the Shoppe while maintaining average margin of profit (Dickherber, ongoing)
- Upgrade second showroom in spirit Shoppe by adding slat wall (Dickherber, Mueller, August 2008)

### *Five Year Goals*

- Investigate feasibility of pilferage reduction by using security cameras
- Investigate Outside Sales Outlets
  - Mid Rivers Mall
  - Sports Apparel Stores
- Investigate new sources of products and merchandise to expand our customer base

## **Student Development**

### *Purpose*

Student Development is focused on campus life experiences of Lindenwood students. These experiences include housing, first-year programs, international student programs, educational enhancement center services, student success programs, work and learn, campus mail, school safety, security and discipline, student activities and career development.

Student Development works closely with undergraduate admissions, athletics and financial aid as they are all working under the same management chain for the shared purposed. Further, all departments assist in migrating from the various electronic data silos to the Comprehensive Academic Management Software (CAMS) system.

All Student Development functions and activities are designed to provide on-campus support for students and to produce positive institutional returns via student retention.

### *Career Services*

#### Assumptions

Career Services will continue to uphold and strengthen its commitment to assisting students in making the transition from academic life to the world of work.

#### One Year Action Plan

Lindenwood University is well positioned to become the most prominent private institution of higher education in the Midwest. From this base of accomplishment, Career Services enters into the coming years facing the opportunities provided by a decade of substantial growth and, at the same time, the challenges of resource and staff constraints. Career Services will commit to the following initiatives in the coming year:

- Plan and implement discipline specific Corporate Networking Nights in lieu of annual job fair (Wehrli, fall 2008)
- Work with Public Relations Office to increase visibility and awareness of Career Services through publicity materials (Wehrli, Duggan, summer 2008)
- Work with Dean of Fine Arts Division to begin offering free or reduced ticket prices to employers considered prime recruiting targets (Wehrli, Parker, summer 2008)
- Partner with Management Division to begin offering Career Development course designed to prepare students for entering the world of work (Wehrli, Hardman, fall 2008)
- Provide career development workshop for local residents participating in St. Charles Housing Authority Family Self-Sufficiency Program (Wehrli, summer 2008)

#### Five Year Goals

- Career Services will forge new alliances with corporations and non-profit organizations to facilitate internship and employment opportunities for LU students. Career Service staff will work with academic deans and faculty to increase discipline specific programming for each division.

## *Educational Enhancement Center*

### Assumptions

The Center for Educational Enhancement provides programs for skill argumentation in quantitative reasoning.

### One Year Action Plan

- Continue to address the developmental and continuing educational needs of Lindenwood University students (Ingram, ongoing)
- Continue to utilize in-depth preparatory assessments that identify areas of student need relative to an established individualized lessons/assistance (Ingram, ongoing)
- Establish a computer-based instructional format to act as an additional learning tool (Ingram, fall 2008) Programs used include the following:
  - xyAlgebra: instruction and practice in basic algebra
  - xySolver: instruction and practice in solving verbal problems
- Implement the Math Assistance program in conjunction with the needs of the mathematics department by offering the following two remedial mathematics courses (Ingram, fall 2008)
  - MTH101 Basic Mathematics (2 credit hours): This course includes the following topics: order of algebraic operations, fractions, proportions, percents, exponents, scientific notation and calculator computations, simple graphs and diagrams, linear and quadratic equation, and solving word problems (Ingram, fall 2008)
  - MTH110 Intermediate Algebra (3 credit hours): This course includes the following topics: operations with real numbers, first degree equations and inequalities, operations with polynomials, factoring, operations with rational expressions, complex numbers, and elementary functions (Ingram, Golik, ongoing)

### Five Year Goals

- Begin to offer Education Enhancement courses to high school students in the summer before they begin their studies at Lindenwood University (Ingram, spring 2009)

## *First Year Programs*

### Assumptions

The Office of First-Year Programs is committed to providing first-year students with the support and resources needed to have a successful transition to Lindenwood University. This office facilitates a retention program for first-year students, provides services to enhance their academic and personal development, and works towards fully engaging and integrating first-year students into the university community. All first-year students and incoming students with fewer than 24 credits are encouraged to utilize the support services of First-Year Programs.

### One Year Action Plan

- Offer five-day orientation program for undergraduate first-year students admitted for Fall 2008 term. The orientation, entitled First Year Experience, allows students to become engaged with the Lindenwood community on an academic, personal, and social level, while also learning about the policies and procedures (Williamson and entire campus, August 2008)
- Evaluate and revise the LUL101 course to better meet the needs of our students, which involves recruiting committed instructors, training faculty, identifying a new textbook, and updating the syllabus. (Williamson, Weitzel, and former LUL 101 instructors, May 2008)
- Evaluate and revise the first year experience model. This includes an ongoing review of all information that is disseminated to first year students to ensure we are providing consistent written and verbal information and that our policies/procedures are not creating challenges to our students as well as to discuss the sequence of the dissemination of information. (Williamson, Entire Campus, ongoing)
- Maintain up-to-date webpage for the office (Williamson, ongoing)
- Monitor and provide academic support to first-year students who are on probation, warning, back on appeal, and in good standing (Williamson, ongoing)
- Successfully market the office and its services to ensure all employees and prospective, incoming, and current students are aware of the services and programs available to students (Williamson, ongoing)
- Increase the retention rate of freshmen to sophomore year (Entire Campus, ongoing)
- Implement a one-day orientation for transfer students admitted for Spring term (Williamson and entire campus, January 2009)
- Implement a two-day orientation for first year students admitted for Spring term. (Williamson and entire campus, January 2009)

### Five Year Goals

- Create and implement learning communities. Learning communities can have a multitude of curricular structures that link together several existing courses. Learning communities allow the students to understand the material on a deeper level, become a part of the community, and result in academic integration.
- Compile statistical data about the effectiveness of the Freshmen Program and the retention of first-year students by working with Institutional Research. In order to make decisions about enhancing, refining, or diminishing programs, it is important to carefully evaluate the effectiveness and need for such programs.
- Ensure the success of the LUL101 course by encouraging all campus faculty and staff to work collaboratively, believe in the course, and understand how this course impacts our student retention and overall campus satisfaction levels. Recruiting faculty who are truly committed to the course and its outcomes is critical as well as decreasing the class size.
- To personalize and better serve first year students, add a new component to the model – First Year Connection. The First-Year Connection allows students to be assigned to a First Year Counselor. Research has overwhelmingly concluded that

the more meaningful contacts students have with faculty inside and outside the classroom, the more likely that their levels of satisfaction, adjustment to college, and academic success are positively influenced. The counselor does not replace the faculty advisor but is another layer of support. The First Year Counselor becomes the new students' guide during their initial year of college, helps students develop a sense of personal responsibility, disseminates information about rights, responsibilities, expectations, etc., and meets individually with students to help them develop and create their personal and academic goals. First Year Counselors also work with students on probation or who may be performing poorly in a given semester. Subsequently, the counselor is an integral part of the retention model because he/she becomes someone to whom the student can go with questions and problems.

- Allow the Office of First Year Programs to evolve into a Center for First-Year Students, which would require additional space, staff, and resources.

### *International Student Center*

#### Assumptions

The International Student Center (ISC) will advance Lindenwood University in the global learning community by serving as a crossroads for students from around the world seeking educational opportunities in the United States and for Lindenwood students seeking educational opportunities abroad.

#### One Year Action Plan

- Continue to develop maximum country/student diversity and service while increasing program number and quality (Guffey, ongoing)
- Investigate establishing a Lindenwood campus abroad (Guffey, ongoing)
- Continue to facilitate the French, Spanish and German study abroad program (Guffey, ongoing)
- Continue to serve as a point of contact for academic advisers in regard to immigration regulations while enrolling/advising students (Hajiyev, Guffey, ongoing)
- Continue to advise and serve as point of contact for international students while dealing with institutional policies, immigration regulations and community issues (Hajiyev, Guffey, ongoing)
- Discuss on and off campus issues for international students to better acclimate the students to their new environment. Below are examples of such:
  - Seven New Student Orientations (Guffey, Hajiyev, ongoing)
    - Address Culture Shock
    - Provide direction for integrating with campus environment
    - Student Handbook
    - Legal Restrictions
    - Explain Visa Regulations-so students maintain compliance with the Bureau of Citizenship and Immigration Services (BCIS)
    - F-1 - Must be enrolled full-time
    - F-1 - Cannot work while in school
    - Drivers License, Social Security Number, Travel Documents



- Monthly Immigration Seminars (Hajiyev, ongoing)
  - Legal Restrictions
  - Explain Visa Regulations-so students maintain compliance with the Bureau of Citizenship and Immigration Services (BCIS)
  - F-1 - Must be enrolled full-time
  - F-1 - Cannot work while in school

#### Five Year Goals

- Begin to develop multiple study abroad Lindenwood sites for both American and regional students.
- Determine the cost effectiveness of regularly traveling abroad to find the most qualified students.

#### *Resident Life*

##### Assumption

Residential living places the students in the center of academic, athletic, cultural, and social activities. The Resident Life Office will provide students with an opportunity to be part of the Lindenwood community by encouraging them to live with others of various ages, cultural backgrounds and personal interests.

#### One Year Action Plan

- Evaluate and refine the Resident Director's awards (Giessman, ongoing)
- Continue to explore the possibility of utilizing married couples as Resident Directors in some of the residence halls (Giessman, Russell, ongoing)
- Oversee the completion of the final two new residence halls for Fall 2008 including the numbering of the rooms, ordering of furniture for the rooms and lounge (Giessman, Russell, August 2008)
- Redefine the check-in procedure and explore the possibility of developing an ID activation system (Giessman, Russell, ongoing)
- Relocate 150 First Capitol residents due to redevelopment of the First Capitol area (Giessman, ongoing)
- Evaluate the current capacity of the First Capitol houses to better serve the needs of the residents (Giessman, Russell summer 2008)
- Develop a Married Student/ Single Parent Handbook that addresses the specific needs of non-traditional students (Giessman, Guffey, September 2008)

#### Five Year Goals

- Evaluate the replacement of residence hall furniture in one hall annually
- Evaluate the need for security cameras in the residence halls, particularly on the main entrances, elevators and exits
- Create an Assistant Resident Life position to assist in the day to day operations of this office as well as housing sign ups, Admissions registration days, Early Check in days, and move in week end
- Explore the possibility of upgrading the residence halls on the Heritage Campus to include air-conditioning and improved electrical circuitry

- Maintain the historic feel on the Heritage campus; explore the restoration of some of the older resident halls and their lounges, particularly Cobbs Hall

### *Student Activities*

#### Assumption

Student Activities is a department that aids in the retention and recruitment of students at Lindenwood University. As the population grows and diversifies, so will the activities that connect the students to their University. The goal of student activities is to instill a sense of pride, loyalty, and involvement at Lindenwood.

#### One Year Action Plan

- Expand student activities in quantity, quality, and diversification (Cox, staff, ongoing)
- Increase the use of the Loft and Connection by having mini-concerts, in-house coffee shop, and new indoor recreational equipment (Cox, staff, ongoing)
- Continue to help in the connection of freshman toward social engagement through a variety of activities, particularly through LUL101 and the Freshman Experience (Williamson, Cox, summer 2008)
- Develop and expand the LU Crew to encourage school spirit through participation in special and athletic events (Cox, staff, ongoing)
- Expand Greek Life on campus by having a total of three fraternities and three sororities (Cox, staff, ongoing)
- Increase deals with local merchants for Lindenwood students through promotions, i.e.: Great Clips, Papa Johns, Culpeppers, Theaters, etc. (Cox, staff, ongoing)

#### Five Year Goals

- Improve and expand all areas of student activities including facilities (both office and recreational through the new Student Center) and employees
- Build upon Annual Events to create tradition and growing participation
- Be recognized as the most innovative and active University in the region

### *Student Success Center*

#### Purpose

The Student Success Center consists of a network of educators and administrators dedicated to helping students develop and pursue strategies that will foster their success at Lindenwood University and beyond.

Our mission is to promote student success through

- Mutual respect
- Purposeful dialogue
- Effective strategies
- Accountability
- Follow-through

The Student Success Program provides practical support for students to accomplish their academic goals. The vast majority of client students served by SCC is comprised of those whose academic progress is not sufficient to meet standards. Most participants have been academically suspended one or more times and, as a result, are required to commit to a semester-long Academic Success Contract. A second group enters the program during the term, once it has become clear that they are at risk of suspension if their current performance continues without intervention. The smallest segment is the group of students who voluntarily seek support through the Success Center.

The Student Success Program is supported by a network of professors, coaches and administrators, called success advisors, and coordinated by the program director. The purpose of the Success Advisors is to provide structure, leadership and encouragement to client students. All success advisors volunteer for the role and receive training in how to perform their role. A program director issues a success contract to students, wherein they are required to attend all classes, submit all assignments, fulfill their work-and-learn obligation, and meet with their success advisor. The directors also assign students to advisors (usually 1-5 students per advisor), usually based on shared academic interests, sports, personal interests or temperament. Upon volunteering for the program, success advisors are asked to identify preferences that they have in working with students, e.g. education majors only, first generation college students, etc. Initially, advisors and students meet to discuss the students' academic goals and to develop a strategy for meeting them. Once the strategy and goals are set, students and success advisors meet weekly to assess the students' progress. Strategies may be modified as needed to make the goal more attainable.

Success is achieved when the student has complied with the terms of the strategy/contract and reached the term and cumulative grade point average appropriate for his or her level.

#### One Year Action Plan

- Create student partnerships: Frequently, students find it reassuring to know that other students have survived circumstances similar to their own. Similar to the manner in which tutors are effective with course material, peer partners can help students navigate some of the personal issues that students face – study habits, peer pressure, irresponsibility, etc. Peer partners would be students who have successfully worked through the program and have grown in their ability to achieve a balance college lifestyle. Peers can be nominated by their success advisors, which will also serve as a kind of recognition for a job well done.
- Offer workshops on various aspects of academic excellence to allow all students – not just those in the program – to learn more about achieving their goals. Many programs already exist and can be facilitated by advisors.
- Create a mechanism by which to solicit Success Advisors. Success advisors are volunteers, but because they are volunteers, frequently some of the more popular majors are underrepresented. It has become increasingly appealing to students to work with professors with whom they already have an easy relationship. In such cases, most professors are willing to take the assignment, but only on a limited basis. Most non-advisor faculty members are reluctant to take on the

administrative (reporting) aspect of the student success program. To improve the scope of the program, the student/advisor relationships and the ratio of students to advisors, it would be advisable to have more faculty members who are willing to act as success advisors.

- Create programs for undecided students. Undecided students often lack motivation, a vision of their future and the role their Lindenwood education will play in that future. Programs which help students better understand their talents and skills and how to apply those in a post-college life will enhance their motivation throughout school. A more focused approach to advising undecided students, with an emphasis on defining dreams and goals, will help them in selecting majors and striving for success.

### *Work and Learn*

#### Assumptions

Work and Learn will continue to provide appropriate work experience to the student and, at the same time, provide the university with needed work assistance. The Work and Learn office will provide the student, staff, and faculty with mail service and will provide ID services to the university.

#### One Year Action Plan

- Determine the appropriate number of students/work zones to meet university needs (Tolman, ongoing)
- Interview students to determine the appropriate work assignment to meet student and university needs (Tolman, ongoing)
- Improve student participation in the program through emphasis on student awards (LindenLeader) (Tolman, ongoing)
- Determine feasibility of integrating graduate students into the Work and Learn Program (Tolman, ongoing)
- Determine feasibility of increasing the W/L work area to allow room for staff and office files (Tolman, ongoing)
- Determine feasibility of consolidating the student and staff/faculty mailrooms (Tolman, ongoing)
- Improve mail procedures and pursue ways to save money with mail system (Tolman, ongoing)
- Conduct classes for the staff on mail issues (Tolman, ongoing)
- Increase emphasis on the use of presort services to save money (Tolman, ongoing)
- Increase emphasis on accurate mailing lists (Tolman, ongoing)
- Determine the correct amount of time/days for the ID station to operate (Tolman, ongoing) Determine effective use of IDs (Tolman, ongoing)
- Integrate IDs across campus (Tolman, ongoing)
- Determine feasibility of additional staff (1 or 2) to assist in supervision of the mailroom and an increased workload in the W/L office (Tolman, ongoing)

### Five Year Goals

- Become the university Point of Contact for all student worker issues. All of the necessary functions to make the Work and Learn Office are consolidated into a student HR department that can provide the student one-stop service from hiring to graduation. Any student, graduate or undergraduate, will be able to come to the office for any Work and Learn issue.
- Consolidate mail operations in order to increase the efficiency of operation and supervision. Eliminate the use of handwritten mail. The university will have a consolidated mailing list to prevent incorrectly addressed mail.
- Use student ID cards in all offices at the university.

# Actual Student Headcounts and Five- Year Projections

Boone						
	American Studies					
Actual 2008	12					
Projected 2009	15					
Projected 2110	18					
Projected 2111	21					
Projected 2112	24					
Projected 2013	27					

  

Communications						
	Mass Com	Corp Comm	Multi-Media	Ad Media	Pro Writing	Journalism
Actual 2008	192	38	29	24	4	43
Projected 2009	197	40	30	26	4	45
Projected 2110	201	42	32	27	4	49
Projected 2111	206	44	33	29	4	52
Projected 2112	211	46	35	30	4	56
Projected 2013	216	48	36	32	4	60

  

Education						
	Early Child	Elem	Sec Subj. Area	K-12 Cert	M.A. Cert.	MA in Ed. Admin
Actual 2008	67	368	320	120	1668	635
Projected 2009	87	388	340	125	1688	655
Projected 2110	107	408	360	130	1708	675
Projected 2111	127	428	380	135	1728	695
Projected 2112	147	448	400	140	1748	715
Projected 2013	167	468	420	145	1768	735

Education (Continued)						
	MAT	Physical Ed	Ed. S	Athletic Training	Counseling	Ed.D
Actual 2008	471	197	136	115	779	373
Projected 2009	491	207	146	120	789	375
Projected 2110	511	217	156	125	799	375
Projected 2111	531	227	166	130	809	375
Projected 2112	551	237	176	135	819	375
Projected 2013	571	247	186	140	829	375

Education (Continued)				
	Middle School	Library Media	Special Edu/all levels	Exercise Science
Actual 2008	35	50	135	28
Projected 2009	40	52	140	31
Projected 2110	45	54	145	34
Projected 2111	50	56	150	37
Projected 2112	55	58	155	41
Projected 2013	60	60	160	44

Fine and Performing Arts					
	Theatre	Dance	Music	Fashion Design	Art
Actual 2008	111	30	85	94	179
Projected 2009	150	40	110	114	194
Projected 2110	190	50	135	134	195
Projected 2111	230	60	160	154	196
Projected 2112	270	70	185	174	211
Projected 2013	310	80	200	194	226

Humanities						
	English	Languages	History	Phil	Political Science	Religion
Actual 2008	80	44	139	15	54	8
Projected 2009	84	44	144	16	33	4
Projected 2110	88	49	149	21	37	7
Projected 2111	92	54	154	26	41	10
Projected 2112	96	59	159	31	45	13
Projected 2013	100	64	164	36	49	16

Human Services				
	CJ	HSAM Nonprofit	Social Work	CMS
Actual 2008	193	98	45	41
Projected 2009	198	103	55	46
Projected 2110	203	108	65	51
Projected 2111	208	113	75	56
Projected 2112	213	118	85	61
Projected 2013	218	123	95	66

<b>LCIE</b>						
	<b>Bus Admin</b>	<b>Comm</b>	<b>CJ</b>	<b>Gerontology Health</b>	<b>Hosp Services</b>	<b>Human Resource Mgmt</b>
<b>Actual 2008</b>	1839	269	357	192	5	357
<b>Projected 2009</b>	2022	294	392	211	7	392
<b>Projected 2110</b>	2202	317	427	230	9	427
<b>Projected 2111</b>	2382	344	462	249	11	462
<b>Projected 2112</b>	2562	369	487	268	13	497
<b>Projected 2013</b>	2742	394	512	287	15	532

<b>LCIE (Continued)</b>					
	<b>Info Tech</b>	<b>MFA-Writing</b>	<b>Mortuary Mgmt</b>	<b>Christian Ministries</b>	<b>Fire Science Mgmt</b>
<b>Actual 2008</b>	151	42	2	25	27
<b>Projected 2009</b>	165	46	2	27	29
<b>Projected 2110</b>	181	52	2	30	31
<b>Projected 2111</b>	196	56	2	32	33
<b>Projected 2112</b>	211	62	2	35	35
<b>Projected 2013</b>	226	66	2	37	37

<b>Management</b>						
	<b>Acct</b>	<b>Bus Admin</b>	<b>Finance</b>	<b>HR Mgmt</b>	<b>Int'l Bus</b>	<b>Man. Info Systems</b>
<b>Actual 2008</b>	166	927	147	55	134	25
<b>Projected 2009</b>	176	937	152	60	149	30
<b>Projected 2110</b>	186	947	157	65	164	35
<b>Projected 2111</b>	196	957	162	70	179	40
<b>Projected 2112</b>	206	967	167	75	194	45
<b>Projected 2013</b>	216	977	172	80	209	50

<b>Management (Continued)</b>						
	<b>Marketing</b>	<b>Management</b>	<b>Public Mgmt</b>	<b>Sport Mgmt</b>	<b>Retail</b>	<b>Entrepreneurial</b>
<b>Actual 2008</b>	186	50	10	131	29	8
<b>Projected 2009</b>	191	50	10	136	34	18
<b>Projected 2010</b>	196	50	10	141	39	28
<b>Projected 2011</b>	204	50	10	146	44	38
<b>Projected 2012</b>	209	50	10	151	49	48
<b>Projected 2013</b>	214	50	10	156	54	58

<b>Sciences</b>				
	<b>Biology</b>	<b>Chemistry</b>	<b>Pre-Health</b>	<b>Pre-Nursing</b>
<b>Actual 2008</b>	152	44	63	28
<b>Projected 2009</b>	167	48	69	31
<b>Projected 2010</b>	183	52	75	34
<b>Projected 2011</b>	201	57	81	37
<b>Projected 2012</b>	221	62	87	40
<b>Projected 2013</b>	243	68	93	43

<b>Sciences (Continued)</b>				
	<b>Computer Science</b>	<b>Math</b>	<b>Pre-Engineering</b>	<b>Psychology</b>
<b>Actual 2008</b>	95	45	37	201
<b>Projected 2009</b>	104	49	40	221
<b>Projected 2010</b>	114	53	43	240
<b>Projected 2011</b>	125	57	46	260
<b>Projected 2012</b>	137	41	49	280
<b>Projected 2013</b>	150	46	52	300

<b>Sciences (Continued)</b>	
	<b>Sociology/Anthropology</b>
<b>Actual 2008</b>	20
<b>Projected 2009</b>	22
<b>Projected 2010</b>	24
<b>Projected 2011</b>	26
<b>Projected 2012</b>	28
<b>Projected 2013</b>	30