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Strategic Plan-Fiscal 2012
July 2011

LINDENWOOD

University

STRATEGIC PLAN

Fiscal 2012

July 2011

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Lindenwood University 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.

Executive Summary

Forward

For students and their families, a college education is a huge investment, an investment both in terms of time and money. For most students, earning an undergraduate degree requires at least four years and thousands of dollars. The question might be asked, “What does a student receive for his/her investment?”

At Lindenwood, the student receives a quality education, steeped in the liberal arts and, at the same time, brimming with practical work experiences. Students learn to think creatively and critically; they practice problem solving and learn to work cooperatively with others; they are introduced to new and different points of view through University-sponsored activities such as the Speakers’ Series, the Film Series, and classroom and club guest lecturers and have the opportunity to appreciate different cultures, faiths, and lifestyles; they discover new interests and are given opportunities to develop their talents; they see modeled ethical lifestyles and are encouraged to mature into honest, principled adults; and they have opportunities to involve themselves in the surrounding community and appreciate the values of volunteerism and public service.

Furthermore, students at Lindenwood University are encouraged to extend their learning beyond the classroom through research, presentation, and publication and are recognized for their academic and co-curricular accomplishments. Students have the opportunity to make lifelong friends from around the world and to study and live outside of the United States for two weeks or a full semester.

Additionally, students have the opportunity to prepare for a successful work career; according to the U.S. Census Bureau, 2000, the average salary for a student with a bachelor’s degree is \$22,000 higher per year than a student without a college degree; coupled with internships, student teaching, and practica, students leave Lindenwood ready to step into the workplace as prepared and qualified employees.

Structure and Purpose of the Plan

The myriad of opportunities listed above do not just happen; they are carefully designed by the University’s staff and faculty and are based on forward thinking and strategic planning. The University’s strategic plan requires employees in all schools, committees, and departments to first consider how they support the mission of Lindenwood University and then explain the means by which their members will continue to grow in their areas of expertise, use appropriate teaching methods to encourage student learners, investigate and grow programs needed for our current student population, continue to increase their student numbers, and consider their current needs and long-range goals.

Deans, committee chairs, and department chairs were tasked with meeting with the members of their academic school, standing committee, or department and designing their plan, after which

schools, offices, and committees met with the President, the Vice President for Academic Affairs, and the Vice President for Human Resources for hour-long question/answer sessions. It was at these meetings that the President and vice presidents were able to hear directly from the staff and learn about their plans and goals. It was also at this meeting that the faculty/staff and administrators had the opportunity to ask and answer questions.

The purpose of this strategic plan, then, was to encourage all members of the faculty and staff of Lindenwood University to plan forward, to plan purposefully, and to plan with the needs of our students in mind.

Strategic Questions

At the 2010 summer retreat of Lindenwood University's Board of Directors, the members were asked to consider the topics they would like to see addressed in the 2011 strategic plan. These issues were reviewed by the Chairperson of the Mission and Purpose Committee and the University's President and sent to the board subcommittee that would oversee each issue. The list of issues sent to the Strategic Planning subcommittee was addressed with the schools, committees, and departments during their meetings with the President and vice presidents. A summary of those discussions is listed below. The italicized/bolded topic represents the issue addressed by the Board of Director members and the lettered items represent the plans expressed by the faculty and staff.

Online programs:

- a) Three graduate programs will be offered online beginning in August 2011:
M.B.A.
M.A. in Nonprofit Administration
M.F.A. in Creative Writing
- b) Starting in January 2012, the first online undergraduate degree will be offered in criminal justice through the School of Human Services. All schools are working to design and offer the general education and elective courses required by students to complete this degree.
- c) Starting in January 2012, a Master of Arts in Educational Technology will be offered through the School of Education.
- d) A variety of online courses are offered at the graduate level through the School of Education, including courses in Special Reading, Special Education, Gifted Education, and Andragogy.
- e) In a given academic year, almost 100 courses are offered online, and this number is expected to increase.

Increase Science Curriculum Offerings

- a) A Bachelor of Science degree in anthropology with an emphasis in archeology will be offered for the first time in the fall of 2011.

- b) Plans are underway for a Bachelor of Science degree, followed by a Master of Science degree, in environmental science.
- c) The summer 2011 session will see an increase in the number of science classes offered.
- d) The School of Sciences will continue to recruit students for the pre-med, pre-dentistry, pre-engineering, and pre-optometry programs. Recruiting will also continue for the pre-nursing program, designed as a two-year program after which students apply to the nursing program at Barnes-Jewish School of Nursing, and the three-year pre-chiropractic program that enables students to apply to Logan College of Chiropractic.
- e) Lab refurbishing occurs on a regular basis to ensure that students have up-to-date facilities in which to learn and study. Two new research labs in biology and chemistry will be constructed during the summer of 2011.
- f) Students are encouraged to demonstrate their research and presentation skills by presenting papers at regional and national conferences. During the 2010-2011 academic year, students in biology, psychology, and mathematics were financially supported by the University to attend and present at conferences.
- g) Students are encouraged to work alongside faculty members in research studies, including the glade restoration study at the Boone Home and a salamander study, supported in part, by a grant from the EPA.

School of Business and Entrepreneurship (SB&E)

- a) A business plan is being reviewed to establish the Duree Entrepreneurship Center
- b) SB&E is working on renewal of the endorsement of the Human Resource degree by SHRM, the Society for Human Resource Management. LU is fully endorsed by SHRM, the world's largest association devoted to human resource management.
- c) SB&E will seek accreditation for the Sport Management degree.
- d) SB&E currently offers an emphasis in the M.B.A. in supply chain management. An undergraduate emphasis in the same area is currently under development.
- e) SB&E will pilot the scholarly research program for the University during the 2011-2012 academic year
- f) During spring 2011, the Personal Financial Planning program was recognized by the Certified Financial Planner Board of Standards. The degree in Personal Financial Planning will be offered for the first time in fall 2011.
- g) The new director of the Institute for the Study of Economics and the Environment (ISEE) will begin service at LU during summer 2011.
- h) Delta Mu, a national honor society in business administration, was chartered during the spring 2011 academic year, and students will be encouraged to become a part of the organization in the upcoming years.
- i) SB&E will continue to investigate a terminal degree in business.

Belleville Day Campus

- a) Academics:
 1. A Bachelor of Arts degree in psychology will be offered for the first time during the 2011-2012 academic year.

2. New program proposals have been submitted to the Illinois Board of Higher Education to begin offering degrees in sport management, English, finance, marketing, accounting, and acting.
 3. Future applications for degree approval will include biology, mathematics, and communications.
 4. Belleville campus staff will seek internship opportunities in the Belleville area for students in business, communications, and education.
- b) Human Resources
1. The newly hired director of student services will begin in summer 2011.
 2. Eight new faculty members will join the faculty for the fall 2011 term.
 3. An associate dean of academics will begin work during the summer 2011. The replacement dean of academics will assume his post in the summer 2011.
 4. A director of housing has been hired and will assume responsibilities during the summer 2011.
 5. Various coaches and admissions staff personnel also have been hired for the 2011-2012 academic year.
- c) Facilities
1. The renovation of the café, student center, and library will be complete prior to the fall 2011 term.
 2. If approved by the Board of Directors, work will be conducted during summer 2011 on
 - a) science labs,
 - b) student service offices,
 - c) science and mathematics faculty offices,
 - d) offices, restrooms, and classrooms behind the auditorium,
 - e) football stadium surface, bleachers, restrooms, and locker rooms,
 - f) security camera project,
 - g) communications lab with TV and radio studios,
 - h) business office.
- d) Athletics
- New sports teams will begin performing during the fall 2011 semester:
1. Baseball
 2. Softball
 3. Men's wrestling
 4. Men's and women's bowling
 5. Table tennis
 6. Men's lacrosse
 7. Women's lacrosse
 8. Field hockey

St. Charles Broadcasting Facilities (radio and TV) to Showcase Lindenwood:

- a) The School of Communications will begin offering a “super semester” during which students will enroll in four classes in the areas of writing, filming, editing, etc., grouped

together, thereby allowing students time to attend community functions and report on community events.

- b) The School of Communications will continue working with community organizations on projects such as those completed during the past year with the American Legion and the Partners for Progress. In 2010-2011, KCLC students conducted 71 tours of the facilities for area Cub Scout groups.
- c) The TV and radio stations will continue reporting on campus functions of interest to the community, such as the recent unveiling of the Lou Brock statue.
- d) The TV and radio stations will continue reporting on community events. As examples, during the spring 2011 semester, communications students covered the Mayoral Debates held on the Lindenwood Campus and in New Town and Governor Nixon's presence on the LU campus.
- e) Plans are in the development stage for new programming:
 - 1. A Living: program highlighting careers in the St. Charles and St. Louis areas
 - 2. Taste of St. Charles: program highlighting restaurants in St. Charles County
 - 3. Christmas concerts at various schools in the country
 - 4. Special St. Charles County people: The first show will debut in October 2011 about Homer Plackmeyer, a gentleman who is 107.

Grants Achieved and In Progress:

- a) Since 2010, Lindenwood staff members have prepared fourteen grants; eight have been approved, six are outstanding at the time of this report. In total, grants worth \$395,000 have been received from Ameren UE, the Sunmark Foundation, Boeing (two separate grants), Maritz, the Grace Harmon Foundation, the Robert J. Trulaske Foundation, and the Mabee Foundation.
- b) Grants outstanding include each of the following: Brown Shoe, ExxonMobil, Innovative Technology, Institute for Museum and Library Service, Missouri Art Council, and DCEO.
- c) Upcoming grants that will be reviewed for possible participation include PNC Grow-UP Great Grant, Boeing Single Parent Program, U.S. Bank Foundation, Kemper Foundation, Department of Education, the JSM Charitable Trust, Amy Shelton McNutt Charitable Trust, and Chatlos Foundation Inc. The goal in 2011 is to submit twelve grants.

Programs for Professionals and Degrees that Matter:

In addition to receiving a quality liberal arts education, students in many of the degree programs are prepared to enter a specific career upon completion of a degree. Listed below is a sampling of those career-related degrees:

School of American Studies: Recreation and Leisure Studies

School of Business and Entrepreneurship: Accounting, Economics, Entrepreneurial Studies, Finance, Personal Financial Planning, Human Resource Management, International, Business, Marketing, Retail Merchandising, Sport Management

School of Communications: Interactive Web Design, Digital Cinema Arts, Broadcast, Media Management and Sales, Sports Information

School of Education: Teacher/Administration Certification, School Counseling, Professional Counseling, Athletic Training, Exercise Science

School of Fine and Performing Arts: Studio Art, Graphic Design, Graphic and Computer

Art, Arts Management, Fashion Design, Music Performance, Theatre Performance, including acting, directing, technical theatre, and design and musical theatre

School of Human Services: Social Work, Fire and Paramedic Studies, Criminal Justice, Nonprofit Administration, Christian Ministry Studies, Military Science

School of Humanities: Teaching English as a Second Language, International Studies

School of Sciences: Computer Science

However, all degrees offered at Lindenwood University prepare students for the job market, if not a specific career. For instance, in the School of Humanities, students who earn degrees in English are hired as writers, editors, public relations specialists, managers, teachers, and executive assistants based on their skills with the English language and their ability to read, interpret, and understand. Students with a degree in American Studies are ready to step into the job market as interpreters, docents, and historic site managers, among others. Students with degrees in science are prepared for careers in research, software development, program analysis, forensics, actuarial science, sports fitness, etc. And all degrees also lead directly to graduate school for those students who wish to earn advanced degrees.

As discussed in the science portion of this report, pre-professional programs in dentistry, nursing, medicine, optometry, engineering, and chiropractics prepare students for advanced study. Additionally, a pre-law program is available through the School of Humanities. In short, all students who leave Lindenwood University are prepared for their next step, whether that step is the job market, the military, or graduate school.

Placement of Graduates in Government Positions:

The Department of Political Science has had great success in assisting students in acquiring internships and full-time employment in governmental positions. In many cases, it is incumbent upon the professors to help students prepare for their internships by either helping them create schedules that allow for service as needed or to learn skills and gain knowledge specific to the internship placement. Among the many internships are the following examples:

- A number of students gained internships with the City of St. Charles during the flood of 1993. In order for them to be able to collect information to prosecute tow-truck operators who significantly overcharged people who needed to pull their trailer homes to higher ground, the Department of Political Science worked with them to learn proper interview skills.
- When a young woman served as an intern for a state senator, she researched and wrote a bill on state funding for children who stayed in the foster care system. The professor worked to prepare the student for testimony that she gave before a Senate committee.
- In many cases, it has been necessary to help students adjust their schedules in order to travel back and forth to Jefferson City or to work half days with city or county agencies.
- A professor in the Department of Political Science worked individually with a student to read and understand city budgets and audit reports for her internship.
- When an intern worked with ACORN, she worked individually with a department professor to learn about specific aspects of the Missouri state constitution.

Additional internships with political entities have included the following:

- interning for Bill Bradley when he was attempting to earn the Democratic Presidential nomination
- working for a foreign language newspaper as a reporter out of Chicago

- working with a senator in Illinois leading up to the 2010 Census
- interning for state representatives in Missouri's General Assembly (Spring 2011)

In addition to internships, many alumni have secured full-time employment with governmental agencies including positions in the U.S. State Department; others have positions with the Nuclear Regulatory Commission, the General Services Administration, the Department of Homeland Security, the Transportation Security Administration, and a consulting group in Washington that is focused on receiving government grants; still others are working in military positions and the U.S. Secret Service. In addition, a recent graduate was assistant to the previous Mayor of St. Charles; another currently works as the City Administer for Weldon Spring; another serves as the Assistant Superintendent of Schools in Texas. An alum who is an attorney represents a trade group in St. Louis. Finally, when Jim Talent ran for Senate, an LU student raised almost half of the funds needed for his campaign.

Thus, the Department of Political Science is actively engaged in not only teaching the classes required for a degree in political science but also helping students gain internships, prepare for those internships, and secure full-time employment upon graduation.

Programs that Utilize the Daniel Boone Campus:

Faculty and staff members at the Daniel Boone campus have compiled a series of programmatic options for the future:

- a) Develop a low-ropes challenge course for use in recreation and physical education courses. In addition, they are investigating options of partnering with outside agencies that offer teambuilding workshops for their employees.
- b) Develop a three-to-five mile trail system (historical and ecological) through the property for use by physical education, recreation, American Studies, and art students. Additionally, they are investigating partnering with local scout groups that might be interested in using the trail system.
- c) Develop lab experiences in
 1. Science
 2. Art lab (e.g., historical weaving and spinning and woodworking)
 3. Education (outdoor education)

Illinois State Police Crime Lab:

At the time of this report, Governor Pat Quinn of Illinois had just announced that "funding is finally in place for the long-awaited construction of a new Illinois State Police crime lab in Belleville. To be built at the corner of West Main and 23rd streets next to Lindenwood University, the 60-000-square-foot lab is where DNA, fingerprints and firearms will be processed...." Belleville Mayor Mark Eckert said, "A lot of law enforcement officers from communities all over the state will be stopping there, and that's a good thing for Belleville. Students in Lindenwood's criminal justice program will get to work with them while they get their education. There is a lot of positive momentum that comes from something like this."

Quotes from: <http://www.bnd.com/2011/04/23/1681582/money-is-freed-up-for-new-crime.html>

Based on this information, development of program may proceed.

Conclusion

As stated in the introduction to this executive summary, students and their families often ask “What do I get for my investment in a college education?” As is evident from the many examples given in the previous section as well as will be evident throughout the remainder of this document, students gain the knowledge, skills, and lessons needed for both a quality career and a quality life.

Assumptions

Students

- The size of the 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 3500 commuter students (including evening undergraduates).
- The full-time day undergraduate population will see moderate growth of 50-75 students per year.
- The addition of the day program at Belleville will bring more growth.
- Graduate program growth will continue at an annual rate of 4%.
- 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 programs, may expand the teaching mission in the upcoming years.
- Student participation in research, publication, and presentation will be encouraged.
- 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 average annual rate of 2%.
- Recruiting will continue to be based in the immediate geographic area as well as across the United States and 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 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 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 Commons will continue.
- Sign upgrades and landscaping will be ongoing.
- Belleville Campus facilities will continue to be upgraded and expanded.

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 greatest growth in faculty will be at the undergraduate level in order to better serve advising/mentoring needs.
- The University will incur no more than an 8% cost increase, including raises and benefits for existing personnel and the addition of new personnel after 2009-2010.
- The University will continue to build a faculty that thrives in a goal-oriented, merit-based environment and will continue tenure-free.
- The University will encourage additional input from faculty members in the form of strategic planning and governance.

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.
- 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 Missouri and Illinois community colleges by establishing onsite 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 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 continue to refine and productively use its comprehensive student assessment program.
- The University will develop new delivery systems in all academic schools to accommodate anticipated growth in graduate and adult markets at all sites.
- The University will encourage world awareness through course offerings and expanded opportunity for travel abroad experiences.

- The University will encourage students to participate in internships and practica when applicable.

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.
- The University will make tutors available in various areas of study when possible.
- The University will encourage utilization of academic mentors and counseling services when applicable.
- The University will continue to make health care available on the main campus.
- The University will continue to require attendance reporting by all instructors in order to identify students who may need redirection.
- The University will continue to hold high standards of ethical behavior through its academic honesty program.

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.
- Fundraising 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.
- The University will play an active role in monitoring state lawmakers and others who may try to redirect state allocations to students attending private institutions.

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 board members 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.
- We will encourage and nurture a University community ethic of selfless commitment to Lindenwood's mission.

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 Judeo-Christian values upon which the University was founded.
- We will be diligent in 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 mission, 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 actively and continually nourish the University's relationship with alumni and take care to communicate how highly they are valued.
- 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

Faculty

Lindenwood University takes steps to employ the best candidate for each teaching position. When considering a candidate, three main criteria are considered. The first criterion is experience in the field of study. Lindenwood takes pride in the fact that professors in the School of Business and Entrepreneurship, the School of Education, the School of Communications, and the School of Human Services, in particular, bring both educational background and experiential background to the classroom. The University believes that through experience on the job, professors are able to prepare their students for the reality of the workforce.

The second criterion is academic preparation. The administration at Lindenwood University has set forth to hire a strong percentage of candidates with terminal degrees. Five years ago, 2006-2007, the percentage of full-time faculty members with terminal degrees was less than 50%. The percentage of faculty members with terminal degrees rose by 26% by the beginning of the 2010-2011 academic year to a level of 76%. When a new or replacement position becomes available, job placement descriptions include the need for applicants to have a terminal degree, and when applicable, job experience in the field. As the Faculty Council, department chairs, and deans review the applicant pool, those candidates with terminal degrees are given priority status. The goal was to increase the percentage of faculty members with terminal degrees to 75% by the beginning of the 2010-2011 academic year. Additionally, since Lindenwood University is starting to offer online courses, hires with experience with or interest in teaching online are also sought.

Year	Number of Faculty Members	Percentage of Faculty Members with Terminal Degrees
2006-2007	185	<50%
2010-2011	231	76%

Finally, the administration at Lindenwood University also recognizes the importance of hiring from outside of the institution in order to add different views, experiences, and areas of expertise to the faculty base. In 2007-2008, Lindenwood University employed 185 full-time faculty members. Thirty of those faculty members, 16.2%, had earned their highest degrees from Lindenwood University. At the beginning of the 2010-2011 academic year, 231 full-time faculty members were employed; however, the percentage of faculty members with their highest earned degree from Lindenwood University had decreased to 12%.

Year	Number of Full-Time Faculty Members	Percentage of Faculty Members with Highest Degree Earned at Lindenwood University
2007-2008	185	16.20%
2010-2011	231	12%

Students

Over the past twenty years, student enrollment numbers at Lindenwood University have steadily increased. During the 2001-2002 academic year, just over 11,000 students enrolled for classes. By the end of the 2011 academic year, that number will have risen to over 16,000. It is our goal that the number of enrolled students will continue to grow incrementally with the largest growth in the undergraduate and graduate LCIE programs and five-term evening graduate business program.

Lindenwood serves a diverse, talented student body of over 16,000 students, more than 3827 of whom are resident students. Just over 11 percent of our students are members of minority groups, and 63.5% are women. We value the cultural, social, and intellectual enrichment afforded the campus by 1018 international students who hail from 93 countries. Our domestic students represent 47 states. Our students' ages range from the teens to the seventies, with the average student being 30.90 years old.

The data below for the years 2001-2008 were based on the fiscal year. However, beginning with the 2008-2009, the data will be based on IPEDS (Integrated Post Secondary Education Data System), which summarizes data for the academic year.

Enrollments by Student Type: Unduplicated Head Counts

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
	Actual	Actual	Actual	Actual	Actual	Actual
Full-Time Traditional Undergrad	3076	3167	3425	3778	3979	4286
Part-Time Traditional Undergrad	217	148	180	139	218	200
LCIE Undergraduate	1467	1497	1698	2067	2022	2014
LCIE Graduate	1141	1159	1314	1723	1474	1689
M.B.A.	387	382	462	410	480	430
ED/ART Graduate	1830	2144	2610	3110	2890	3088
Non-Degree Undergrad	592	590	599	549	522	502
Non-Degree Graduate	2475	2431	1753	1287	1949	1769
Total	11,185	11,518	12,041	13,063	13,534	13,978

Enrollments by Student Type: Unduplicated Head Counts

	2007-2008	2008-2000 IPEDS Data	2009-2010 IPEDS Data	2010- 2011	2011-2012	2012-2013
	Actual	Actual	Actual	Projected	Projected	Projected
Full-Time Traditional Undergrad	4578	4560	5030	5151	5357	5571
Part-Time Traditional Undergrad	428	202	274	301	301	301
LCIE Undergraduate	2279	2459	2610	2865	3094	3341
LCIE Graduate	1181	1224	1207	1255	1355	1463
M.B.A.	414	425	452	511	546	584
ED/ART Graduate	3536	3739	3642	3800	3800	3800
Non-Degree Undergrad	453	478	502	495	495	495
Non-Degree Graduate	1838	1917	3634*	1734	1734	1734
Total	14,707	15004	17351	16112	16682	17289

	2013-2014	2014-2015
Full-Time Traditional Undergrad	5793	6024
Part-Time Traditional Undergrad	301	301
LCIE Undergraduate	3608	3896
LCIE Graduate	1580	1704
M.B.A.	624	667
ED/ART Graduate	3800	3800
Non-Degree Undergrad	495	495
Non-Degree Graduate	1734	1734
Total	17,954	17,954

Assumptions

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

*During the 2010-2011 academic year, the Regional Office of Education in Illinois made available a grant for teachers. Based on that grant, over 1200 teachers enrolled for workshop credit at Lindenwood. That funding will not be available in future years.

Academic Schools

School of American Studies

Fiscal 2012

In the coming year, the School of American Studies will accomplish the following:

The School of American Studies supports the mission statement of Lindenwood University by

- Applying real-life situations and hands-on learning activities utilizing academic theory to course objectives to develop and improve adaptive and critical thinking skills
- Challenging students to apply their knowledge and skills through a variety of courses, programs, volunteer opportunities, and internships. These courses enhance the quality of life of the community by becoming involved as an active ethical and concerned citizen
- Utilizing the Boone Campus for tourism, special events, and K-12 educational programs that will cater to the student's respective disciplines and providing a unique opportunity to acquire hands-on practical experience

The faculty members of the School of American Studies will continue to grow in their areas of expertise by

- Attending local and national conferences yearly for training and updates on issues and trends in the field and presenting when possible best practices within the respective disciplines
- Reviewing research articles from the specific discipline journal publications on a semester basis

The faculty members of the School of American Studies will use teaching methods designed to engage student learners. These teaching methods include each of the following:

- Group activities and presentations to develop teamwork and leadership skills
- Experiential learning opportunities through class projects, case studies, skill development, guest speakers, and field trips
- Increase student exposure to national and global current events in respective fields of study
- Enhance student professionalism through quality course topic research and class-level PowerPoint presentations

The faculty members of the School of American Studies will encourage student development by

- Including students in research projects within the students' specialization allowing them to help lead research
- Promoting participation in professional associations and student organizations in Missouri in order to network with professionals in the field
- Providing opportunities for students to explore interests in other parts of the region or country
- Encouraging opportunities for students to have one-on-one or small-group discussions with faculty
- Collaborating with Campus Recreation for laboratory opportunities for recreational programming

Faculty members in the School of American Studies will encourage scholarly pursuits of students in the following ways:

- Increasing the rigor of the reading and writing components of all 20000-40000 level courses by increasing the length of the papers and the depth of research cited
- Encouraging graduate and qualified undergraduate students to present at a professional local state, regional, or national conference
- Elevating AST Scholarship GPA requirements as established by the Office of Admissions from 2.0 to 3.0

Program growth within the School of American Studies will include

- Offering REC 20600 GE course multiple times per semester for student recruitment and exposure
- Increasing Recreation Leadership students to 35 declared majors
- Developing a minor of Interpretation
- Developing a minor of African American Studies
- Developing minor in Outdoor Adventure Leadership

Among the ways in which the faculty members of the School of American Studies will be open to new markets include

- Developing emphasis areas within each discipline focusing on emerging trends and markets
- Developing online courses for the nontraditional student

The faculty members of the School of American Studies will take an active role in the community by

- Participating in local, regional, and national professional associations within the faculty's specialization
- Developing partnerships with local organizations to produce volunteer and internship opportunities benefiting both the student and community
- Expanding the contact base and relationships with Home School programs

- Supporting and participating in historic events such as the 150th recognition of the start of the Civil War

The faculty members will increase student numbers in the school of American Studies by

- Establishing a presence among local professional associations
- Developing program-specific brochures for distribution to community colleges, professionals, high schools, and career and educational fairs
- Developing partnerships with local community colleges for transfer equivalencies and introductory courses

In order to achieve our goals, the School of American Studies has the following needs:

- One new faculty member for the Department of Recreation Leadership
- A stronger relationship with the History Department
- One new faculty member (Ph.D.) in American Studies/Interpretation

The chief long-range goals (2012-2017) for the School of American Studies include each of the following:

- The School of American Studies programs will achieve accreditation from the National Recreation and Park Association for the Recreation Leadership program and expand the delivery of certifications required by the National Association for Interpretation, the Association of Living History Farms, and Agriculture Museums;
- The curriculum will evolve to offer a master's degree in Cultural History Interpretation with an emphasis in site management, minor / emphasis African American Studies, and master's degree in Recreation Administration;
- The Boone Campus will become a nationally recognized multidisciplinary historic and outdoor learning resource. This will include public school, University, and professional development programs enhancing Lindenwood's status as a leading national educational institution;
- The School of American Studies will pursue opportunities to recruit graduate and undergraduate students in American Studies from European countries to attend a semester at Lindenwood or participate in Daniel Boone Home internships;
- The School of American Students will strive to increase the use of the DBH site as an interdisciplinary learning resource center;
- The school will cooperate in the construction operation of the DBH Visitor Center.

Belleville Day College

Fiscal 2012

In the coming year, the Belleville Day College will accomplish the following

The Belleville Campus - Academics

The Belleville Office of Academic Services supports the mission of Lindenwood University by

- Providing students with a high-quality liberal arts education
- Increasing the number of degrees offered at the Belleville campus, including ACCT, FIN, MRKT, SPMGT, MTH, BIO, COM (3), TA (2), and ENG (scheduled to be offered starting in fall 2011 and spring 2012)
- Providing opportunities for community members to attend academic seminars and cultural events
- Encouraging and developing student critical thinking/problem-solving skills and working to further their independence as adults, thus preparing them for a productive life as a global citizen post-graduation

The employees of the Belleville Office of Academic Services will continue to grow in their areas of expertise by

- Availing themselves of opportunities for professional development, including, but not limited to, annual professional society conference attendance and presentation
- Expanding participation in scholarly activity and encouraging the participation of students in these endeavors
- Developing new and alternative pedagogies to enhance delivery of course content and therefore provide greater opportunities for student academic success
- Maintaining a current knowledge of developments and discoveries in their respective fields of expertise

The Belleville Office of Academic Services will encourage student development by

- Providing rigorous instruction of course content and challenging students to achieve greater intellectual capability commensurate with a university-level education
- Providing multiple modes of instructional delivery as a means of expanding and accommodating learning modalities for a diverse student population
- Providing opportunities for academic development outside the classroom through participation in research, internships, service, and volunteer opportunities
- Providing opportunities for students to improve their academic capabilities by offering additional instruction via the English and mathematics instructional lab and individual tutoring in specific subject areas

Among the ways in which the employees of LU-Belleville Academics will help make Lindenwood University-Belleville welcoming to its students are

- Providing timely service in response to student concerns
- Striving to make academic processes as efficient and timely as possible
- Continuing to employ highly qualified, terminally degreed faculty members who are experts in their respective fields and also excellent teachers and academic advisors
- Providing ongoing academic advising training for faculty
- Fully staffing enrollment days for new students and providing students with a positive experience in enrolling for their initial classes at Lindenwood University
- Assisting, when schedules permit, with recruiting events including visits to area high schools
- Expanding undergraduate day/LCIE and graduate degree offerings
- Adding an Associate Dean of Academics whose primary responsibility will be to supervise LCIE at LU-Belleville

The employees of the Belleville Office of Academics will show respect to LU students by

- Not discriminating with respect to gender, age, sexual orientation, socio-economic status, religion, or race
- Being responsive to student needs and concerns
- Providing timely reminders of academic deadlines in regard to enrollment and graduation, among others

In order to achieve our goals, the Belleville Office of Academics has the following needs:

- Additional full-time faculty and LCIE advisors to accommodate needs in student advising
- Additional renovation of laboratory space to accommodate a growing student population and additional degree programs in the sciences
- A Coordinator of Student Services to oversee the Writing and Math Labs (fall 2011 with board approval)
- Renovation of theatre classrooms in auditorium in summer 2011
- Wireless Internet in all buildings and immediate exterior
- Addition of computer classrooms and smart rooms
- Additional faculty offices for summer 2011 with board approval
- Expansion of library facilities, collection, and staff
- Development of an LCIE faculty mentorship program

The chief long-range goals (2012-2017) of the Belleville Office of Academics include each of the following:

- Apply to the Higher Learning Commission for campus status
- Addition of new degree programs in
 - Business and Entrepreneurship
 - Communication
 - Fine and Performing Arts
 - Humanities

- Sciences
- Additional full-time, terminally degreed faculty in both day and LCIE classes to bring the FTE ratio between 20:1 and 35:1 in the day program; the current ratio in the day program is 67:1
- Creation of a communication center with LU-Belleville radio and TV station (spring 2012 with board approval)
- Hire a production stage manager/assistant director for Lindenwood-Belleville's theatre program. This position would assist with oversight of the auditorium productions and scheduling, set design, staging, lighting, sound, and other duties as needed
- Regular participation of full-time faculty in scholarly endeavors and expansion of student participation in these efforts
- Continued and increased pursuit of external funding sources in the form of competitive grants to fund academic activities and facilities

Student Services

The Belleville Student Services Office supports the mission statement of Lindenwood University by

- Providing quality programming and services that focus on the development of the talents, interests, and abilities of the students
- Working toward the promotion of ethical, moral, and respectful lifestyles of both residential and commuter students
- Striving toward increased retention through monitoring and addressing attendance and student performance
- Ensuring a safe and secure campus facility and learning environment
- Promoting personal responsibility and accountability in the developmental stages of the students

The employees of the Belleville Student Services Office will continue to grow in their areas of expertise by

- Exposure to training, workshops, and literature review in the area of Student Services and Student Development
- Utilizing experience and skills of each individual to promote and develop new programming and activities
- Participating in ongoing CAMS training to manage, organize, and compile necessary data to aid in retention and academic success

The Belleville Student Services Office will encourage student development by

- Assisting in the development of relevant programming that addresses student interest and needs
- Coordinating activities that promote the holistic development of the student body
- Promoting diversity and acceptance on campus through the formation of integrated clubs, organizations, service groups, and activities
- Providing guidance, encouragement, and support for students needing assistance with daily academic, residential, and/or social issues

- Bringing faculty, staff, and students together through various activities and organizations
- Guiding students through the policies, rules, and expectations of the Student Handbook, Housing Handbook, and Athletics Handbook
- Maintaining accountability and responsibility of the students' behaviors in the classroom, in housing, and on campus property
- Connecting the student body to the community of Belleville's merchants, businesses, and organizations

Among the ways in which the employees of the Belleville Student Services Office will help make Lindenwood University-Belleville welcoming to its students are

- Employing knowledgeable, enthusiastic, energetic individuals whose focus is on student development
- Having staff actively participate and show a supportive presence at student events, activities, and organizational functions
- Being responsive to the immediate and long-term needs of the students
- Remaining available to students, faculty, and staff through consistent and reliable communication via email, phone calls, and/or office appointments
- Coordinating functions of various offices on campus to meet the needs of the students and facilitating needs that transition between departments
- Providing a safe, secured campus and housing environment by having a strong public safety department

The employees of the Belleville Student Services Office will show respect to LU students by

- Providing an "open door" policy for students to voice their needs, concerns, and issues with the assurance that their voices will be heard
- Monitoring student attendance, performance, and behavior to promote an environment where our office is in touch with the unique needs and concerns of each student
- Promoting an understanding of accurate and current information on policies, procedures, and guidelines as outlined in the Student Handbook to ensure success of the student
- Treating all students fairly, consistently, and compassionately despite the reason for their placement in the Dean of Students' office

In order to achieve our goals, the Belleville Student Services Office has the following needs:

- Additional personnel in the form of a Director of Residential Services (summer 2011), a Coordinator of Student Activities/Organizations (summer 2011), a Coordinator of Work & Learn Students/Graduate assistants (summer 2012), a Coordinator of Student Enrollment Management/Retention (summer 2012), and a Coordinator of Security Services (fall 2013)
- Monthly staff meetings to assure quality communication and expectations related to the various programs

- Expanded housing facilities for residential students, including approximately 300-500 more beds for future academic years
- Internet, phone, and cable for residential students
- Expanded student services office space in summer 2011 with board approval
- Coordination of services offered at Belleville campus with those offered at St. Charles campus
- Additional security cameras to be installed in summer 2011 with board approval
- Swipe-card access to cafeteria and fitness center
- Expanded parking and lot signage for day and evening students
- Individualized login to campus computers
- Create lynxmail.lindenwood.edu email for LU-Belleville students
- Hiring of an IT staff member
- Counseling and Career Development Center to refer students in need of more comprehensive services that extend beyond the capabilities of the Dean of Students office (in progress in 2011)
- Quarterly campus faculty and staff meetings to promote accurate and timely information sharing on key issues related to students and programming

The chief long-range goals (2012-2017) for the Belleville Student Services Office include each of the following:

- Construction of dorms for both the male and female residential student population
- Expansion of the Business/Financial Aid office facility in fall 2012 with board approval
- Implementation of Greek organizations, a Campus Ministry program, and various other student clubs, organizations, and service programs
- Development and implementation of a Campus Security Department, Housing Department, International Student Service Department, Business and Financial Aid Office, and Student Development/Services Department
- State-of-the-art student center, cafeteria, spirit shop, library, and computer lab (in progress in spring 2011)
- Technological advancement of services and applications available on campus to faculty, staff, and students

Day Admissions

The Belleville Day Admissions Office supports the mission statement of Lindenwood University by

- Providing all students with detailed information to help them choose a degree program that fits their future goals, choose activities that fit their talents and interests, and teach them how to balance the two so they are successful at Lindenwood University
- Providing all students with information about choosing an undergraduate degree and thinking forward toward their future personal, professional, and educational goals
- Modeling ethical lifestyles and providing guidance to students when necessary

The employees of the Belleville Day Admissions Office will continue to grow in their areas of expertise by

- Capitalizing on the recruiting strengths of each individual by first determining his/her strengths and utilizing each individual to cross train the entire department
- Learning and documenting all day admissions processes from our peers in St. Charles and molding each process to fit the unique needs of the Belleville Day Admissions Department
- Attending recruiting seminars and/or webinars to learn about the newest ideas and concepts in the area of recruitment

The Belleville Day Admissions Office will encourage student development by

- Providing each student with the most accurate information about his/her educational choices at Lindenwood University – Belleville as well as Lindenwood University in St. Charles
- Enabling each prospective student to choose a major, a location, and activities that best fit his/her talents, interests, and future
- Acting as “teachers” to each prospective student providing basic knowledge to help them make informed choices with regards to developing their entire educational plan (this information must be very broad, but provide the basis to guide them to graduation)
- Providing other departments within the University, well in advance, any information needed to prepare for special situations, needs, or problems with students

Among the ways in which the employees of the Belleville Day Admissions Office will help make Lindenwood University-Belleville welcoming to its students are

- Greeting each student as if he or she were the only student
- Creating an Ambassador Program to provide prospective students and their families a professional tour of our campus and an overview of what we offer and provide out-of-town families information about overnight accommodations
- Continuing to meet the needs of students and the University after they matriculate by compiling information about students for future referral to activities, programs, internships, etc.

The employees of the Belleville Day Admissions Office will show respect to LU students by

- Returning phone calls, emails, and answering any student inquiries within a 24-hour period
- Maintaining the highest level of departmental integrity; keeping private information private
- Modeling professional and respectful behavior at all times whether on the University or at off-campus University activities

In order to achieve our goals, the Belleville Day Admissions Office has the following needs:

- Basic marketing materials including an application booklet, as well as brochures describing the academic and athletic programs offered
- Onsite involvement from the Office of International Students, Business Office, and Financial Aid
- A full-time administrative support employee to assist in the daily data entry requirements and other support needs of the department
- A full-time, non-coaching recruiter to handle all transfer students, attend all community college fairs, and increase our spring recruiting efforts as our coach-recruiters must travel frequently with their teams
- Additional office space for our growing personnel and number of part-time recruiter-coaches
- A copier/scanner for greater efficiency and four laptop computers for off-campus recruiting

The chief long-range goals (2012-2017) for the Belleville Day Admissions Office include each of the following:

- Increase enrollment to 500 new day students over the next 18 months and increase total day student enrollment to 3,000 over the next few years
- Increase admissions department staff from two full-time recruiters to four full-time recruiters, and three part-time recruiters/part-time coaches to six part-time recruiters/part-time coaches

LCIE Admissions

The Belleville LCIE Admissions Office supports the mission statement of Lindenwood University by

- Offering curriculum and degree programs that closely match our students' needs
- Striving for excellence in ourselves as we expect it from our students' academic work
- Encouraging and elevating the level of critical thinking and problem-solving skills

The employees of the Belleville LCIE Office will continue to grow in their areas of expertise by

- Cross-training within a department to learn all aspects of the department
- Utilizing experience and skills of co-workers to increase performance and skill sets of all employees
- Participating in continual CAMS training to better utilize all of its components
- Working toward completing graduate and terminal degrees

The Belleville LCIE Office will encourage student development by

- Presenting colloquia that will help students successfully enter the workforce or move up within the organization where they are currently employed and will also broaden their worldview
- Providing services and departments that meet their needs (i.e., Financial Aid and Business Offices, Career Development, Counseling Services, etc.)
- Guiding students to the appropriate course of action or department that can resolve any issues or objections they have
- Maintaining cordial and professional relationships with other departments
- Providing current and accurate information in a dedicated space on the bulletin board by the Administrative Office so students know they can always find pertinent information while on campus (i.e., Deadlines for Degree Applications, Colloquia, Room Assignments, School Calendar, etc.)
- Providing student discounts to well-publicized cultural and athletic events
- Following through on the requirement that all faculty members use Turn-It-In for student assignments and hold their students to the highest standards

Among the ways in which the Belleville LCIE Office will help make Lindenwood University-Belleville welcoming to its students are

- Employing friendly, professional, and well-informed staff that puts students' needs first
- Responding to phone calls, voicemails, and emails within 24 hours
- Having all staff who will eventually interact with students over the course of their degree present at their orientation (counselors, deans, faculty advisors, etc.)
- Moving quickly towards electronic and away from paper in as many processes as possible
- Addressing concerns at first mention whether it be the initial phone call or office visit, rather than relaying it through several people where it can be viewed as "passing the buck"

The Belleville LCIE Office will show respect to LU students by

- Not discriminating in regards to gender, age, religion, sexual orientation, socio-economic status, or level of education reached thus far
- Making ourselves available, whenever possible, to meet the demands of working students and their work schedules
- Providing accurate information regarding degree programs and first assignments

In order to achieve our goals, the Belleville LCIE Office has the following needs:

- A.B.S. degree in IT, as well as M.S.A. degrees with an emphasis in MGT and MRKT.
- Quarterly all-staff meetings to create better lines of communication from top-down and laterally
- Increase number of faculty advisors to better serve all students
- Increase number of adjunct faculty to allow for more sections within clusters to be offered

- A part-time business development specialist to recruit corporate partners and establish contacts in greater Belleville area

The chief long-range goals (2012-2017) for the Belleville LCIE Office include each of the following:

- Continuing to meet or exceed 10 percent growth in enrollment each term relative to the previous year's quarters and maintaining high retention rates
- Increasing the number of "smart" rooms to keep pace with the workplace our students will be entering
- Networking with area businesses to build relationships that would benefit students through a Career Development office and creating opportunities for advancement and endowments
- Continuing to review and supplement degree programs to better match the needs of our students

Office of Institutional Advancement

The Belleville Office of Institutional Advancement supports the mission statement of Lindenwood University by

- Assisting the St. Charles Office of Institutional Advancement in the overall campus development goals
- Reaching \$1,000,000 goal for 2011-2012
- Completing the Welcome Center campaign naming the Senator Alan J. Dixon Center and naming the renovated dorms and building
- Searching out new corporations for naming opportunities

The Belleville Office of Institutional Advancement will continue to grow in its areas of expertise by

- Increasing time spent with LU alumni for participation and donations
- Assisting in the first Belleville Alumni Group for endowed sponsorships
- Increasing capacity assessment of top prospects and networking with current department chairs, faculty, and employees for new donor prospects
- Working closer with Athletics to increase sports sponsorships
- Expanding scholarship support from Rotaries, Chambers, Optimist Club, and other not-for-profit organizations in the Metro East area
- Continuing to identify relationships between members of the Board of Directors/Steering Committee and foundations, corporations, and individuals
- Continuing partnerships with city and state officials
- Utilizing media contacts for new donor contacts and media coverage for Belleville

The Belleville Institutional Advancement Office will encourage student development by

- Finding new ways to measure and ensure student success
- Addressing the changing needs of those who have invested in our campus
- Measuring the effectiveness of our campaign for capital projects, scholarships, and planned giving

Among the ways in which the Belleville Institutional Advancement Office will help make Lindenwood University-Belleville welcoming to its students are

- Continuing partnerships with current not-for-profits that support LU-Belleville with Belleville scholarships to increase grant opportunity awareness
- Pursuing new grants that are student-centered
- Networking with local colleges for grant partnerships
- Beginning an awareness campaign for student book funding scholarships

The employees of the Belleville Institutional Advancement Office will show respect to LU students by

- Creating an emergency book fund to assist students in financial need
- Educating current and new students about community relationships and volunteering opportunities

In order to achieve our goals, the Belleville Institutional Advancement Office has the following needs:

- Providing a meeting place for alumni gatherings
- A full-time Coordinator of Community Relations (spring 2012 with board approval) for additional chamber and rotary involvement and gift solicitation
- A full-time Coordinator of Alumni Relations/Grant Writer (summer 2013 with board approval) to expand the Belleville Alumni Club, increase alumni stewardship, and coordinate alumni events
- A contract individual for creative layouts for select fundraising events

The chief long-range goals (2012-2017) for the Belleville Institutional Advancement Office include each of the following:

- Raising the equivalent of 10% of the annual operating budget of the University through gifts
- Raising \$100,000 in gifts through naming opportunities, grants, and scholarships
- Raising \$250,000 for the naming of the Senator Alan J. Dixon Student Center through Dixon family supporters
- Increasing Belleville alumni participation by 20 percent
- Assisting St. Charles Institutional Advancement Office to develop an inclusive University-wide capital campaign to support people, programs, and facilities
- Increase visibility to eight additional communities in St. Clair County

Office of Veteran Services

The Belleville Office of Veteran Services supports the mission statement of Lindenwood University by

- Communicating the benefits of a Lindenwood education to military and civilian personnel in the Scott A.F.B. community

The Belleville Office of Veteran Services will continue to grow in its areas of expertise by

- Educating all admissions representatives and faculty on military readmission of service requirements as needed by Illinois law
- Creating specific Scott A.F.B. brochures to address benefits and outline classes
- Creating a regular TV spot on local cable access geared to Scott A.F.B., in which current military Lindenwood students endorse the University
- Promoting Lindenwood's military grant
- Initiating partnerships with veterans' organizations and local military representatives

The Belleville Office of Veteran Services will encourage student development by

- Establishing a "Veterans' Success Center" for military and veteran students
- Offering continued support for veteran student organizations
- Providing tutoring assistance for student veterans
- Providing professional counseling for students who return from combat with Post-Traumatic Stress Disorder and other transitional services

Among the ways in which the Belleville Office of Veteran Services will help make Lindenwood University-Belleville welcoming to its students are

- Offering cultural and academic programs designed to ease the transition to campus life
- Developing an outreach program for recruitment

The Belleville Office of Veteran Services will show respect to LU students by

- Developing comprehensive support services to veteran students on campus
- Building awareness of veteran soldiers' experiences

In order to achieve our goals, the Belleville Office of Veteran Services has the following needs:

- Space for the "Veterans' Success Center"
- A Veterans Affairs Coordinator (fall 2011 with Board approval) to recruit and advise new ROTC students from 21 local high schools, as well as provide assistance with financial aid, admissions, and VA paperwork
- An education expert on military benefits

The chief long-range goals (2012-2017) for the Belleville Office of Veteran Services include each of the following:

- Making Lindenwood-Belleville the primary provider of higher education to military and civilian personnel in the Scott A.F.B. area
- Continuing to pursue Lindenwood's ability to teach on Scott A.F.B.
- Increasing veteran enrollment by 40 percent

Athletics

The Belleville Athletics Office supports the mission statement of Lindenwood University by

- Offering competitive intercollegiate athletics programs that provide each student-athlete with an opportunity to develop his/her physical and mental skills
- Employing experienced and qualified coaches and athletics staff members who are committed to educating the whole person and serving as leaders and role models to all Lindenwood student-athletes
- Recruiting admissible student-athletes with good character who have demonstrated a commitment to success in academics and athletics

The employees of the Belleville Athletics Office will continue to grow in their areas of expertise by

- Continuing to subscribe to respective professional coaching associations in order for head coaches to further their professional development

The Belleville Athletics Office will encourage student development by

- Working to increase student awareness and participation in the Student-Athlete Leadership Program, which focuses on service, leadership, and education
- Networking with the Student Services Office and community stakeholders to develop a formalized career guidance program for student-athletes

Among the ways in which the employees of the Belleville Athletics Office will help make Lindenwood University-Belleville welcoming to its students are

- Establishing multiple levels of competition within each athletics program (Varsity, JV, Freshman) so that more students have an opportunity to compete in athletics and become engaged at the University
- Working to continually update and improve the athletics Web page

The employees of the Belleville Athletics Office will show respect to LU students by

- Embracing and enforcing USCAA and Lindenwood University student-athlete eligibility standards
- Providing quality Athletic Training care to all student-athletes to help prevent injury, assist with injury recovery, and actively promote healthy lifestyles

In order to achieve our goals, the Belleville Athletics Office has the following needs:

- Renovation and construction of athletics facilities, including major renovation of the football stadium with synthetic turf to support the use of multiple teams and various weather conditions; construction of baseball and softball fields on campus; construction of a track on campus, allowing for new track and field programs; expansion of the fitness center equipment and spacing to accommodate increased enrollment and new athletics programs; additional office space and computers for all new coaches and staff members
- Additional staff members to assist with the increased Athletics Department size, including head and assistant coaches for new athletics programs, an Assistant

- Athletics Director, a Sports Information Director, an Assistant Athletic Trainer, and two certified athletic training graduate assistants
- Providing each athletics program with a University debit card to use for travel expenses

The chief long-range goals (2012-2017) for the Belleville Athletics Office include each of the following:

- To increase student enrollment through the addition and development of new and current sports programs
- To explore all options relating to conference and national affiliation and become a full member of the NAIA or NCAA
- To add additional athletics programs including: Football (2012-2013 academic year with Board approval), Swimming and Diving, Track and Field, and others as seen fit
- To increase support of all athletics programs through student activities, booster programs, marketing, networking with local media, and alumni relations
- To explore all options relating to student life and national affiliations for sports programs
- To offer athletics teams that perform at competitive levels nationally, while maintaining good sportsmanship and quality academic standing

School of Business and Entrepreneurship

Fiscal 2012

In the coming year, the School of Business and Entrepreneurship will accomplish the following:

The School of Business and Entrepreneurship supports the mission statement of Lindenwood University by

- 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
- Developing the student's communication and presentation skills
- Offering major fields of study to equip students for specialized careers
- Providing opportunities to supplement classroom education with real world experience
- Expanding the students' geographical and cultural horizons for success in an increasingly global economy
- Instilling the entrepreneurial model as an essential component of American free enterprise
- Fostering the scholarship of teaching, application, integration, and discovery among its students and faculty

The chief goals (2011-2012) for the School of Business and Entrepreneurship include each of the following:

- Continue academic integration between SB&E and LCIE
- Complete the general M.B.A. online program and supporting systems (e.g., HR, technical, faculty training, advising, online support)
- Review school programs, outcomes, assessments, and teaching methods
- Evaluate graduate programs and curriculum (e.g., M.B.A. and M.S.)
- Cultivate an environment for student and faculty scholarship
- Continue development of stakeholder relationships
- Establish the Duree Entrepreneurship Center
- Begin accreditation process for Sport Management program

The faculty members of the School of Business and Entrepreneurship will continue to grow in their areas of expertise by

- Attending and participating in appropriate conferences
- Enrolling in courses at Lindenwood and elsewhere for professional development
- Conducting research projects individually or with students
- Engaging in scholarship of teaching, application, integration, and discovery

The faculty members of the School of Business and Entrepreneurship will use teaching methods designed to engage student learners. These teaching methods include each of the following:

- Increasing the use of applied learning methods (case studies, projects, etc.)
- Incorporating backward design in curriculum development
- Increasing the use of complementary technology in the classroom, including universal adoption of Blackboard by the faculty

The faculty members of the School of Business and Entrepreneurship will encourage student development by

- Increasing the use of collaborative work among students
- Continuing to expand the number and scope of internships
- Promoting clubs and activities (etiquette dinner)
- Using IPTVs to increase student awareness of SB&E/LU activities
- Promoting and facilitating group work and workshops in Harmon Hall breakout rooms
- Coordinating student development activities and recognizing student achievements through Delta Mu Delta programs
- Fostering student participation in business incubation centers in St. Charles and Belleville

Faculty members in the School of Business and Entrepreneurship will encourage scholarly pursuits of students in the following ways

- Redesign the research requirements for the M.S. degrees
- Investigate specific courses to identify which courses should have writing, math, presentation, or research intensities.
- Expand the number of courses that qualify for honors credit through independent research
- Promote the publication of student papers and articles

Program growth within the School of Business and Entrepreneurship will include

- Redesign the school's M.S. Programs (2011-2012 AY)
- Development of an operating plan for the Duree Entrepreneurship Center with full activation in 2011-2012 AY
- Development and staffing of the Sport Management program

Among the ways in which the faculty members of the School of Business and Entrepreneurship will be open to new markets include

- Development of alternative methods and venues for delivery of courses and curriculum to potential markets (e.g., online courses and piloting hybrid courses)
- Completion of the general M.B.A. online program

The faculty members of the School of Business and Entrepreneurship will take an active role in the community by

- Maintaining close ties with business community (e.g., business advisory board; internships)
- Participating in local organizations (e.g., SHRM, SBA, CPA firms, EDC, RBC)
- Expanding the Entrepreneurship Speaker Series
- Participating in academic community conferences, events, and activities
- Expanding the Entrepreneurship Center and the ISEE
- Forming partnerships with business incubation centers in St. Charles and Belleville

The faculty members will increase student numbers in the school of Business and Entrepreneurship by

- Leveraging the new Harmon Hall facility as a showcase for students
- Expanding the successful M.B.A. marketing and recruitment efforts of the past two years
- Building on and strengthening a strong working relationship with admissions
- Maintaining and enhancing a first class SB&E Web presence

In order to achieve our goals, the School of Business and Entrepreneurship has the following needs:

- A timely and workable annual human resource plan regarding faculty, administrative support, and related facilities to meet the University's and school's objectives
- Technology and technology support to implement the University's and school's objectives, including the new M.B.A. online degree

The chief long-range goals (2012-2017) for the School of Business and Entrepreneurship include each of the following:

- Increasing the output and visibility of scholarship of teaching, application, integration, and discovery, including the publication and/or presentation of refereed research by 20%-25% of the SB&E faculty
- Expanding hybrid and online courses and curricula
- Implementing SB&E/LCIE integration plan
- Becoming an AACSB member
- Evaluating the progress towards and benefits of a doctorate degree program
- Implementing actions to place the SB&E among the top three business school choices in the St. Louis market by increasing real and perceived value to the customer, including expansion of career development and placement services, academic advising, professional marketing plans, and alumni outreach

School of Communication

Fiscal 2012

In the coming year, the School of Communication will accomplish the following:

The School of Communication supports the mission statement of Lindenwood University by

- Focusing on the talents, interests, and future of our students by providing them with the best instruction, equipment, and facilities
- Leading students to provide the community with enrichment through radio, television, print, and Internet programming
- Teaching the value of ethical lifestyles through the principles taught and promoted by courses such as *Media Literacy* and *Professional Seminar and Ethics*

The faculty members of the School of Communication will continue to grow in their areas of expertise by

- Learning more about student-oriented social networking and citizen journalism, in order to understand our students better
- Reading industry periodical publications
- Expanding teaching techniques to explore more learning opportunities

The faculty members of the School of Communication will use teaching methods designed to engage student learners. These teaching methods include each of the following:

- The super semester: a 12-credit-hour block of courses to allow students to learn the full process of building and presenting a nightly television news broadcast
- Offering multiple opportunities for students to experience historic movies in a comfortable theater that features quality video and sound

The faculty members of the School of Communication will encourage student development by

- Demonstrating positive examples of leadership, ethical decision-making, and determined pursuit of academic achievement
- Adding a level of credibility to academic achievement by putting students and their work in highly visible media positions
- Teaching students to effectively market themselves through personal online branding

Faculty members in the School of Communication will encourage scholarly pursuits of students in the following ways:

- More student acknowledgement and awards through the expansion of the Lindy's
- Requiring students to pursue more active and assertive journalism

- Rewriting the Communication pre- and post-assessment test

Program growth within the School of Communication will include

- Implementation of the redesigned Communications degrees
- New student-driven courses (i.e., *Applications for Mobile Devices*)
- Revising the graduate program to include new, non-dual-enroll courses
- An attempt to present live television broadcasts of two “away” football games for the 2011 season

Among the ways in which the faculty members of the School of Communication will be open to new markets include

- Developing dual enrollment Web design courses with the Parkway School District
- Participating in high school events
- Being more involved in the annual Journalism Education Association-National Scholastic Press Association conference

The faculty members of the School of Communication will take an active role in the community by

- Requiring student reporters to gather and report the news from the St. Charles County area
- Inviting community political, business, religious, and educational leaders to participate in LUTV programs, on-campus panel discussions, and classrooms
- Broadcasting area high school sports via KCLC and LUTV
- Working with area scouts to team with Lindenwood Communications students and developing Communication badge achievement opportunities

The faculty members will increase student numbers in the school of Communication by

- Offering a more dynamic Internet presence through the addition of LUTVonline.com and LindenLink.com
- Restructuring and marketing the high school summer video camp

In order to achieve our goals, the School of Communication has the following needs:

- A second high-end computer lab to service the growing number of Interactive Media and Web Design students
- Updated HD video equipment
- Construct a temporary video studio on the Belleville campus
- Informed media advocacy to the MIAA (broadcast rights)
- Formation of an on-campus Media Production company to serve University audio and non-broadcast video needs

The chief long-range goals (2012-2017) for the School of Communication include each of the following:

- Expanding the program offerings on the Belleville campus. This includes the full Mass Communications, Interactive Media and Web Design, and Journalism curricula
- On the Belleville campus: designing, installing, and equipping two Communications computer labs, radio and production studios, video studios and control room
- Designing, installing, and equipping a video control facility to be incorporated in the expansion of the Hunter Stadium sports complex
- Designing, installing, and equipping a video control facility to be incorporated in the expansion of the Hyland Arena sports complex
- Broadcasting live television broadcasts of all “away” football games (as well as home games)

School of Education

Fiscal 2012

In the coming year, the School of Education will accomplish the following:

The School of Education supports the mission statement of Lindenwood University by

- Continuing to adopt, develop, and implement best practices for each individual program in order to develop the whole person and prepare students to succeed in the workplace. The best practices will be measured through standard Implementation and assessment benchmarks
- Continuing to assist in the development of effective University data systems that will help to collect data in order to measure student academic and professional disposition growth. This data will be utilized to inform decision making regarding program development and instruction of the course objectives.
- Continuing to develop students into reflective decision makers in order to positively impact the 21st Century global community as measured by our own evaluation instruments

The faculty members of the School of Education will continue to grow in their areas of expertise by

- Attending and participating in state and national professional organization events as well as serving as officers in state and national professional organizations
- Hosting and participating in local school district and business professional development opportunities
- Staying current on professional journals, magazines, and textbooks of our areas

The faculty members of the School of Education will use teaching methods designed to engage student learners. These teaching methods include each of the following:

- Backwards Design Curriculum Planning to utilize appropriate methods as related to each lesson and evaluation
- Marzano's methodologies to ensure learning is taking place
- A variety of differentiated instructional techniques appropriate to course objectives; for example, setting the climate, graphic organizers, think time, group discussion triggers, thoughtful questioning, teaching for conceptual change/understanding, metacognition, active learning-simulations/role play, authentic problem-based learning, inquiry, analogies, reflective responses, active learning, cooperative learning, modeling, double loop feedback, presentations, research literacy/projects, promoting learner responsibility, knowledge of adult learner needs, learning contracts, etc.

The faculty members of the School of Education will encourage student development by

- Encouraging participation in professional organizations and campus events that support development of the whole person

- Discussing, analyzing, and reflecting upon professional knowledge and application of process as related to 21st Century issues
- Being required to give evidence of being an informed decision maker, capable of evaluating self throughout the educational process while recognizing the value of continuing education

Faculty members in the School of Education will encourage scholarly pursuits of students in the following ways:

- Expanding counseling services to students by providing interns to the Success Program so that undergraduates who are struggling academically will have an outlet to explore possible barriers to success
- Including student participation in scholarly research, writing, and presentations
- Continuing to engage students through professional organization events

Program growth within the School of Education will include

- Expanding services to students by providing interns to the Success Program
- Continued expansion of programs on all campuses, including online programs
- Staying ahead of market needs by staying current on educational legislative issues

Among the ways in which the faculty members of the School of Education will be open to new markets include

- Expanding programs in Southwest Missouri to include coursework for psychological examiner certification and higher education administration
- Expanding programs on Belleville campus
- Expanding online programs

The faculty members of the School of Education will take an active role in the community by

- Hosting and participating in advisory councils
- Serving the community through local schools district needs
- Serving as a professional development resource for local school and businesses

The faculty members will increase student numbers in the school of Education by

- Contacting all those individuals who inquired within the last two semesters to follow up on their interest
- Continue to visit local schools and businesses with flyers containing information on programs and schedules
- Participate in conference, community, and other events to promote SOE programs

In order to achieve our goals, the School of Education has the following needs:

- More graduate assistants or staff members to assist in placement of interns for all department's programs as being required through placement participants

- More staff members to assist in coordinating counseling activities for the Student Counseling Resource Centers at both St. Charles and Belleville campuses
- Assistance in upgrading technology resources for each program, especially for pre-service teachers

The chief long-range goals (2012-2017) for the School of Education include each of the following:

- Constantly assessing our market needs and program options as well as maintaining quality across all campuses; developing specific recruiting goals as related to market and programs in each department
- Creation of the Lindenwood University School Improvement Research Center and within this center designing evaluation instruments to allow us to research and document the impact our M.A., Ed.S., and Ed.D. graduates have on schools and workplaces
- More office and classroom space to provide academic, health, and counseling services to the Lindenwood community

School of Fine and Performing Arts

Fiscal 2012

In the coming year, the School of Fine and Performing Arts will accomplish the following:

The School of Fine and Performing Arts supports the mission statement of Lindenwood University by

- Promoting professional standards of theory, conceptualization, and practice in performance and technical training. Personal commitment, teamwork, and interdisciplinary collaboration are emphasized to successfully complete the lab / studio production components of the acting, directing, design, and technical areas of focus.
- Exploring historical and contemporary ideas and social mores to enrich the context of living in the 21st century as informed, useful, and compassionate citizens. The departments within the FPA will celebrate the antecedents of Western society in performances, thus inviting audiences to embrace the human struggles embraced by performances, concerts, exhibits, and showcases.
- Encouraging individual freedom of thought in classroom explorations and studio practices in all lectures, readings, discussions, and production exercises. Student growth is empowered and ensured in a non-dogmatic atmosphere in which curiosity and imagination are welcomed as a means to test existing truth and discover new aspects of fact.

The faculty members of the School of Fine and Performing Arts will use teaching methods designed to engage student learners. These teaching methods include each of the following:

- Extensive use of 'smart' classroom technology, which encourages visual learning skills in the contemporary classroom population of digital communicators
- Field trips to arts technology and presentation venues for tours, performances, or exhibitions to expose students to professional arts operations
- Continued crew opportunities with visiting national touring shows and Guest Artist seminars to allow students personal interaction with working professional and to develop employment contacts

The faculty members of the School of Fine and Performing Arts will encourage student development by

- Individual attention to each student. We believe that each of our students is unique and worthy of the highest commitment of time, encouragement, and preparation for success.
- Creative adaptations. We believe that certain students' learning styles may require modifications in the standard delivery format including more emphasis on visual than aural, project teaming with another student, and an oral examination option, and the challenge of advanced research and production for honors credit.
- Inclusive design. We believe that students benefit from project or lab and studio work in grouped situations that are crafted to reinforce their impact on and significance to a team goal.

- Achievable outcomes. We believe that course and practical work should include clearly delineated increments of mastery in process at which time students can review progress, modify strategies, and be approved to move forward to the remaining requirements.
- Stimulating environments. We believe that students deserve and can expect each of the space and time commitments in which they are expected to learn, by discipline, to be appropriately scheduled, sized, and equipped with materials and fixtures that motivate and focus their experiences there.

Faculty members in the School of Fine and Performing Arts will encourage scholarly pursuits of students in the following ways:

- Recruiting undergraduate and graduate students into professional development research for academic papers, presentations, journal articles per each discipline
- Requiring more writing and citations in traditionally performance- and/or practical-based studies to reinforce documentation skills standards and written communication
- Reinforcing in all class work the interdisciplinary connections to other majors areas to prevent 'insulated' thinking and entice broader perspectives and implications

Program growth within the School of Fine and Performing Arts will include

- Continued extensive use of Jelkyl Theatre for One Acts, graduate thesis projects, improv nights, and experimental original student projects in all departments
- Development and implementation of emphasis in Dramaturgy and Stage Management, as well as Entertainment Management
- Expanded study-abroad programs in Italy, Spain, and England to place students in historical locations appropriate to topics of study

Among the ways in which the faculty members of the School of Fine and Performing Arts will be open to new markets include

- The revised Master of Art in Arts Management: Entertainment Production is designed to attract more traditional business majors to expand their employable expertise
- Concerted focus on program adaptations for recruiting students with diagnosed special needs to remain responsive to that market segment
- Increased targeting of the international market through additions to the LU Web site and global journal articles and advertising

The faculty members of the School of Fine and Performing Arts will take an active role in the community by

- Supporting through loans and rentals the St. Charles Unified School District production needs
- Continuing to honor the partnership with the St. Charles County School District Superintendent to host the all-district orchestral and choral music finals in the Bezemes Family Theater
- Continue to host the secondary school district teacher's and their students annual show in the Boyle Art Gallery
- Continue to partner with St. Louis Fashion Week to secure internships for LU students in

their employment goal area

The faculty members will increase student numbers in the school of Fine and Performing Arts by

- Continuing to offer competitive arts scholarships making private college affordable for more students considering state institutions
- Continuing to offer limited Graduate assistantships in the arts to remain nationally competitive
- Continue to attend and recruit successfully from the state and national Thespian Conferences for both performance and technical majors

In order to achieve our goals, the School of Fine and Performing Arts has the following needs:

- Space: develop more office space for new hires per projected student enrollments
- Equipment: regular replacement of expendable materials – stage and studio lamps and color media, studio classroom construction materials per discipline, musical instruments parts, dance floor tape, graphics supplies. Also regular maintenance and repairs by warranty or through authorized vendors of existing equipment.
- Hiring of two full-time art (to remain on track for NASAD certification) and one fashion faculty to service increased enrollments
- Finish phase-one remodeling of Jelkyl Theatre to update stage space, sound, and lighting systems and continued use for FPA academic program events

The chief long-range goals (2012-2017) for the School of Fine and Performing Arts include each of the following:

- Commencing the revised Arts Management degree. The correlation of business and art courses will include more firsthand experiences with production booking, contracts and riders, working with unions, box office accounting, and onsite management of talent.
- Hiring additional terminally degreed specialists in all divisions for certification in national accreditations (i.e., NASAD – the National Association of Schools of Art and Design: 3D Specialist for the Art Division) to significantly enhance students' opportunities to be trained in highly advanced techniques necessary for their professions.
- Encouraging more student-originated explorations of the arts (i.e., original scripts, exhibits, and related productions) for credit involving full use of existing facilities and technical support as appropriate.

School of Humanities

Fiscal 2012

In the coming year, the School of Humanities will accomplish the following:

The School of Humanities supports the mission statement of Lindenwood University by

- Enhancing global awareness through world history, world literature, foreign language, and international studies programs
- Advocating international experiences by sponsoring study abroad programs
- Supporting liberal arts and values-centered programs in religion and philosophy

The faculty members of the School of Humanities will continue to grow in their areas of expertise by

- Editing magazine and writing articles in areas of expertise like the Journal of International and Global Studies, The Confluence, and others
- Reviewing manuscripts for production through the Lindenwood Press and other publishers
- Presenting scholarly papers at regional and national conferences
- Keeping current with research in our areas, especially for courses taught

The faculty members of the School of Humanities will use teaching methods designed to engage student learners. These teaching methods include each of the following:

- Requiring students to demonstrate their learning through the writing of essays, whether formally or in answer to exam questions
- Exploring possibilities in collaborative teaching and research
- Utilizing dialectics

The faculty members of the School of Humanities will encourage student development by

- Creating and teaching new advanced survey courses in history especially designed for majors
- Requiring internship programs for history majors not in the high school certification track
- Better preparing students for teaching and graduate school by proposing expanded offerings and expertise in global history
- Sponsoring advocacy group for clean water and against human sex trafficking
- Directing the Lindenwood film series
- Exploring opportunities for internships in publishing and professional writing for English majors and other students
- Providing opportunities for creative development, such as presenting and publishing their work and entering competitions

Faculty members in the School of Humanities will encourage scholarly pursuits of students in the following ways:

- Expanding Sibley Day offerings to include presentations of student papers
- Taking students to present papers at academic conferences such as the Missouri Conference on History in April 2012
- Requiring three credit thesis for undergraduates and six credit thesis for graduates in International Studies

Program growth within the School of Humanities will include

- Increasing the number of majors in every department
- Increasing course offerings in every department
- Expanding requirements and offerings in foreign language literature courses
- Increasing master's programs like TESOL, Public Administration, and International Studies
- Increasing offerings of online courses

Among the ways in which the faculty members of the School of Humanities will be open to new markets include

- Adding the new master's in TESOL program
- Joining international organizations
- Expanding marketing efforts for The Confluence to increase paid subscriptions by fifty percent in the coming year

The faculty members of the School of Humanities will take an active role in the community by

- Recruiting local students through History Bowl
- Serving on local boards like the Missouri Conference on History
- Serving in community organizations
- Sponsoring Dodgeball Tournament to raise funds for local wounded soldiers
- Appearing as political analysts on local and campus television and radio shows
- Participating in the literary community, both through faculty presenting their creative works and through support and attendance at local events

The faculty members will increase student numbers in the School of Humanities by

- Working with Office of Undergraduate Admissions to advertise Honors sections
- Encouraging education of the whole person by increasing Humanities offerings
- Serving on faculty committee for recruitment
- Completing survey of successful graduates to be used by Admissions
- Using the Faculty Scholarship Program through Ste. Genevieve and Perryville newspapers
- Adding new honors societies and clubs, especially for religion majors
- Offering more master's programs

In order to achieve our goals, the School of Humanities has the following needs:

- More facilities and equipment for adjuncts
- A better and/or an extra copier
- More classroom space at peak times
- Visiting professor programs

The chief long-range goals (2012-2017) for the School of Humanities include each of the following:

- A more organized study abroad program including more options for Spanish majors and a new semester in England for history majors
- Modeling a writing-across-the-curriculum (WAC) approach in every class for other Lindenwood schools to follow
- Actively pursuing implementation of WAC campus-wide
- Applying for membership in National Association of Schools of Public Affairs (NASPAA)
- More involvement for faculty and students in outside conferences
- More exposure on local media
- Expansion of English Preparedness Program (EPP) and integrating it with the Teachers of English to Speakers of Other Languages (TESOL)

School of Human Services

Fiscal 2012

In the coming year, the School of Human Services will accomplish the following:

The School of Human Services supports the mission statement of Lindenwood University by

- Building on students' awareness of current social issues in their community and encouraging obligation to responsible citizenship, including providing opportunities for cultural enrichment and immersion in field activities
- Nurturing professional development through preparation for practice, licensure, certification, and graduate studies

The faculty members of the School of Human Services will continue to grow in their areas of expertise by

- Attending and presenting to a relevant conference/workshop or provide other community-based/continuing education opportunity to practitioners in respective fields, as funding and schedules permit
- Researching and benchmarking best practices demonstrated by institutions with similar degree programs

The faculty members of the School of Human Services will use teaching methods designed to engage student learners. These teaching methods include each of the following:

- Incorporating assignments that necessitate readings from scholarly articles (other than required course readings) to challenge student cognition
- Developing community-based/field-based projects that result in student portfolios
- Being intentional about adopting assessments in each course that require applied critical thinking skills

The faculty members of the School of Human Services will encourage student development by

- Reinforcing the notion that students are an integral part of a broader community by engaging them in class projects that benefit both the LU community and/or other external groups (i.e., Dance Marathon, Sibley Day)
- Creating competencies and professional skills, based on market needs, in the areas of oral and written communication, time management, and applied work ethics
- Mentoring students and offering major-specific and career guidance (i.e., mock interviews, networking receptions, resume review, sharing of job postings) to ensure academic success, adjustment to University life, and to facilitate professional goals

Faculty members in the School of Human Services will encourage scholarly pursuits of students in the following ways:

- Involving students, along with faculty sponsors, in conferences, paper presentations, as funding and schedules permit
- Challenging students to develop and strengthen critical thinking skills through the use of Socratic teaching methods and integrating writing and debate exercises into our core curriculum

Program growth within the School of Human Services will include

- Incorporating a full online bachelor's degree in Criminal Justice and Fire and Paramedic Science and expanding the existing Nonprofit Administration Master of Arts degree
- Expanding outreach programs to targeted prospective students (i.e., Lion's Pride Summer Youth Conference, CSI Institute)
- Developing and circulating a school-specific recruitment brochure, in cooperation with the Office of Admissions and other appropriate vehicles

Among the ways in which the faculty members of the School of Human Services will be open to new markets include

- Providing courses that operate through the electronic book (eBook) format
- Continuing to consider adopting a Master's of Social Work program
- Considering an online degree in Fire and Paramedic Sciences

The faculty members of the School of Human Services will take an active role in the community by

- Serving on community boards and advisory councils relevant to area of expertise/practice
- Facilitating training (conferences or community-based speaking engagements) to practitioners in relevant fields (i.e., GROW Philanthropy Summit, joint efforts with St. Charles County Police Academy)

The faculty members will increase student numbers in the school of Human Services by

- Maximizing opportunities to offer courses/sessions of special interest to non-majors during J-Term, Sibley Day, cross-posting of courses, etc.)
- Activating recruitment function of student membership organizations
- Updating and maintaining an informative and engaging school Web site for prospective students
- Identifying key representatives of relevant degree programs at community colleges and determining appropriate outreach mechanisms

In order to achieve our goals, the School of Human Services has the following needs:

- As space becomes available, private, individual office space for each faculty member to support student counseling sessions and individual productivity

- Workshop/conference attendance and memberships in professional organizations (i.e., per faculty member annual stipend)

The chief long-range goals (2012-2017) for the School of Human Services include each of the following:

- Developing a systematic assessment tool to track progress of graduates in field
- Becoming a recruitment 'school of choice' for employers when considering candidates for employment
- Increasing visibility of our program and offering and enhancing LU's academic reputation so as to gain a competitive edge in the education market
- Maintaining a viable connection to the community, including our tradition of joint ventures (police academy, fire and paramedic schools, community-based social service agencies) and cooperative educational experiences

School of LCIE

Fiscal 2012

In the coming year, the School of LCIE will accomplish the following:

The School of LCIE supports the mission statement of Lindenwood University by

- Providing an integrative liberal arts curriculum
 - Continuing to include and to evaluate the following learning outcomes in every cluster syllabus: Oral communication skills, Written communication skills, Critical thinking skills
 - Fully implementing the ETS Proficiency Profile Examination that measures the change in liberal arts proficiencies from the first cluster to graduation
- Offering professional and pre-professional degree programs
 - Offering continuously updated degree programs in business administration, health management, human resource management, information technology, criminal justice, fine arts in writing, and communications
 - Beginning or achieving professional accreditations in as many programs as feasible
- Focusing on the talents, interests, and future of the student
 - Studying the results of the recent surveys that LCIE administered to its graduates and continuing to administer and upgrade the survey instrument
 - Interviewing graduate students before they begin LCIE programs
 - Keeping detailed records during advising sessions and bringing information from those sessions to the monthly LCIE meetings for discussions on the talents, interests, and future of LCIE students
 - Producing a profile and projection on adult learners
- Supporting academic freedom and the unrestricted search for the truth
 - Having a minimum of one annual meeting with adjunct faculty members and their program director in which all faculty in the program contribute to its continuous improvement
 - Fully implementing the yearly one-on-one meetings with program chairs and adjuncts
 - Discussing the nature of academic freedom and the unrestricted search for the truth at the first LCIE faculty meeting of each academic year
- Affording cultural enrichment to the surrounding community
 - Contributing to the University Speaker Series
 - Offering colloquium opportunities that are open to the community
- Promoting ethical lifestyles
 - Ensuring that every LCIE faculty member conducts the cluster in an ethical manner
 - Ensuring that the material on ethics in each cluster is covered
 - Modeling ethical behavior and demanding the same from students
- Developing adaptive thinking and problem-solving skills
 - Ensuring that students are challenged to think beyond textbook coverage of subjects
 - Requiring research papers in every cluster

- Using the Socratic method in the classroom as appropriate
- Furthering lifelong learning
 - Using the colloquia as a tool to make students aware of the opportunities for lifelong learning in the community
 - Preparing a proposal for a lifelong learning institute for Lindenwood alumni and interested members of the community
 - Inviting alumni to participate in writing workshops and giving them opportunities to submit their creative work to *The Lindenwood Review*.

The faculty members of the School of LCIE will continue to grow in their areas of expertise by

- Entering their professional data into Digital Measures, thereby reviewing their accomplishments and becoming aware of any lapses in their professional development
- Attending at least one professional conference in their disciplines each year
- Presenting or collaborating on papers when possible
- Becoming aware of free webinars, lectures, and meetings of their professional societies and attending whenever possible. Full time faculty will set an example for their advisees by doing some sort of professional development each quarter.
- Receiving and reading the journals or newsletters, online or paper, from at least one professional society to which they belong
- Taking or developing coursework in the areas of their expertise as relevant to their teaching responsibilities.

The faculty members of the School of LCIE will use teaching methods designed to engage student learners. These teaching methods include each of the following:

- Reviewing interactive tools available on the Web sites of publishers of their textbooks
- Incorporating online learning from either the publishers or from Blackboard in at least one cluster in each program in 2011-2012
- Piloting the use of some form of social networking in group projects in at least one cluster in each program in 2011-2012
- Compiling a list of online sources for tutoring, reinforcing concepts, and augmenting the classroom experience, with the help of the adjuncts teaching the cluster in at least one cluster in each program
- Acquiring written, audio, video, or online resources on teaching methodologies to be used in training adjunct instructors
- Reviewing the textbooks and materials in use for relevancy

The faculty members of the School of LCIE will encourage student development by

- Posting information on the LCIE Web site regarding internships, regional seminars, workshops, lectures, and other activities related to the majors offered in LCIE. This information will be collected by each program director in conjunction with the adjuncts and advisors in that program.
- Ensuring that students learn how to research the job market, professional organizations, professional certifications, and opportunities for professional growth in their majors either in the foundations cluster or capstone course of their major

- Including an entrepreneurial aspect in at least one research paper in their majors whereby they are not only required to know what is but also to contemplate what could be

Faculty members in the School of LCIE will encourage scholarly pursuits of students in the following ways:

- Making students aware of special student memberships in the appropriate professional societies
- Allowing proof of a new membership in a professional society and attendance at one local meeting to count as two colloquia
- Encouraging instructors to include a scholarly research paper as part of the written requirements in each cluster
- Engaging in scholarly research and pursuits themselves and mentoring interested students
- Posting publication opportunities on the M.F.A. blog and Facebook page

Program growth within the School of LCIE will include

- Developing degree programs and/or areas of emphasis that prepare students to pursue existing professional certifications
- Forming relationships with industries related to majors offered through LCIE, as in the formation of advisory boards and professional networking
- Continually improving existing programs and delivering a quality education
- Efficiently sharing resources throughout the University through integration
- Involving M.F.A. students in the production of the literary journal, *The Lindenwood Review*

Among the ways in which the faculty members of the School of LCIE will be open to new markets include

- Understanding the immediate needs of local communities through the market research efforts of the University
- Anticipating the needs of new generations of adult learners
- Offering degree programs that prepare students to pursue professional certifications not being addressed at competing regional colleges
- Offering more hybrid and online courses
- Attending conferences and professional meetings to remain abreast of current research and developments and their implications in education

The faculty members of the School of LCIE will take an active role in the community by

- Producing a plan for a lifelong learning institute open to the community, utilizing St. Charles and extension site facilities during the day, targeting Lindenwood alumni and encouraging them to function as facilitators
- Representing Lindenwood University and LCIE at professional and charitable functions
- Encouraging faculty members to apply their expertise and talents as involved citizens in their communities
- Volunteering with local charitable agencies (e.g., Youth in Need school supply collection every August)

The faculty members will increase student numbers in the school of LCIE by

- Developing a focused marketing plan to promote existing and new degree programs
- Assisting Site Directors with forums for communication about the LCIE model, the unique value of specific programs, and the most current information about LCIE
- Communicating the purpose, the value, and the operational utility of the LCIE program to all Lindenwood faculty and administration through service on University committees and active involvement in formal and informal events
- Encouraging undergraduate students to transition directly into master's degree programs
- Offering additional three-semester-hour courses to allow students to complete clusters at Lindenwood
- Continually improving existing programs
- Contacting various school districts about the possibility of providing materials about the M.F.A. in Writing Program to teachers seeking professional development opportunities

In order to achieve our goals, the School of LCIE has the following needs:

- Resources to attract the very best adjunct faculty possible, including competitive salaries and a tuition remission program for those who need additional graduate coursework in their assigned teaching areas to meet the University's requirement and to meet accreditation standards
- Remodeling of the auditorium of LUCC to comfortably accommodate students and visitors
- Addition of science labs to more extension sites in order to allow the delivery of the B.S. degree at sites that are convenient to students
- Addition of at least one computer lab for use as a classroom at more extension sites to allow the delivery of the entire current business curriculum at those sites and for future curriculum upgrades
- Materials, including books, lectures, videos, and stipends for speakers to assist in training LCIE faculty, both full time and adjunct, in the best practices in providing adult education
- Inclusion of the new online M.F.A. degree when advertising Lindenwood University

The chief long-range goals (2012-2017) for the School of LCIE include each of the following:

- Implementation of lifelong learning institute (2013-2014)
- Achievement of ACBSP accreditation for the LCIE Business Programs (2011-2012)
- Achievement of accreditation for the Health Management Programs with AUPHA and CAHME (2012-2013)
- Implementation of a structured training program for new and established adjunct instructors that will introduce them to best practices in teaching adult students, orient them to administrative policies at Lindenwood University, and encourage further professional development (2011-2012)
- Utilization of a framework of technology and online resources to maximize the quality of the out-of-classroom study hours necessary to deliver clusters (2012-2013)
- Recognition as a model for adult education by the Higher Learning Commission (2013)
- Growth of the online M.F.A. in Writing degree program (2012-2017)

- Annual publication of the literary journal *The Lindenwood Review* (2012-2017)

School of Sciences

Fiscal 2012

In the coming year, the School of Sciences will accomplish the following:

The School of Sciences will support the mission statement of Lindenwood University by

- Offering courses that provide an opportunity for students to develop adaptive thinking and problem-solving skills, as well as those that help to build a future in professional careers
- Offering professional and pre-professional degree programs and aiding our students in developing their resumes through independent research and internship opportunities
- Offering general education courses that enable all students to connect the sciences with their daily lives

The faculty members of the School of Sciences will continue to grow in their areas of expertise by

- Increasing our current level of student and faculty research
- Attending and giving presentations at professional meetings, particularly those that highlight student research

The faculty members of the School of Sciences will use teaching methods designed to engage student learners. These teaching methods include each of the following:

- Use of One-Note - Symposium lectures as saved sessions to help students learn problem solving
- Incorporation of application exercises in classroom
- Development of Video Introductions into General Chemistry labs to accommodate varied instruction in courses with multiple instructors
- Development of consistent grading rubrics for lab and lecture courses

The faculty members of the School of Sciences will encourage student development by

- Providing pragmatic learning experiences by inviting guest speakers to address students on career-related issues
- Assessing efficacy of remedial Mathematics and Intro CSC courses by measuring student success in subsequent courses
- Encouraging use of the greenhouse by students outside of the BIO program
- Establishing and developing an Anthropology Club

Faculty members in the School of Sciences will encourage scholarly pursuits of students in the following ways:

- Incorporating a student research poster session into Sibley Day activities

- Working with the Speaker Series Committee to include at least one high-profile scientist among each year's invited speakers

Program growth within the School of Sciences will include

- Development of new CHM coursework for ACS-certified degree approval
- Initial offerings of courses for new anthropology major
- Development of archaeology research program

Among the ways in which the faculty members of the School of Sciences will be open to new markets include

- Participating in Science Olympiad activities on the Lindenwood campus
- Recruiting students to the new anthropology major
- Developing creative and interesting faculty pages for the University Web site

The faculty members of the School of Sciences will take an active role in the community by

- Sponsoring a Science Film Series to encourage student involvement in the science programs
- Participating in new Community Speakers Bureau

The faculty members will increase student numbers in the School of Sciences by

- Developing a Summer Science Academy offering foundational coursework beginning with Chemistry and Mathematics
- Developing an Archaeology Day at the Boone Campus for local high school groups

In order to achieve our goals, the School of Sciences has the following needs:

- Renovation of Y409 to Instrumental/Analytical lab and Y402A to faculty/student research lab
- Creation of a biology faculty/student research lab on 2nd floor of Young Hall
- New full-time faculty in psychology, biology, and computer science
- Development of laboratory space for archaeology students in Young Hall

The chief long-range goals (2012-2017) for the School of Sciences include each of the following:

- Upgrade and expansion of dedicated lab/interview space for PSY student research
- Achievement of ACS approval for the B.S. in chemistry curriculum
- Development of dedicated classroom for seminar classes
- Conversion of Eastlick Hall to School of Sciences office and laboratory spaces
- Development of curatorial facility for archaeology in new Visitors Center at the Boone Campus
- Establishment of B.S. degree program in Environmental Science; will lay the groundwork for development of M.S. degree

- Improve course and program assessment methods to reflect guidelines provided by the University Office of Institutional Research

Standing Committees

Academic Standards and Processes Committee

Fiscal 2012

In the coming year, the Academic Standards and Processes Committee will accomplish the following:

The Academic Standards and Processes Committee supports the mission statement of Lindenwood University by

- Overseeing the implementation of policies and processes set by other committees (i.e., EPC)
- Working with administration, other committees, and faculty members to create policies that are practical and beneficial for the growth and betterment of the student
- Working with administrators, other committees, and faculty members to create goals and objectives that are achievable toward sustaining academic integrity

The Academic Standards and Processes Committee believes that best practices within our area include:

- Reviewing academic policies currently in place to ensure that they are within the goals of the mission statement for the University
- Creating policies and templates to support the implementation of new ideas as well as other procedures for matters of academic credibility and integrity that have not yet become standardized
- Reviewing and regulating a system/protocol that will have oversight over conditionally admitted students and specialized (i.e., contractual) degrees
- Coordinating efforts with other campus-wide committees (where it is relevant and feasible to do so) to achieve a unified decision in an expedient manner

In order to achieve our goals, the ASPC has the following needs:

- Records storage space (i.e., conditionally admitted students, contract degrees, etc.)
- Access to a University administrator who can advise on matters related to University policies and protocol (i.e., Dr. Weitzel)
- Conference room with adequate seating space for all committee members
- Advising center with a member on the committee who will be an advising consultant for conditionally admitted students

The chief long-range goals (2012-2017) for the ASPC include each of the following:

The Academic Standards and Processes Committee's vision for the next five years includes each of the following points:

- A thorough and efficient structure to ensure a well-organized approach to evaluating and creating measures of academic standards among the faculty and administration

- The creation of systems (i.e., protocols, templates) for all procedures developed for the growth and betterment of the student with respect to academic standard-related issues
- The achievement of a more successful retention rate and academic accomplishments by conditionally admitted students by providing academic structure
- An open forum for new creative ideas that are for the betterment of the operation of the University, with relevance to matters related to academic standards

Assessment Standing Committee

Fiscal 2012

In the coming year, the Assessment Standing Committee will accomplish the following:

The Assessment Standing Committee supports the mission statement of Lindenwood University by

- Overseeing the University's academic assessment programs
- Acting as a forum for the discussion of assessment needs
- Producing the academic portions of the University's academic assessment reports

Based on the role the Assessment Committee plays at Lindenwood University, we see our responsibilities as

- Monitoring the process of assessment within the different schools at LU
- Recommending how to integrate the process of assessment with other LU institutional demands and needs
- Facilitating the process of assessment for faculty, students, the administration, and staff at LU

In Fiscal 2011, we will have the following goals and meet them by

- Expanding the transparency of assessment. The creation of an Institutional Research Web site linked to the main University Web page will be a major step in this direction. It will host the assessment documents for the previous years.
- Working with schools/departments to give more focus to the idea of general education goals being taught in non-general education classes. This will be accomplished by working with the departments to identify the general education goals that are accomplished in non-general education classes. We will begin the process of looking for ways to assess those goals while avoiding placing an undue burden on the schools/departments.
- Beginning the process of working with other committees more directly to ensure a more focused effort to improving the University's programs. The Dean of Institutional Research is on both the General Education and the Academic Standards and Policy Committees. As the Assessment Committee becomes more active in broadening assessment interaction with both of these committees, coordination, and cooperation will become more important.
- Having put in place a system for measuring how general education goals are being supplemented in non-general education class

In order to achieve our goals, the Assessment Standing Committee has the following needs:

- Possible release time for some members in order to allow them to put more time into doing analysis of their school/department assessment data
- Graduate assistants for assessment officers needed for help with clerical issues, etc.
- Creation of a Web page for the Office of Institutional Research

The chief long-range goals (2012-2017) for the Assessment Committee include each of the following:

- Focusing greater assessment efforts on strengthening both graduate and undergraduate-level writing skills
- Playing a role in creating consistent teaching quality across the many satellite campuses and among the adjunct professors
- Expanding assessment of our graduate programs

Council on Teacher Education

Fiscal 2012

In the coming year, the Council on Teacher Education Committee will accomplish the following:

The Council on Teacher Education Committee supports the mission statement of Lindenwood University by

- Providing an interdisciplinary evaluation and review of admittance requirements as related to assessment benchmarks in individual teacher education programs
- Providing an interdisciplinary review and recommendation of academic policies regarding admission and continuance in the teacher education program
- Hearing appeals concerning candidate admittance and continuance in the teacher education program

The members of Council on Teacher Education Committee will encourage student development by

- Continuing to assess benchmarks of teacher education candidates to ensure that candidates have the knowledge, skills, and disposition to work as professional educators in schools
- Continuing to discuss issues regarding those who participate in the School of Education program in relationship to maximizing the learning experiences of candidates
- Linking with Lindenwood University School of Education Advisory Councils to maximize learning experiences of candidates and P-20 students

Among the ways in which the members of the Council on Teacher Education Committee will represent the concerns of the University is by

- Demonstrating high regard and valuing all interdisciplinary, P-20, community, and student stakeholders by holding at least one meeting per semester to discuss issues facing education certification programs
- Fostering an open, collaborative environment to encourage dialogue towards continued evaluation and development of students entering the field of education at the first benchmark and entering the student teaching program at the second benchmark with optimal student achievement and success as goal
- Reviewing and analyzing the efficiency and effectiveness of interdisciplinary programs as related to PRAXIS score results of candidates through the assessment reports provided by the assessment committee

In order to achieve our goals, the Council on Teacher Education Committee has the following needs:

- Continued technology improvement in CAMS for data collection and analysis

- Continued human resource needs for assistance in data collection and analysis—this would include working closely with Department of Institutional Research to development clearly defined expectations of HLC report needs, DESE report needs, etc.
- Library needs: updated curriculum library- we have a curriculum library committee but would need more input from the disciplines to build this library for the St. Charles and Belleville campuses

The chief long-range goals (2012-2017) for the Council on Teacher Education Committee include each of the following:

- Link with Lindenwood University School of Education Advisory Councils to maximize learning experiences of candidates and P-20 students as related to education reform legislation
- Continue to discuss, evaluate, and make recommendations to School of Education regarding current teacher education program benchmarks
- Continue to review assessment benchmarks of teacher education candidates to ensure that candidates have the knowledge, skills, and disposition to work in schools
- Stay current with Missouri certification competency and PRAXIS updates in order to better align programs to prepare students for success

Educational Policies Committee Standing Committee

Fiscal 2012

In the coming year, the Educational Policies Committee will accomplish the following:

The Educational Policies Committee supports the mission statement of Lindenwood University by

- Identifying and implementing policy that is representative of change and growth within the University
- Researching and improving academic policies
- Assisting in creating stronger policies for more rigorous academic standards

The members of Educational Policies Committee will encourage student development by

- Supporting the development of policy that contributes to the betterment of students both academically and ethically
- Improving the rigor of academic courses by implementing course level definitions and expectations
- Incorporating policies which emphasize courses that are more writing-intensive and which provide opportunities for students to develop interpersonal, leadership, and communicative skills
- Allowing students to submit concerns regarding education policy through a formal venue and encouraging a student presence at some or all EPC meetings

Among the ways in which the members of the Educational Policies Committee will represent the concerns of the University is by

- Supporting faculty efforts to evaluate program rigor and improve and maintain the highest academic standards
- Promoting awareness of EPC's responsibilities and scope of work and encouraging faculty to submit concerns and recommendations to the committee
- Responding in a timely manner to requests from stakeholders
- Communicating proposed policy changes with related committees such as the Academic Standards Committee
- Performing due diligence in researching other institutions for similar policies and making appropriate changes when needed

In order to achieve our goals, the Educational Policies Committee has the following needs:

- A graduate assistant assigned to the chair for major research projects
- Timely access to meeting space for unexpected meetings
- Development of an approval process that minimizes the interval between the time a policy is approved by the committee and time the policy gains administrative approval

- Open communication with deans and administration during larger projects with University-wide implications

The chief long-range goals (2012-2017) for the Educational Policies Committee include each of the following:

- Improve the implementation of educational policy by providing workshops for faculty to assist in training for new policies
- Follow up on recent policy changes to ensure they represent improvements in policy
- Continue to address concerns responsible for the “Course Definitions Taskforce” and contribute to efforts to clarify course level standards
- Adopt policies that raise academic standards and integrity

Faculty Council

2012

In the coming year, the Faculty Council will accomplish the following:

The Faculty Council supports the mission statement of Lindenwood University by

- Evaluating each proposal dealing with curricular issues in an effort to address its alignment with Lindenwood's mission statement, its academic integrity, and its impact across academic programs.
- Supporting equality of education through involvement in the hiring and evaluation of faculty members in an effort to produce culturally enriched citizens of a global community in an environment free from discrimination
- Promoting academic freedom by redefining practices and procedures that limit faculty in their dignified pursuit of both truth and knowledge, ultimately improving the academic integrity of our classrooms

The members of Faculty Council will encourage student development by

- Designing an annual educational Sibley Day event that encourages student involvement and emphasizes the mental, physical, social, and spiritual growth of every student
- Meeting with the LSGA president a minimum of two times per semester to receive student perspectives on faculty concerns that directly affect student growth and campus culture

The members of the Faculty Council will represent the concerns of the University by

- Promoting an all-campus forum for faculty, staff, and students that encourages academic freedom with the best interests of the University in mind
- Serving as a communication link while ensuring all appropriate issues of faculty concern are addressed in a multidisciplinary approach, and recommendations for resolution are provided in fewer than 90 days

In order to achieve our goals, the Faculty Council has the following needs:

- Issues addressed by the Faculty Council need to be concrete, measurable, actionable, and within the ability of the Faculty Council to address.
- Access to reasonable funding, space, release time, data, and support (administrative, student, and staff) in order to produce high quality recommendations on issues and projects
- Clear guidelines from the administration regarding issues that can and cannot be addressed in a productive manner by the council. The council needs autonomy in rejecting issues that are determined by the council to be outside the scope of concrete, measurable, and actionable.

The chief long-range goals (2012-2017) for the Faculty Council include each of the following:

- Becoming identified as a decision-making body that takes a University-wide approach in the discussion and approval of programs and policies that can impact curriculum, student learning, and the granting of degrees
- Being instrumental in creating a clear distinction between faculty and staff, which offers instructors the support, means, and respect to pursue truth and knowledge
- Positioning Lindenwood University so that it stands as a pinnacle of academic integrity to which other institutions will aspire. Incorporating the best of Lindenwood's past with solid principles and procedures employed at other model institutions.

General Education Committee

2012

In the coming year, the General Education Committee will accomplish the following:

The General Education Committee supports the mission statement of Lindenwood University by

- Encouraging and defining the University's integrative liberal arts curriculum
- Endorsing general education courses, which promote adaptive thinking and problem-solving skills
- Providing a solid intellectual foundation to further lifelong learning

The members of General Education Committee will encourage student development by

- Ensuring the integrity of new general education courses by evaluating all new proposals according to consistent discipline-specific criteria
- Continually evaluating existing general education courses based on the same criteria used to screen new courses

Among the ways in which the members of the General Education Committee will represent the concerns of the University is by

- Listening to students and helping faculty members promote the general education curriculum in a way that will improve general perceptions of the courses and their importance to Lindenwood's stated mission
- Using data from the annual assessment report to measure the effectiveness of courses in achieving their relevant general education goals

In order to achieve our goals, the General Education Committee needs

- Continued administrative support for the committee and its members
- An opportunity to address the full faculty on the subject of promoting and explaining the general education curriculum to our constituent students

The chief long range-goals (2012-2017) for the General Education Committee include each of the following:

- Complete compiling criteria for each general education category that can be used to evaluate current and future courses
- Determine the best way to integrate the LCIE program into future general education advising manuals
- Create a system for re-certifying current general education courses every three years based on assessment data and the written criteria for each category
- Consider enrollment limits for skills-based general education courses

- Continue to monitor Lindenwood's general education requirements and compare them with those of peer institutions
- Communicate with current and recent students to gauge the effectiveness and perceived value of general education courses

Institutional Review Board

2012

In the coming year, the Institutional Review Board will accomplish the following:

The Institutional Review Board supports the mission statement of Lindenwood University by

- Supporting the graduate and undergraduate school programs requiring research through our role in the review and approval of their research applications
- Assuring ethical conduct of the researchers in our various programs and the protection of the human subjects of that research

The members of Institutional Review Board will encourage student development by

- Continuing to improve the process whereby we educate students in the role of the IRB in regard to their research
 - Primarily in the development of IRB application process training documents and PowerPoints
- Giving lectures to research design courses in the area of ethical research, sound design, and the IRB application process
- Investigating the possibility of including NIH training into the IRB application process

Among the ways in which the members of the Institutional Review Board will represent the concerns of the University is by

- Protecting the University and its researchers - students, faculty, and staff – by being diligent in the review of research and ensuring that all research done under the auspices of Lindenwood University conforms to the Code of Federal Regulations as it pertains to Ethical Standards and Human Subject protection

In order to achieve our goals, the Institutional Review Board has the following needs:

- When the plans for a new administration building are finalized, we would like to pursue the idea of a permanent base of operations for the IRB either in the new building or in space vacated in Roemer Hall. Primarily we would like an office space for the meetings of the IRB, which would double as a repository for IRB documents and records, including the acquisition of reference materials and texts. In this way, items could stay in one place rather than having to travel from one chair (and/or secretary) to the next.
- The use of a GA as a record keeper and data entry person for the day-to-day operation of the IRB. The paperwork for the IRB can become quite overwhelming and requires considerable time to process. Most of this is accomplished by the IRB chair and the secretary without the benefit of any release time. Future chairs will have more difficulty as there are increasing numbers of applications due to increasing LU research programs.

The chief long-range goals (2012-2017) for the Institutional Review Board include each of the following:

- To continue to improve the IRB operations through the development of evaluation tools, guidelines, and rubrics as well as trying to increase the transparency of IRB processes and awareness of these processes by having these items posted on the LU Web site under the IRB pages
- To acquire a reference library of ethics texts as well as design and research methods texts for use by the IRB
- To develop some in-house IRB training for the professional development of new members to augment the NIH and HHS training that our members complete

Lindenwood Student Government Association

2012

In the coming year, the Lindenwood Student Government Association will accomplish the following:

The Lindenwood Student Government Association supports the mission statement of Lindenwood University by

- Functioning as a co-curricular organization with the purpose of enhancing the education offered by Lindenwood University through hands-on experiences while representing the student body and fostering the development of student leaders
- Preparing the Lindenwood student leaders to be a productive members of the community through the guided responsibility that comes with many of the positions made available to the student body
- Developing opportunities for the many different student organizations to work together for a common cause, which provides an atmosphere of different cultures, beliefs, and backgrounds from which every student involved learns

The members of the Lindenwood Student Government Association will continue to grow in their areas of expertise by

- Creating relationships with surrounding University-level student governments, which will allow the LSGA to collect new ideas and share their own experiences with students from other institutions
- Actively enhancing the classroom education of Lindenwood student leaders through the process of problem solving and organizational planning within their respective student organizations and/or the participation in LSGA leadership as either elected officers, appointed consultants, or committee members
- Sharing the education of student leaders with other students actively participating in the student government through brainstorming, planning, and general business meetings
- Actively participating in the National Association of Campus Activities' annual convention where programs on campus life and leadership are available to the Lindenwood Delegates that are chosen to participate

The members of the Lindenwood Student Government Association will encourage student development by

- Supporting, participating, and planning approved campus events that allow students to develop a positive cultural experience through interaction with other members of the Lindenwood Community
- Representing a wide variety of organizations that provide Lindenwood students with the opportunity to become an involved member of campus life and enhance their education through leadership experiences

- Acting as the voice of the student body through collecting student concerns, investigating their merit, and developing a resolution for presentation to appropriate school administration

Among the ways in which the members of the Lindenwood Student Government Association will help make Lindenwood University welcoming to its students are

- Offering a safe and positive environment to share any University concerns a student may have
- Acting as a support network for student organizations and their leaders by providing resources such as funding, training, and guidance
- Providing the student population with the satisfaction of having their concerns addressed, which creates the opportunity to have comfortable relationships among the student population, faculty, and staff

The members of the Lindenwood Student Government Association will show respect to LU students by

- Following up with general student body concerns in a timely and appropriate manner while keeping the concerned parties up-to-date with the progress toward a solution
- Allowing any student to speak about his/her concerns and/or praise at every general business meeting through a two-minute dialogue during a designated time. The concerns are to be addressed within two weeks of their introduction.
- Representing their needs and desires to the appropriate school administration and/or providing the student with the resources to address their needs
- Recognizing student leaders through a collection of award opportunities and recognition at general body meetings

In order to achieve our goals, the Lindenwood Student Government Association has the following needs:

- The continued source of monetary support from Lindenwood University which allows for the development of campus life and leadership development opportunities for the Lindenwood student population
- An effective means to communicate with the general student population for the purpose of encouraging involvement, educating students about their options when facing student life issues, and sharing the positive resolutions that come from their concerns
- The continued support of the LSGA program from school administration and the Lindenwood community, which grants the LSGA the opportunity to follow through with their mission and vision for Lindenwood student life
- A consistent and reliable location that can manage the growing size of the LSGA general body meetings

The chief long-range goals (2012-2017) for the Lindenwood Student Government Association include each of the following:

- To grow the Lindenwood Student Senate into a self sustaining part of the Lindenwood community, which will function as a separate branch of the LSGA rather than an entity within the LSGA
- To develop an effective system for collecting student concerns that is both visible and accessible to the general student body on an everyday basis; a system that allows the LSGA to efficiently go to the students rather than requiring the students to come to the LSGA
- To establish a formal event to be held yearly that allows for all student leaders to come together and share in the recognition of their peer's accomplishments. This event would be planned and executed by the students and for the students with contributions to campus life and leadership as the basis for student recognition
- To create an effective and efficient set of procedures and policies that creates a positive and productive work environment in the LSGA office located within the Evans Commons
- To create an official set of leadership development programs to be offered annually to the student body

Campus Offices

Office of Academic Services

Fiscal 2012

In the coming year, the Office of Academic Services will accomplish the following:

The Office of Academic Services supports the mission statement of Lindenwood University by

- Providing services to students, faculty, and staff in areas of academic record management, registration, course scheduling, classroom assignments, graduation, and institutional reporting
- Ensuring that all LU students, faculty, and staff are provided with high quality services regardless of campus location
- Constantly monitoring current process and procedures to determine if our services are efficient, effective, and delivered in a customer friendly manner

The staff members in the Office of Academic Services will continue to grow in their areas of expertise by

- Participating in professional development activities both inside and outside of the University
- Attending appropriate seminars and conferences hosted by Higher Education Associations such as AACRAO and MAACRAO
- Continued participation on the Education Policies, Academic Standards, General Education, and Customer Services committees

The staff in the Office of Academic Services will encourage student development by

- Providing timely information regarding progress towards completion of student degree programs
- Compiling and disseminating grade information to other University departments to ensure early intervention tools are provided to students in need
- Providing real time online services allowing students to monitor their own progress and success

Among the ways in which the staff in the Office of Academic Services will help make Lindenwood University welcoming to its students are

- Providing not only online services to our students but also face-to-face alternatives for every service to ensure that all students' needs are met
- Participating in customer service training to make sure that we are friendly and approachable at all times

The staff in the Office of Academic Services will show respect to LU students by

- Taking the time to listen to students, answer questions in a friendly manner, and always refer students to the correct department if we cannot solve the issue in Academic Services
- Making sure that every student, both past and present, is aware that our online services do not replace our one-on-one services and that a live person is always available to assist LU students
- Constantly soliciting student feedback on how services can be improved and making changes to meet the student needs

In order to achieve our goals, the Office of Academic Services has the following needs:

- New storage facilities for Academic Records
- Full-time staff to accommodate the increased support necessary to ensure success of the NCAA transition
- Additional office space to services students in a customer friendly environment

The chief long-range goals (2012-2017) for the Office of Academic Services include each of the following:

- Providing online options for every service offered by Academic Services
- Ensuring that every student has access to accurate degree audit information during his/her first semester at LU
- Providing all services to our Belleville campus to include certification of student athletes
- Creating and implementing a Veterans Affairs office to fully service the increasing number of Veterans at LU

Office of Accounting

2012

In the coming year, the Office of Accounting will accomplish the following:

The Office of Accounting supports the mission statement of Lindenwood University by

- Keeping as current as possible the University's student account balance details, account payable payments, agency account balances, investment reports, and financial reports for the board, administration, faculty, and students

The members of the Office of Accounting will continue to grow in their areas of expertise by

- Staying abreast of new technology that assists students (i.e., CAMS, Dynamics, etc.)

The members of the Office of Accounting will encourage student development by

- Encouraging questions to help them develop an understanding of their student accounts in regard to their Work and Learn obligations

Among the ways in which the members of the Office of Accounting will help make Lindenwood University welcoming to its students are

- Displaying knowledge and expertise in our fields
- Assisting and guiding them when necessary

The members of the Office of Accounting will show respect to LU students by

- Listening to their concerns and working with them towards a solution to their student account concerns
- Being polite and courteous

In order to achieve our goals, the Office of Accounting has the following needs:

- More space; we are severely overcrowded

The chief long-range goals (2012-2017) for the Office of Accounting include each of the following:

- Clean up inactive account payable vendors and fully depreciated fixed assets accounts
- Obtain federal id numbers for all current account payable vendors for new 2011 form 1099 requirements
- Set up new software for the new form 1099 requirements
- Prepare for new NCAA sport budgeting, accounting, and reporting requirements

Office of Communications and Public Relations and Office of Executive Communications

2012

In the coming year, the offices of Public Relations and Executive Communications will accomplish the following:

The offices support the mission statement of Lindenwood University by

- Promoting the good news of Lindenwood and shaping the view of our institution through typical channels and new social media opportunities
- Testing and implementing multimedia assets such as Web video and Web content management devices
- Monitoring, editing, and proofreading the professional quality of written communications that represent the president and the University
- Freeing the President of many daily written communication tasks so he can better use his time in pursuit of his vision for the University

The staff members in each office will continue to grow in their areas of expertise by

- Attending professional development seminars and conferences in the areas of social media, Web content management, marketing, and graphic design
- Cross-training and shadowing in social media, sports information, and photography
- Researching the history and articulation of the mission and purpose of the University so that the mission can be more accurately represented in written communications and so that current events that reflect Lindenwood's core values can be highlighted

The staff in the offices will encourage student development

- (indirectly) Through support materials for FYE and the offices in student development
- Through support materials for the plethora of cultural and entertainment opportunities on campus
- By creating a speakers/media experts bureau for faculty, those who are most directly responsible for the academic development of students

Among the ways in which the staff in each office will help make Lindenwood University welcoming to its students are

- Being connected to emerging communications tools and testing and implementing them on the Web and in recruitment
- (indirectly) Through production of recruitment support materials
- By helping the academic schools edit their copy for the new Web site so that it is appropriately written for students who expect Internet-oriented copy – not print-oriented copy

The staff in each office will show respect to LU students by

- Responding in a timely fashion to their increasing volume of Web and email inquiries and requests
- Adding to the Daily Digest a section where faculty can boast about their students' exceptional achievements (e.g., presentations at conferences)

In order to achieve our goals, the offices have the following needs:

- Staff member in Belleville to handle increasing PR needs in that area
- Graduate assistant for video endeavors on LU Web site and athletics Web site
- Go Pro Hero video cameras (2) for PR and sports information
- Software upgrades to CS5 to make PR office consistent with student graphics department
- A commitment from content creators to a consistent copy review process

The chief long-range goals (2012-2017) for the Office of Communications and Public Relations include each of the following:

- Handling the growing publications needs of the campus in a timely and efficient manner by exploring cost effective efficiencies (such as an editorial content management system)
- Increasing the awareness of Lindenwood University throughout the St. Louis area with increased media and social media endeavors that result in a growing market share

Office of Evening and Graduate Admissions and Extension Campuses

2012

In the coming year, the Office of Evening and Graduate Admissions and Extension Campuses will accomplish the following:

The Office of Evening Admissions and Graduate Admissions and Extension Campuses supports the mission statement of Lindenwood University by

- Understanding the demographics, backgrounds, and needs of our students as they pertain to their pursuit of higher education and personal development
- Providing learning opportunities outside the classroom through the development of colloquia opportunities at each campus
- Providing student friendly guidance to people of all ages and backgrounds relating to the benefits and pleasures associated with continued learning

The staff members in the Office of Evening and Graduate Admissions and Extension Campuses will continue to grow in their areas of expertise by

- Seeking to attain a broad understanding of social media and to remain current in our use and understanding of that tool in promoting growth as well as providing a valuable informational resource for our students
- Seeking internal cross training in the critical areas of financial aid, business office, and program development
- Attending outside professional training seminars to keep current on sales and customer service techniques

The staff in the Office of Evening and Graduate Admissions and Extension Campuses will encourage student development by

- Raising awareness of available resources such as tutors, writing lab, career services, etc.
- Maintaining strong, open relationships with students that encourage them throughout their pursuit of higher education

Among the ways in which the staff in the Office of Evening and Graduate Admissions and Extension Campuses will help make Lindenwood University welcoming to its students are

- By ensuring that all extension campuses appropriately represent the high standards and quality that has become a Lindenwood trademark
- By providing conveniences that make a lasting impression on our students and mirror the type of environment that one would experience at our largest local employers

The staff in the Office of Evening and Graduate Admissions and Extension Campuses will show respect to LU students by

- Responding to needs, requests, and inquiries in a timely manner
- Responding to each student as if he/she is our only student
- Continually seeking ways to exceed our students' service expectations

In order to achieve our goals, the Office of Evening and Graduate Admissions and Extension Campuses has the following needs:

- Investing in extension campuses to always reflect the same quality that is evident on the main campus, the Belleville campus, and the new City and Wildwood campuses
- Invest in classroom technology until each extension campus classroom is fully equipped with smart-room technology
- Hiring of the highest quality staff in sufficient quantity to be able to meet the dual goals of continual growth and exceeding our students' and faculty service expectations
- The continued ability to attract and retain top performers through job and personal development as well as competitive compensation

The chief long-range goals (2012-2017) for the Office of Evening and Graduate Admissions and Extension Campuses include each of the following:

- Fully understand and react accordingly to the anticipated growth in online programs and course offerings
- Expand our campus network to include key population centers in each state where we have approval to offer programs
- Raising the academic profile of Lindenwood University in the markets we serve and beyond by recruiting quality students and graduating high performing, productive members of the workforce
- Continue to attain an increasing market share among our local competitors as well as strong incremental growth at each campus within our network
- Proactively respond to the ever increasing challenge created by the growth of for-profit educational institutions

Office of Facilities

2012

In the coming year, the Office of Facilities will accomplish the following:

The Office of Facilities supports the mission statement of Lindenwood University by

- Providing a safe and secure environment at all campus sites
- Ensuring all products, services, and equipment are available for use
- Assisting in the planning of future needs, managing new construction projects, and acquiring new real estate

The staff members in the Office of Facilities will continue to grow in their areas of expertise by

- Identifying subject matter experts for main areas to teach/mentor others less knowledgeable. For example, Elvin is a skilled electrician and will be used to teach Mike (a skilled carpenter) how to do basic electrical troubleshooting. Mike has been professionally trained to troubleshoot sprinkler systems and can be used to teach the rest of the staff this skill.
- Inviting area external experts in to provide training
- Cross-training individuals

The staff in the Office of Facilities will encourage student development by

- Enhancing and improving the appearance and atmosphere of all facilities

Among the ways in which the staff in the Office of Facilities will help make Lindenwood University welcoming to its students are

- Providing safe, clean housing and grounds

The staff in the Office of Facilities will show respect to LU students by

- Leaving “We were here” messages in rooms
- Presenting Lindenwood University in the most professional manner to internal and external customers at all times

In order to achieve our goals, the Office of Facilities has the following needs:

- Additional real estate to be used as permanent housing
- Additional real estate to be used for temporary housing
- Additional housekeeping/maintenance staff
- Additional professional staff

The chief long-range goals (2012-2017) for the Office of Facilities include each of the following:

- Completion of LU Commons by fall of 2011
- Completion of planning/construction of Town Center by fall of 2013
- Completion of Bell Tower by 2012
- Completion of Admin Building by 2015
- Finalize plans and construct sewage system and Visitor's Center at DBH by fall 2011
- Upgrade electric in Cobbs Hall by fall of 2012
- Modify Belleville campus as needed
- Completion of Campus ADA Assessment by fall of 2013
- Completion of Student Athlete Center by fall of 2012 (has three classroom meeting spaces)
- Completion of Classroom Building planning upon relocation of Auto Zone by fall 2013

Office of Information Services

2012

In the coming year, the Office of Information Services will accomplish the following:

The Department of Information Services supports the mission statement of Lindenwood University by

- a) Providing technology-enabled classrooms to aid delivery of materials to students
- b) Providing up-to-date software as well as network (wired and wireless) and systems applications to faculty, staff, and students
- c) Maintaining the CAMS integrated database and Portals that allow administrative offices, faculty, and students to perform day-to-day operation

The staff members in the Department of Information Services believes that best practices within their area include

- 1) Ensuring lowest cost for each purchase
- 2) Striving to meet the ever-evolving direction Lindenwood applies technology in its mentoring of students
- 3) Training professionals to handle a multitude of issues from telecommunications to audio-visual, network, or systems in a 24X7X365 environment
- 4) Working with individual departments to modify CAMS according to business rules of the University

In order to achieve our goals, the Department of Information Services has the following needs:

- 1) Expanded server room and office space for employees
- 2) Expansion of virtual infrastructure
- 3) Expansion of wireless network to the dorms
- 4) Potential upgrade of database server for CAMS
- 5) Disaster recovery site based on the University's Business Recovery Plan

The chief long-range goals (2012-2017) for the Department of Information Services include each of the following:

- 1) Remote access to the network from anywhere in the world with a network connection for authorized users
- 2) Wireless to the dorms
- 3) An integrated H/R system that interfaces with the CAMS Student Information system
- 4) Implement 'Degree Audit' features in CAMS so that students' degree requirements can be checked via the student and faculty portals
- 5) Server room / data center upgrade
- 6) Redundant fiber backbone
- 7) New ID card system

Office of Institutional Advancement

2012

In the coming year, the Office of Institutional Advancement will accomplish the following:

The Office of Institutional Advancement supports the mission statement of Lindenwood University by

- Improving the participation rate of the University alumni from 13% to 18%
- Growing the endowed funds to \$200 million by the 200th anniversary in 2027
- Funding 30% of costs for capital projects

The staff members in the Office of Institutional Advancement will continue to grow in their areas of expertise by

- Expanding prospect research of alumni and friends
- Increasing capacity assessment of top prospects
- Increasing time spent with prospective donors and stewarding donors

The staff in the Office of Institutional Advancement will encourage student development by

- Making a compelling case for student success
- Addressing the changing needs of our stakeholders
- Measuring the effectiveness of campaigns for the annual fund, endowed funds, planned giving, and capital projects

Among the ways in which the staff in the Office of Institutional Advancement will help make Lindenwood University welcoming to its students are:

- Pursuing grants and gifts to improve retention and graduation rates of first-generation college students
- Increasing endowed scholarships and student honors awards
- Expanding the athletics/booster funding to support our scholar athletes

The staff in the Office of Institutional Advancement will show respect to LU students by

- Creating new support programs, such as the Emergency Book Fund, to meet the changing needs of our students
- Expanding our students' understanding of and commitment to philanthropy through LU for Life
- Continuing to secure funding to make college education a reality for single parents through the LU Single Parent Program for Educational Success

In order to achieve our goals, the Office of Institutional Advancement has the following needs:

- Expanding Institutional Advancement office space

- Providing a meeting place for our alumni
- Identifying a new alumni building on campus to house the alumni collection, to provide space for alumni gatherings, and to provide office space for the growing IA department

The chief long-range goals (2012-2017) for the Office of Institutional Advancement include each of the following:

- Raise the equivalent of 10% of the annual operating budget of the University through gifts
- Increase alumni participation to 25%
- Develop an inclusive University-wide capital campaign in the range of \$200 million to support people, programs, and facilities
- Grow the endowed funds to \$150 million
- Provide a stream of expectancies for the University

Office of Institutional Research

2012

In the coming year, the Office of Institutional Research will accomplish the following:

The Office of Institutional Research supports the mission statement of Lindenwood University by

- Providing oversight of the University assessment program as well as providing the University administration and stakeholders with data analysis of University programs as requested

The Office of Institutional Research will encourage student development by

- Monitoring the assessment process at LU
- Working with the Dean of Student Services on issues of retention for international and domestic students
- Doing studies as requested by the University's faculty, staff, or administration on an as-needed basis

Among the ways in which the Office of Institutional Research will represent the concerns of the University is by

- Continuing to update the Lindenwood Ledger for annual Internet publication
- Oversight and continued expansion of the University assessment program. The assessment documents will be placed on the Internet
- Creating reports requested or required by the University's faculty, staff, or administration on an as-needed basis

In order to achieve our goals, the Office of Institutional Research has the following needs:

- Potential appointment of an Associate Dean of Institutional Research in order to expand the areas currently being covered by the office
- Graduate assistants for help with clerical and computational issues

The chief long-range goals (2012-2017) for the Office of Institutional Research include each of the following:

- Expansion of the areas studied by the office to include more student life and academics areas
- Expansion the office to include a Belleville branch of the Office of Institutional Research
- Expansion of the number and types of reports created for the University's faculty, staff, or administration on an annual basis

Office of Intercollegiate Athletics

2012

In the coming year, the Office of Intercollegiate Athletics will accomplish the following:

The Office of Intercollegiate Athletics supports the mission statement of Lindenwood University by

- Providing each student-athlete the opportunity to use his or her physical and mental skills for the purpose of continued development and growth while maintaining a “life in the balance” philosophy as demonstrated in the NCAA Division II Strategic Positioning Platform
- Providing student-athletes with a path to life enrichment through teaching a solid base that allows each person to create his/her own map to success
- Recruiting quality academically acceptable student-athletes with good character, talent, and a desire to be a positive contribution to the campus and community
- Providing a nurturing environment and educational opportunities so student-athletes will have success achieving their goals and build a positive future

The staff members in the Office of Intercollegiate Athletics will continue to grow in their areas of expertise by

- Seeking opportunities to network, learn, and share ideas with peers from other collegiate institutions at national conventions and professional seminars like the NCAA National Convention and NCAA Regional Rules
- Encourage coaching staff to seek out comparable opportunities as it pertains to professional development
- Maintaining weekly staff and monthly program meetings to insure NCAA rules education and compliance
- Providing resources (publications, electronic resources, etc.) to assist in the continued development of such expertise

The staff members in the Office of Intercollegiate Athletics will encourage student development by

- Incorporating additional learning opportunities within the student-athlete orientation
- Establishing a point system for attendance at campus speaker series and rewarding those actions
- Working with the Information Technology Office to obtain scanners and other necessary technology to document a point system
- Working with the Student Athlete Advisory Committee (SAAC) to raise awareness and increase participation in such activities
- Seeking opportunities to bring speakers onto campus

Among the ways in which the staff in the Office of Intercollegiate Athletics will help make Lindenwood University welcoming to its students are

- Enhancing the game-day experience at competitions that are similar to an NCAA Division II game-day environment through corporate sponsorship and giveaways and reviewing the numerous resources available on the NCAA website
- Establishing more opportunities to incorporate student involvement in competitions
- Seeking a video board to improve the game day experience at the Performance Arena and Hunter Stadium

The staff in the Office of Intercollegiate Athletics will show respect to LU students by

- Using public address announcements to encourage sportsmanship as discussed in NCAA Bylaw 22.2.4.4
- Representing the University on the court, field, community, and campus in a respectful manner at all times

In order to achieve our goals, the Office of Intercollegiate Athletics has the following needs:

- Remodeling clubhouses for softball and baseball
- Remodeling of Performance Arena offices and locker rooms
- Field turf inside the track
- Addition of a Game Management Director
- Evolution of Belleville Athletics into a self-sustaining department
- Providing each sports program an institutional credit card to be used for athletic travel

The chief long-range goals (2012-2017) for the Office of Intercollegiate Athletics include each of the following:

- The addition of an athletics complex to house offices and locker rooms for outdoor programs, a premier academic success center, equipment, meeting rooms, and a new hall of fame room
- The extension of the north side of the Performance Arena to provide additional office space, locker rooms, and courts
- Establishment of a centralized booster fund to assist in future expansions of the Athletics Department

Office of Library Services

2012

In the coming year, the Office of Library Services will accomplish the following:

The Office of Library Services supports the mission statement of Lindenwood University by

- Providing open access to all informational resources and materials for faculty, staff, and students to achieve their academic goals
- Providing materials and research assistance to students and faculty that enhances what is learned/taught in the classroom
- Offering areas where students can meet and work together, thereby building meaningful relationships with their fellow students
- Making sure all are able to access electronic resources via the Lindenwood University, Butler Library Web pages 24 hours a day, seven days a week
- Equipping students with the information literacy skills they need to succeed in a competitive scholarly and digital environment
- Providing meaningful, one-on-one instruction and guidance in the research and development of ideas, both on a global and a personal level

The staff members in the Office of Library Services will continue to grow in their areas of expertise by

- Cross-training in all departments within the library
- Identifying and implementing emerging technologies in libraries and librarianship
- Publishing articles and presenting at professional conferences
- Attending professional conferences
- Conducting and analyzing research regarding librarianship and the role of academic libraries within the community
- Using circulation and user statistics and data to revise best practices and policies
- Engaging in an annual evaluation process, which will be based on staff's assessment of their performance, as well as setting professional goals

The staff in the Office of Library Services will encourage student development by

- Using existing communication tools (i.e., the student newspaper) to communicate clearly and directly with students about the research process and the resources that are available to them
- Using existing communication tools (i.e., the Daily Digest) to communicate clearly and directly with faculty about resources available to themselves and their students
- Offering and marketing events in the library that enhance the student experience at Lindenwood (i.e., Banned Books Week, the Regional Author series, Book Displays, etc.)

- Creating Saturday workshops at other Lindenwood sites to provide group hands-on bibliographic instructions
- Using the library Web site and Facebook presence to provide information that is locally, regionally, and globally relevant

Among the ways in which the staff in the Office of Library Services will help make Lindenwood University welcoming to its students are

- Revising the library component of the Freshman Experience to ensure all students are aware of the resources and services available through the library
- Promoting library spaces for use by student organizations and special events on campus (i.e., Creatifest, the Christmas Walk, student Poetry Reading, etc.)
- Allowing Work and Learn students to plan events, organize student book clubs, and use various social media tools (blogs, Podcasts, Facebook, Twitter, Goodreads) to discuss literature as it relates to their community and culture
- Working with campus security to ensure they are visible at closing

The staff in the Office of Library Services will show respect to LU students by

- Developing a student satisfaction survey to identify, understand, and address our users' needs
- Developing an evaluation tool to be given after bibliographic instructions to ensure we are providing our users with what they need and expect
- Revising the library Web site and electronic resources to meet the needs of students participating in the growing online program
- Reaching all students by making stronger connections through Blackboard

In order to achieve our goals, the Office of Library Services has the following needs:

- Increased security presence in and around the library
- Additional space
- Commitment to the preservation and beautification of the library building
- Collaboration with internal and external stakeholders
- Financial assistance to staff who plan on earning their master's in Library Science

The chief long-range goals (2012-2017) for the Office of Library Services include each of the following:

- Use of annual assessment data to establish meaningful performance indicators and benchmarks on an annual basis
- Increase in the size and scope of funding opportunities as it relates to outreach
- Understanding of how library users needs are changing with the growing use of mobile devices and applications and how those needs can be met
- A stand-alone library in Belleville
- Expansion of the collection of historical artifacts relevant to Lindenwood and creation of a Virtual Museum with a searchable database that can be accessed from the library Web site

- Increased collaboration on regional history projects with the St. Charles Historical Society and building the archival collection

Office of Online Learning

2012

In the coming year, the Office of Online Learning will accomplish the following:

The Office of Online Learning supports the mission statement of Lindenwood University by

- Establishing a venue for online degree programs
- Providing ease of access and use of learning platform systems to support student growth in various degree programs
- Providing support resources to students engaged in online degree programs

The staff members in the Office of Online Learning will continue to grow in their areas of expertise by

- Troubleshooting and solving areas with Blackboard and Presidium to find common solutions that will enhance use for both faculty and students
- Participating in Blackboard ListServ to discuss problem areas thereby seeking solutions to problems that enhance the use of the Blackboard platform
- Participating in user groups, school and area wide, to share ideas and improvements

The staff members in the Office of Online Learning will encourage student development by

- Encouraging faculty members to provide more than enough communication with the students whereby the students feel they have an avenue to discuss course content as well as problem areas with the Blackboard platform or the Presidium Help Desk function
- Communicating effectively- communication in an online course is critical

Among the ways in which the staff in the Office of Online Learning will help make Lindenwood University welcoming to its students are

- Improving the Help Desk function by working with Presidium to fine tune their troubleshooting Knowledge Book
- Creating a troubleshooting Knowledge Book for the Lindenwood Help Desk.
- Encouraging faculty to provide helpful tips to students
- Ensuring that the students taking online courses have both the computer equipment and computer skills to successfully complete the online course

The staff in the Office of Online Learning will show respect to LU students by

- Not demeaning students struggling with their computer skills
- Encouraging faculty members, in Blackboard training sessions, to communicate often with students to ensure the students are comfortable taking an online course

In order to achieve our goals, the Office of Online Learning has the following needs:

- Office space for the online degree program function
- Personnel to administer the online degree program function to include a Blackboard Administrator, a Course Trainer, and a Course Designer

The chief long-range goals (2012-2017) for the Office of Online Learning include each of the following:

- Establishing the School of Online Learning
- Adding a sufficient number of general education courses to allow for undergraduate online degrees
- Adding online courses at a rate of 10% each year to provide a sufficient selection for the students
- Adding more online degrees, to include a bachelor's degree in Criminal Justice and master's degree in Educational Technology

Office of Professional Theatre

2012

In the coming year, the Office of Professional Theatre will accomplish the following:

The Office of Professional Theatre supports the mission statement of Lindenwood University by

- Encouraging the inclusion of various professional disciplines in study that mirror their professional equivalents
- Providing the finest cultural and artistic productions, exhibits, and acts of creativity to the Lindenwood family and the regional community
- Supporting students' efforts to develop and find truth, discipline, and deeper understanding of their life's work

The members of the Office of Professional Theatre will continue to grow in their areas of expertise by

- Continually developing and diversifying their skills through teaching, learning, and working in their areas of expertise
- Seeking the latest infrastructure and technology while learning their uses as it relates to a professional setting
- Continuing relationships with business and professional operations beyond the educational setting to ensure that current professional practices are presented and used by students

The members of the Office of Professional Theatre will encourage student development by

- Providing the finest professional, materials, tools, and technology in a supervised environment
- Inspiring students to develop their primary interests in the arts fields through immersion in the liberal arts offered at Lindenwood University and by providing the tools and spaces in professional setting that will support and develop their ideas
- Developing new programs and courses that enhance the variety, diversity, and versatility of the students within the arts

Among the ways in which the members of the Office of Professional Theatre will help make Lindenwood University welcoming to its students are

- Seeking to meet with as many students as possible and learning their dreams and aspirations with an eye toward fostering their goals through individual personal attention
- Establishing a safe, non-threatening environment conducive to learning, exploration, and creativity

- Making time available to listen, support, and guide students through their educational and professional goals

The members of the Office of Professional Theatre will show respect to LU students by

- Seeking to understand each student's personal aspirations and long-term goals
- Providing an emotionally stable working environment
- Providing a supportive and emotionally stable environment that encourages personal discipline and self-worth to achieve success in their daily lives

In order to achieve our goals, the Office of Professional Theatre has the following needs:

- Complete Phase 2 of sound upgrades
- Upgrade lighting control and infrastructure
- Expand spaces available for learning by redirecting equipment to Jelkyl, LUCC, and Belleville facilities
- Storage and office spaces to be completed by adding spaces adjacent to Jelkyl Theater, LUCC, and Belleville facilities

The chief long-range goals (2012-2017) for the Office of Professional Theatre include each of the following:

- Fostering a more complete blend of the various disciplines within the fine and performing arts that would allow students to exhibit their works in a collaborative environment
- Striving to make Lindenwood the premier performing arts facility in the Midwest
- Outfitting the J. Scheidegger Center for the Arts with the finest equipment available to enable the students to be trained beyond the ordinary education, providing the students a leg up against their competitors in their chosen field of concentration
- Becoming the first choice for the students of the fine and performing arts and eventually becoming one of the few elite schools in the arts

Spirit and Supplies Shoppe

Fiscal 2012

In the coming year, the Spirit and Supplies Shoppe will accomplish the following:

The Office of Spirit Shoppe supports the mission statement of Lindenwood University by

- Developing in myself and our staff the attitudes, behaviors, actions, outstanding values and principles of the American Free Enterprise System for today and “Life after Lindenwood”
- Encouraging and providing opportunities for the shoppe’s staff to grow stronger: academically, fiscally, and physically
- Constantly recognizing and evaluating the gifts and abilities of the staff and helping them develop those gifts

The staff members in the Spirit Shoppe will continue to grow in their areas of expertise by

- Seeking additional opportunities to grow professionally and personally
- Re-emphasizing doing the little things in our daily activities (best resource management, fiscal responsibility) that makes business and life of value
- Renewing and increasing our knowledge of outstanding management techniques of University business
- Developing best stewardship practices for the resources that the University has provided our department

The staff in the Spirit Shoppe will encourage student development by

- Promoting and modeling enthusiasm, servant leadership, relationship building, diligence, and personal responsibility
- Encouraging exceptional academic achievement
- Teaching fiscal responsibility

Among the ways in which the staff in the Spirit Shoppe will help make Lindenwood University welcoming to its students are

- Training our staff to develop positive, personal, and professional relationships with everyone that comes into our circle of influence, especially in making first impressions
- Being, or becoming, a resource for information about Lindenwood
- Being Lindenwood (Lindenwood Spirit) on the outside and on the inside
- Serving as a model of going the extra mile to help solve students’ problems as opportunities arise
- Actively seeking additional Lindenwood spirit items for the Spirit and Supplies Shoppe

The staff in the Spirit Shoppe will show respect to LU students by

- Developing and improving our servant hearts
- Improving our listening and communication ears
- Encouraging and modeling the “eye” for putting others’ needs in front of our own

In order to achieve our goals, the Spirit Shoppe has the following needs:

- Ongoing training and education in relationship building, product knowledge, servant leadership, and personal responsibility
- Increasing our network of “wise-counselors” (partners with the retail management program, student activities, graphic arts, fashion design, and athletics)
- Actively seeking input for area of improvement
- A permanent Spirit Shoppe area at the Performance Arena
- A “hardwire” Internet connection at Hunter Stadium

The chief long-range goals (2012-2017) for the Spirit Shoppe include each of the following:

- Million Dollars in Revenue
- New Point-of-Sale system integrated with the other retail locations at Lindenwood
- Operation Manual for the Spirit Shoppe
- American Flag and Lindenwood banners for the front of the business plaza
- Laboratory for retail management program
- An in-house training program for purchasing and receiving goods and services
- Third full-time staff person (Off-Site Sales: Graduation, Sports Events)
- A permanent Spirit Shoppe at the Hyland Performance Arena
- A “hardwire Internet connection” for Hunter Stadium
- An Apple Store for the LU Town Center
- A computer repair service for the Spirit Shoppe

Office of Student and Academic Support Services (SASS)

2012

In the coming year, the Office of Student and Academic Support Services will accomplish the following:

The Office of Student Services supports the mission statement of Lindenwood University by

- Involving the global LU community in applying effective tools and practices in support of academic success, professional application, and student engagement
- Using established tools to identify and focus on learning styles, academic goals, and talents of at-risk students
- Coordinating and communicating with all Lindenwood University campuses about student assistance and student academic progression

The staff members in the Office of Student Services will continue to grow in their areas of expertise by

- Being active members of University committees such as Retention and Assessment in order to learn from student perceptions and strategize through data to develop programs to satisfy student needs
- Participating in professional organizations focused on student success, advising, and retention
- Attending professional seminars, conferences, and workshops

The staff in the Office of Student Services will encourage student development by

- Training and empowering well-achieving students to share their talents and work strategies with underachieving students through a peer mentoring program
- Identifying student groups, such as first-generation students, to support through internal community involvement and external community service
- Emphasizing student preparation, organization, and follow-through by offering tools and information to students in order to improve time management, planning, and work habits. Mentors will have additional resources to facilitate follow up on student goals and success plans.

Among the ways in which the staff in the Office of Student Services will help make Lindenwood University welcoming to its students are

- By simplifying processes while still achieving successful outcomes. Making convenience for our students a primary concern.
- By expanding mentor support and communications, with a primary focus on electronic and social networking media as a means to connect with other students and mentors
- By focusing on the needs and challenges of first-generation students through student organization and involvement

The staff in the Office of Student Services will show respect to LU students by

- Promptly responding to student questions, concerns, and obstacles
- Offering one-on-one face time to assist students
- Soliciting student opinion, feedback, and recommendations for change and improvement

In order to achieve our goals, the Office of Student Services has the following needs:

- Full-time staff to accommodate the emergent student services for conditional-admit programs, student engagement projects, mentoring, and accessibility responsibilities
- Prompt access to current data regarding student progression and retention and collaboration with the Offices of Institutional Research and Academic Services in formulating consistent queries for ongoing projects and continual use
- Disability accessibility to the Memorial Arts Building to accommodate the need of students requiring accessibility assistance and services

The chief long-range goals (2012-2017) for the Office of Student Services include each of the following:

- Promotion of services provided by the Office of Student Services through electronic media and resources
- As a continuation to the First Year Program, programs created to focus on persistence of sophomore students
- Creation and implementation of a Student Advising Center to assist undecided students toward degree choices
- Development of a Student Services Center to serve as a central “help desk” for students who have questions, need guidance, or require additional academic assistance
- Designation of a community service officer to receive community requests and offer engagement through internal and external community student service projects

Office of Student Development

2012

In the coming year, the Office of Student Development will accomplish the following:

The Office of Student Development supports the mission statement of Lindenwood University by

- Facilitating safe and positive campus experiences that lead to the betterment of the student, institution, and community at large
- Demonstrating commitment and dedication to student success through our program and organization offerings
- Leading by example to students, faculty, and staff

The staff members in the Office of Student Development will continue to grow in their areas of expertise by

- Regularly soliciting input from our constituencies (Traditional and Non-traditional Day Students, Resident Students, First-Time, Full-Time Freshman, International Students, Traditional and Non-traditional Day Students moving to Alum status, Lindenwood Administration and Faculty, etc.)
- Regularly attending program specific conferences (HLC, NAFSA, NACA, etc.)
- Regularly performing internal departmental training

The staff in the Office of Student Development will encourage student development by

- Creating an encouraging atmosphere through the residential facilities that foster scholarship and personal growth
- Providing avenues for self exploration and recognition through on-campus clubs/organizations and activities
- Providing clear and concise information regarding established campus norms and expectations

Among the ways in which the staff in the Office of Student Development will help make Lindenwood University welcoming to its students are

- Guaranteeing prompt service
- Making programs and services available on their schedules
- Enhancing the orientation and check-in process

The staff in the Office of Student Development will show respect to LU students by

- Earning respect by exhibiting respect
- Providing a high level of customer support to current, new, and future students
- Maintaining clear and open channels of communication
- Soliciting input for all high-level campus-wide programs and initiatives

- Regularly presenting to the LSGA to emphasize our accountability to the student population

In order to achieve our goals, the Office of Student Development has the following needs:

- Increase the security presence on campus, possibly through a dispatch station.
- Update our student ID card system and purchase card readers
- CAMS may need to be augmented to accommodate our administrative paperwork requests (run additional queries)

The chief long-range goals (2012-2017) for the Office of Student Development include each of the following:

- Create a Center for First-Year Students, which would provide academic advising to undecided first-year students, a parent program, and services for all students (i.e., not just at-risk students)
- Expand the Career Center to house one FTE for each 1,500 FT students and a state-of-the-art career center featuring a career library, dedicated interviewing rooms, presentation and meeting spaces, and an employer resource room
- Create at least one study abroad program for each academic school and develop degree offerings abroad
- Place cameras in the hallway and entrance ways of all residence halls
- Install central air conditioning in the Cobbs, Irwin, Ayres, and Sibley

Office of Undergraduate Admissions

2012

In the coming year, the Office of Undergraduate Admissions will accomplish the following:

The Office of Undergraduate Admissions supports the mission statement of Lindenwood University by

- Interviewing, counseling, and providing connectivity through promotion of professional and pre-professional degree programs that are offered at Lindenwood
- Exploring all facets of the student's background focusing on the talents, interests, and future of the student and tailoring our efforts concerning the admissions process to those individual qualities
- Identifying and recruiting talented students who are academically inclined and who participate in character, community service, and youth leadership initiatives, thus furthering lifelong learning

The staff members in the Office of Undergraduate Admissions will continue to grow in their areas of expertise by

- Participating in Professional Development opportunities through American College Testing (ACT), Missouri Association for College Admissions Counseling (MOACAC), National Association for College Admissions Counseling (NACAC)
- Completing Key Result Area (KRA) Goal Plans with each employee in Day Admissions
- Meeting as a team in order to learn from experiences and current events in Higher Education

The staff in the Office of Undergraduate Admissions will encourage student development by

- Recommending and promoting participation in Lindenwood's student clubs and organizations
- Promoting the Lindenwood Work and Learn and community service programs
- By partnering with high schools and community colleges to provide college planning and financial aid information/seminars

Among the ways in which the staff in the Office of Undergraduate Admissions will help make Lindenwood University welcoming to its students are

- Providing foundational and historically driven tours that accommodate students desired dates, times, and specific needs
- Utilizing our customer service specialist to facilitate informational consistency concerning call-ins, walk-ins, and appointments
- Utilizing student ambassador, staff, faculty, and administrator meetings to facilitate a productive, informational visit

The staff in the Office of Undergraduate Admissions will show respect to LU students by

- Utilizing the initial relationship to further a longevity relationship for students before, during, and after their study at Lindenwood University
- Participating and attending Lindenwood student events (i.e., athletic, social, theatrical and speaking at classes and seminars)
- Being prompt and courteous to serve the needs of our students

In order to achieve our goals, the Office of Undergraduate Admissions has the following needs:

- “School of” brochures completed to market Lindenwood University
- Online transcript initiative and continued utilization of temporary workers
- Continued support of staff, faculty, and schools to meet with prospective students and families

The chief long-range goals (2012-2017) for the Office of Undergraduate Admissions include each of the following:

- Increase “Brand” imaging and marketing support for Lindenwood University
- Increase our Bright Flight population by 1% annually (5% fall 10)
- Increase our average ACT score to 24. (22.2 fall 09 to 22.8 currently; increased 2% fall 09 to fall 10)
- Increase our average GPA (3.21 Fall 09, 3.23 currently fall 10) to 3.3
- Increase image and visibility of Lindenwood University in the region through relationship building and strategic marketing approach that provides quality and quantity of student matriculation

Data by Academic School

American Studies

Credit Hours Taught in Academic School	Student credit hours taught Undergraduate	Percentage of Credits Taught by Full-Time Professors	Student credit hours taught Graduate	Percentage of Credits Taught by Full-Time Professors
	1887	42.00%	365	67%
Faculty Members	Number of Faculty Members	Percent of Faculty Members		
Full Time	2	9.00%		
Part Time	7	32%		
Adjunct	13	59.00%		
Number of Full-Time Faculty Members	% with terminal degrees			
2	50%			
Departments within the Academic School	Credit Hours taught in '10-'11 Undergraduate	Percentage of total undergrad hours taught in department	Credit Hours taught in '10-'11 Graduate	Percentage of total graduate hours taught in department
American Studies	527	27.93%	365	100.00%
Recreation	1360	72.07%	0	0.00%
Total	1887		365	
Total Number of students taught by school in 2010-2011	320		18	
Class size range	1 to 39		1 to 19	
Number of Majors by Department	Undergraduate	Percentage of total majors in each department	Graduate	Percentage of total majors in each department
American Studies	6	25.00%	5	100.00%
Recreation	18	75.00%		
Total	24		5	

Belleville Day

Credit Hours Taught in Academic School	Student credit hours taught Undergraduate	Percentage of Credits Taught by Full-Time Professors		
	7667	15.40%		
Faculty Members	Number of Faculty Members	Percent of Faculty Members		
Full Time	6	4.00%		
Part Time	6	4%		
Adjunct	135	91.83%		
Number of Full-Time Faculty Members	% with terminal degrees			
6	67%			
Departments within the Academic School	Credit Hours taught in '10-'11 Undergraduate	Percentage of total undergrad hours taught in department		
ACCT	57	0.74%		
ANT	360	4.70%		
ART	63	0.82%		
BIO	430	5.61%		
CHM	191	2.49%		
CJ	555	7.24%		
COM	735	9.59%		
ECON	156	2.03%		
EDU	776	10.12%		
ENG	981	12.80%		
FIN	114	1.49%		
HIS	654	8.53%		
HRM	165	2.15%		
IHM	57	0.74%		
IHR	3	0.04%		
LUL	142	1.85%		
MGMT	312	4.07%		
MIS	84	1.10%		
MRKT	138	1.80%		
MTH	614	8.01%		

MUS	75			
PE	24	0.31%		
PHL	213	2.78%		
PSY	243	3.17%		
REL	315	4.11%		
SOC	150	1.96%		
TA	60	0.78%		
Total	7667			
Total Number of students taught by school in 2010-2011	349			
Class size range	1 to 32		N/A	
Number of Majors by Department	Undergraduate	Percentage of total majors in each department		
Criminal Justice	52	18.25%		
Business Admin	93	32.63%		
Corporate Communications	25	8.77%		
Elementary Education	68	23.86%		
Human Resources	7	2.46%		
Psychology	2	0.70%		
Health Care	38	13.33%		
Total	285			

Business and Entrepreneurship

Credit Hours Taught in Academic School	Total Credit Hours Taught Undergraduate	UG Percentage of Credits Taught by Full-Time Professors	Total Credit Hours Taught Graduate	Graduate Percentage of Credits Taught by Full-Time Professors
	21944	67.4	10084	43.8
Faculty Members	Number of Faculty Members	Percent of Faculty Members		
Full Time	32	39.50%		
Part Time	5	6.10%		
Adjunct	44	54.30%		
Number of Full-Time Faculty Members	% of total full-time faculty with terminal degrees			
36	61%			
Departments within the Academic School	Credit Hours taught in '10-'11 Undergraduate	Percentage of total undergrad hours taught in department	Credit Hours taught in '10-'11 Graduate	Percentage of total graduate hours taught in department
ACCT	3220	14.67%		
BA	766	3.49%		
BSM	42	0.19%		
ECON	2857	13.02%		
ENTR	240	1.09%		
EPB	120	0.55%	324	3.21%
FIN	1821	8.30%		
HRM	1044	4.76%		
INTL	972	4.43%		
MBA			9727	96.46%
MGMT	5183	23.62%		
MIS	1446	6.59%		
MRKT	2754	12.55%		
MS			18	0.18%
RTAIL	582	2.65%		
SMA			15	0.15%
SPMGT	897	4.09%		
Total	21944		10084	
Total Number of students taught by school in 2010-2011	2,097		617	
Class size range	1 to 37		2 to 31	

Number of Majors by Department	Undergraduate	Percentage of UG students taught by department	Graduate	Percentage of MBA Students taught by department
Accounting	141	9.94%	64	11.68%
Business Admin	665	46.86%	274	50.00%
Economics	16	1.13%		
Entrepreneurial	18	1.27%	16	2.92%
Finance	78	5.50%	38	6.93%
Human Resource Mgmt	46	3.24%	21	3.83%
International Business	111	7.82%	22	4.01%
Management	6	0.42%	38	6.93%
Management Info Sys	21	1.48%	14	2.55%
Marketing	135	9.51%	26	4.74%
Retail Merchandising	25	1.76%		
Sport Management	154	10.85%	32	5.84%
Total	1419		548	

Communications

Credit Hours Taught in Academic School	Student credit hours taught Undergraduate	Percentage of Credits Taught by Full-Time Professors	Student credit hours taught Graduate	Percentage of Credits Taught by Full-Time Professors
	9846	61%	210	91%
Faculty Members	Number of Faculty Members	Percent of Faculty Members		
Full Time	14	37.00%		
Part Time	0			
Adjunct	24	73.00%		
Number of Full-Time Faculty Members	% with terminal degrees			
16	25%			
Departments within the Academic School	Credit Hours taught in '10-'11 Undergraduate		Credit Hours taught in '10-'11 Graduate	
Advertising	153	1.55%	0	0.00%
Basic Communications	2850	28.95%	0	0.00%
Broadcast	2802	28.46%	90	42.86%
Cinema Arts	687	6.98%	27	12.86%
Corporate Communication	1116	11.33%	0	0.00%
Interactive Media and Web	1503	15.27%	78	37.14%
Journalism	735	7.46%	15	7.14%
Total	9846		210	
Total Number of students taught by school in 2010-2011	1752		29	
Class size range	2 to 31		1 to 26	
Number of Majors by Degree	Undergraduate		Graduate	
Advertising and Media	31	9.04%	1	5.88%
Communications	33	9.62%	9	52.94%
Corporate Comm	18	5.25%		
Digital Cinema Arts	24	7.00%		
Interactive Media & Web Design	37	10.79%	1	5.88%
Journalism	46	13.41%	1	5.88%
Mass Communications	142	41.40%	3	17.65%
Multi Media Design	12	3.50%	2	11.76%
Total	343		17	

Education

Credit Hours Taught in Academic School	Student credit hours taught Undergraduate	Percentage of Credits Taught by Full-Time Professors	Student credit hours taught Graduate	Percentage of Credits Taught by Full-Time Professors
	22902	21%	50917	12.5%
Faculty Members	Number	Percent		
Full Time	44	12.6%		
Part Time	7	2.20%		
Adjunct	262	85%		
Number of Full-Time Faculty Members	% with terminal degrees			
44	84%			
Departments within the Academic School	Credit Hours taught in '10-'11 Undergraduate	Percentage of total undergrad hours taught in department	Credit Hours taught in '10-'11 Graduate	Percentage of total graduate hours taught in department
Counseling	0	0.00%	10684	20.98%
Educational Leadership	0	0.00%	39619	77.81%
Health and Fitness Science	10273	44.86%	614	1.21%
Teacher Education	12629	55.14%		0.00%
Total	22902		50917	
Total Number of students taught by school in 2010-2011	2,376		7008	
Class size range	1 to 39		2 to 41	
Number of Majors by Degree	Undergraduate	Percentage of UG students taught by department	Graduate	Percentage of MBA Students taught by department
Counseling			830	11.76%
Educational Leadership			1107	15.68%
Health and Fitness	563	49.52%	13	0.18%
Teacher Education	574	50.48%	1631	23.11%
Work Shop			3478	49.27%
Total	1137		7059	

Fine and Performing Arts

Credit Hours Taught in Academic School	Student credit hours taught Undergraduate	Percentage of Credits Taught by Full-Time Professors	Student credit hours taught Graduate	Percentage of Credits Taught by Full-Time Professors
	13679	17.00%	971	69%
Faculty Members	Number of Faculty Members	Percent of Faculty Members		
Full Time	21	20.00%	15	71%
Part Time				
Adjunct	82	79.60%	6	29%
Number of Full-Time Faculty Members	% with terminal degrees			
20	85%			
Departments within the Academic School	Credit Hours taught in '10-'11 Undergraduate	Percentage of total undergrad hours taught in department	Credit Hours taught in '10-'11 Graduate	Percentage of total graduate hours taught in department
Art	5496	40.18%	579	59.63%
Dance	1922	14.05%	0	0.00%
Fashion Design	894	6.54%	0	0.00%
Music	2753	20.13%	0	0.00%
Theatre	2614	19.11%	392	40.37%
Total	13679		971	
Total Number of students taught by school in 2010-2011	2106		69	
Class size range	1 to 64		1 to 21	
Number of Majors by Degree	Undergraduate	Percentage of UG students taught by department	Graduate	Percentage of MBA Students taught by department
Art	151	30.32%	25	44.64%
Dance	32	6.43%		
Fashion Design	83	16.67%	1	1.79%
Music	139	27.91%	2	3.57%
Theatre	93	18.67%	28	50.00%
Total	498		56	

Human Services

Credit Hours Taught in Academic School	Student credit hours taught Undergraduate	Percentage of Credits Taught by Full-Time Professors	Student credit hours taught Graduate	Percentage of Credits Taught by Full-Time Professors
	9083	99.60%	522	100%
Faculty Members	Number of Faculty Members	Percent of Faculty Members		
Full Time	15	79.00%		
Part Time				
Adjunct	4	21.00%		
Number of Full-Time Faculty Members	% with terminal degrees			
15	60%			
Departments within the Academic School	Credit Hours taught in '10-'11 Undergraduate	Percentage of total undergrad hours taught in department	Credit Hours taught in '10-'11 Graduate	Percentage of total graduate hours taught in department
Christian Ministry Studies	613	6.75%		
Criminal Justice	5082	55.95%		
Fire and Paramedic Science	360	3.96%		
Military Science	157	1.73%		
Nonprofit Administration	967	10.65%	522	100.00%
Social Work	1904	20.96%		
Total	9083		522	
Total Number of students taught by school in 2010-2011	1485		50	
Class size range	1 to 35		4 to 24	
Number of Majors by Degree	Undergraduate	Percentage of UG students taught by department	Graduate	Percentage of MBA Students taught by department
Christian Ministry	26	5.73%	0	0.00%
Criminal Justice	269	59.25%	0	0.00%
Fire and Paramedic Science	40	8.81%	0	0.00%
Nonprofit Admin	42	9.25%	44	100.00%
Social Work	77	16.96%	0	0.00%
Total	454		44	

Humanities

Credit Hours Taught in Academic School	Student credit hours taught Undergraduate	Percentage of Credits Taught by Full-Time Professors	Student credit hours taught Graduate	Percentage of Credits Taught by Full-Time Professors
	35753	62.00%	468	100%
Faculty Members	Number of Faculty Members	Percent of Faculty Members		
Full Time	40	40.00%		
Part Time	6	6.00%		
Adjunct	54	54.00%		
Number of Full-Time Faculty Members	% with terminal degrees			
40	80%			
Departments within the Academic School	Credit Hours taught in '10-'11 Undergraduate	Percentage of total undergrad hours taught in department	Credit Hours taught in '10-'11 Graduate	Percentage of total graduate hours taught in department
English	14177	39.65%		
EPP	1509	4.22%		
Foreign Languages	2667	7.46%		
Geography	1305	3.65%		
History	9084	25.41%		
International Studies	21	0.06%		
MAIS			372	79.49%
MPA			90	19.23%
Philosophy	2508	7.01%	6	1.28%
Political Science	1413	3.95%		
Religion	3069	8.58%		
Total	35753		468	
Total Number of students taught by school in 2010-2011	5146		34	
Class size range	1 to 37		1 to 18	

Number of Majors by Degree	Undergraduate	Percentage of UG students taught by department	Graduate	Percentage of MBA Students taught by department
English	109	28.09%	2	6.90%
Foreign Languages	33	8.51%	0	0.00%
General Studies	20	5.15%	0	0.00%
History	134	34.54%	0	0.00%
International	37	9.54%	24	82.76%
Philosophy	18	4.64%	0	0.00%
Political Science	28	7.22%	0	0.00%
Public Management	3	0.21%	3	0.55%
Religion	6	1.55%	0	0.00%
Total	388		29	

LCIE

Credit Hours Taught in Academic School	Total Credit Hours Taught Undergraduate	Percentage of Credits Taught by Full-Time Professors	Total Credit Hours Taught Graduate	Percentage of Credits Taught by Full-Time Professors
	63305	2%	27218	10%
Faculty Members	Number	Percent		
Full Time	9	2%	5	10%
Part Time				
Adjunct	683	98%	315	90%
Number of Full-Time Faculty Members	% with terminal degrees			
14	64%			
Departments within the Academic School	Credit Hours taught in '10-'11 Undergraduate		Credit Hours taught in '10-'11 Graduate	
Business Admin	15770	24.91%	11439	42.05%
Communications	13033	20.59%	3859	14.19%
Criminal Justice	4447	7.02%	2010	7.39%
Gerontology	588	0.93%	609	2.24%
Health Management	2658	4.20%	2827	10.39%
Human Resource Mgmt	4670	7.38%	3549	13.05%
Information Services	1827	2.89%	768	2.82%
MFA/Creative Writing			2142	7.87%
Art - GE	1725	2.72%		
Humanities - GE	9066	14.32%		
Sciences - GE	9521	15.04%		
Total	63305		27203	
Total Number of students taught by school in 2010-2011	2923		1323	
Class size range	1 to 24		1 to 25	

Number of Majors by Department	Undergraduate		Graduate	
Business Admin	1242	48.52%	562	45.84%
Christian Ministry	18	0.70%		
Communications	213	8.32%	132	10.77%
Creative Writing			65	5.30%
Criminal Justice	346	13.52%	145	11.83%
Fire Science	15	0.59%		
Gerontology	14	0.55%	20	1.63%
Health Management	272	10.63%	125	10.20%
Hospitality Services	11	0.43%		
Human Resource Mgmt	235	9.18%	137	11.17%
Information Tech	194	7.58%	39	3.18%
Mortuary Mgmt			1	0.08%
Total	2560		1226	

Sciences

Credit Hours Taught in Academic School	Total Credit Hours Taught Undergraduate	Percentage of Credits Taught by Full-Time Professors	Total Credit Hours Taught Graduate	Percentage of Credits Taught by Full-Time Professors
	34603	57%	0	
Faculty Members	Number of Faculty Members	Percent of Faculty Members		
Full Time	34	45%		
Part Time	3	4%		
Adjunct	39	51%		
Number of Full-Time Faculty Members	% with terminal degrees			
34	97%			
Departments within the Academic School	Credit Hours taught in '10-'11 Undergraduate	Percentage of total undergrad hours taught in department		
BCES (BIO, CHM, ESC)	13933	40%		
Biology	7384	21%		
Chemistry	4282	12%		
Earth Science	2267	7%		
MCPE (MTH, CSC, PreEng)	11418	33%		
Computer Science	1304	4%		
Pre-Engineering	24	0%		
Math	9255	27%		
Physics	835	2%		
SBS (ANT, PSY, SOC)	9252	27%		
Anthropology	1293	4%		
Psychology	5589	16%		
Sociology	2370	7%		
Total	34603			
Total Number of students taught by school in 2010-2011	4337			
Class size range	2 to 44			

Number of Majors by Degree	Undergraduate	Percentage of UG students taught by department		
BCES (BIO, CHM, ESC)	456	47%		
Biology	190	20%		
Chemistry	91	9%		
Pre-Chiropractic	3	0%		
Pre-Dentistry	8	1%		
Pre-Health	6	1%		
Pre-Medicine	60	6%		
Pre-Nursing	91	9%		
Pre-Optometry	2	0%		
Pre-Veterinary Science	5	1%		
MCPE (MTH, CSC, PreEng)	197	20%		
Computer Science	96	10%		
Mathematics	52	5%		
Pre-Engineering	49	5%		
SBS (ANT, PSY, SOC)	278	29%		
Anthropology	5	1%		

2010-2016 Projected Enrollments

American Studies

Projected Undergraduate Majors		AST	RLS	
Department Names				
2010-2011 (actual)		6	18	
2011-2012		7	25	38.0%
2012-2013		8	26	4.0%
2013-2014		10	28	7.0%
2014-2015		12	30	7.0%
2015-2016		14	32	6.00%
Department Names		TOTAL Undergrad		
2010-2011 (actual)		24		
2011-2012		32		
2012-2013		34		
2013-2014		38		
2014-2015		42		
2015-2016		46		

Projected Graduate Majors		AST	TOTAL Graduate
Department Names			
2010-2011 (actual)		5	5
2011-2012		7	7
2012-2013		8	8
2013-2014		9	9
2014-2015		10	10
		40%	
		14%	
		12%	
		11.0%	

Belleville Day

Projected Undergraduate Majors

Departments:	BA	CJ	COM	EDU	HR MGMT
2011-12	160	50	50	120	20
2012-13	195	61	54	131	21
2013-14	238	77	57	164	23
2014-15	291	96	61	205	25
2015-16	354	110	66	236	26
Departments:	New degrees		Total		
2011-12	Pre nursing	PSY	0	500	
2012-13	60	40	307	875	
2013-14	63	42	425	1094	
2014-15	66	44	574	1367	
2015-16	69	46	658	1572	

Business and Entrepreneurship

Projected Undergraduate Majors	Department Names	ACCT	BUSADM	ECON	ENTR
	2010-2011 (actual)	141	665	16	18
	2011-2012	145	684	2.90%	16
	2012-2013	149	704	2.90%	16
	2013-2014	154	725	3.00%	16
	2014-2015	158	746	2.90%	16
	2015-2016	163	768	2.90%	16
Department Names	INTL	RETAIL	MIS **	MRKT	ENTR
2010-2011 (actual)	111	25	21	135	
2011-2012	113	1.80%	18	-14.30%	139
2012-2013	115	1.80%	8	-55.60%	143
2013-2014	118	2.60%	8	0.00%	147
2014-2015	120	1.70%	4	-50.00%	152
2015-2016	123	2.50%	0	-100.00%	156
Department Names	HRM	SPMGT	PUB Man***	FINC	ENTR
2010-2011 (actual)	46	154	3	78	
2011-2012	46	0.00%	0	-100.00%	80
2012-2013	46	0.00%	0	0.00%	82
2013-2014	46	0.00%	0	0.00%	84
2014-2015	46	0.00%	0	0.00%	86
2015-2016	46	0.00%	0	0.00%	88
Department Names	MAN*	TOTAL Undergraduate			
2010-2011 (actual)	6				
2011-2012	5	-16.70%	1419		
2012-2013	4	-20.00%	1470		
2013-2014	3	-25.00%	1507		
2014-2015	2	-33.30%	1539		
2015-2016	0	100.00%	1573		

Projected Graduate Majors	Department Names	ACCT	BUSADMI	FINC	ENTR
	2010-2011 (actual)	64	274	38	16
	2011-2012	66	282	2.90%	16
	2012-2013	68	290	2.80%	16
	2013-2014	70	299	3.10%	16
	2014-2015	72	308	3.00%	16
	2015-2016	74	317	2.90%	16
Department Names	INTL	MGM T	MIS*	MRKT	ENTR
2010-2011 (actual)	22	38	14	26	
2011-2012	22	0.00%	7	-50.00%	26
2012-2013	22	0.00%	2	-71.40%	27
2013-2014	23	4.50%	41	2.50%	28
2014-2015	23	0.00%	42	2.40%	29
2015-2016	24	4.30%	44	4.80%	30
Department Names	HRM	SPM GT	PUB Man**	TOTAL Graduate	
2010-2011 (actual)	21	32	3		
2011-2012	21	0.00%	0	-100.00%	548
2012-2013	21	0.00%	33	3.10%	550
2013-2014	21	0.00%	33	0.00%	559
2014-2015	21	0.00%	34	3.00%	587
2015-2016	21		0	0.00%	605

Communications

Projected Undergraduate Majors		Advertising and Media		Corporate Communications		Digital Cinema Arts BA	
Degree Names							
2010-2011 (actual)	31		18		24		
2011-2012	20	-55%	10	-80%	27	11%	
2012-2013	5	-300%	5	-100%	30	10%	
2013-2014	0		0		33	9%	
2014-2015	0		0		37	11%	
2015-2016	0		0		39	5%	
Degree Names	Comm	Journalism	Mass Communications				
2010-2011 (actual)	33	46	142				
2011-2012	0	54	148	4%			
2012-2013	0	60	152	3%			
2013-2014	0	63	155	2%			
2014-2015	0	67	160	3%			
2015-2016	0	72	163	2%			
Degree Names	Multi Media Design	Advertising, PR: Corp	Interactive Media and Web Design				
2010-2011 (actual)	12	-	37				
2011-2012	0	15	60	38%			
2012-2013	0	35	72	17%			
2013-2014	0	38	80	10%			
2014-2015	0	41	85	6%			
2015-2016	0	45	90	6%			
Degree Names	TOTAL Undergraduate						
2010-2011 (actual)	343						
2011-2012	334						
2012-2013	359						
2013-2014	369						
2014-2015	390						
2015-2016	409						

Projected Graduate Majors		Communications		TOTAL Graduate	
Degree Names					
2010-2011 (actual)		17		17	
2011-2012		15	-13%	15	
2012-2013		12	-25%	12	
2013-2014		12	0%	12	
2014-2015		12	0%	12	
2015-2016		13	8%	1	

Education

Projected Undergraduate Majors 2009-2015				
Department Names	Department of Teacher Education	Department of Health and Fitness Science	TOTAL Undergraduate	
2010-2011 (actual)	574	563	1137	
2011-2012	580	583	1163	
2012-2013	586	603	1189	
2013-2014	596	623	1219	
2014-2015	606	640	1246	
2015-2016	620	657	1277	

Projected Graduate Enrollments, 2009-2015					
Department Names	Department of Teacher Education	Department of Educational Leadership	Department of Counseling		
2010-2011 (actual)	1631.00	1107.00	3568.00		
2011-2012	1648.00	1131.00	3605.00	1.0%	1.0%
2012-2013	1668.00	1159.00	3641.00	1.2%	1.0%
2013-2014	1688.00	1190.00	3677.00	1.2%	1.0%
2014-2015	1708.00	1221.00	3721.00	0.01	2.6%
Department of Health and Fitness Sciences				TOTAL Graduate	
6.00				6312	
26.00	333%			6410	
42.00	62%			6510	
55.00	31%			6610	
67.00	22%			6717	

Fine and Performing Arts

Projected Undergraduate Majors		Theatre		Music	
Department Names					
2010-2011 (actual)	93		139		
2011-2012	96	3.2%	141	1.4%	
2012-2013	99	3.1%	145	2.8%	
2013-2014	102	3.0%	151	4.1%	
2014-2015	105	2.9%	157	4.0%	
2015-2016	108	2.8%	165	5.1%	
Department Names	Dance		Art		
2010-2011 (actual)	32		151		
2011-2012	33	3.1%	157	4.0%	
2012-2013	34	3.0%	165	5.1%	
2013-2014	35	2.9%	170	3.0%	
2014-2015	36	2.8%	175	2.9%	
2015-2016	37	2.8%	180	2.9%	
Department Names	Fashion Design		TOTAL Undergraduate		
2010-2011 (actual)	83		498		
2011-2012	86	3.6%	513		
2012-2013	89	3.5%	532		
2013-2014	92	3.4%	550		
2014-2015	95	3.3%	568		
2015-2016	98	3.2%	588		

Projected Graduate Majors		Theatre		Art	
Department Names					
2010-2011 (actual)	28		25		
2011-2012	29	3.6%	26	4.0%	
2012-2013	30	3.5%	27	3.8%	
2013-2014	31	3.4%	28	3.7%	
2014-2015	32	3.2%	29	3.6%	
2015-2016	33	3.1%	30	3.4%	
Department Names	Fashion Design		Music		
2010-2011 (actual)	1		2		56
2011-2012	1	0.0%	2	0.0%	58
2012-2013	2	100.0%	3	50.0%	62
2013-2014	2	0.0%	3	0.0%	64
2014-2015	3	50.0%	4	33.0%	68
2015-2016	3	0.0%	4	0.0%	70

Human Services

Projected Undergraduate Majors		Christian Ministry Studies		Criminal Justice		
Department Names	2010-2011 (actual)	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
	26	27	28	30	32	34
	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%
	269	274	279	284	289	294
	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%
Department Names		Fire and Paramedic Science		Nonprofit Administration		
	40	45	48	50	53	55
	2.0%	2.0%	4.0%	4.0%	4.0%	4.0%
	42	43	44	45	46	48
	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%
Department Names		Social Work		TOTAL Undergraduate		
	77	80	83	86	89	90
	454	466	479	492	506	521
	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%

Projected Graduate Majors		Nonprofit Administration		TOTAL Graduate		
Department Names	2010-2011 (actual)	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
	24	26	27	28	30	32
	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%
	24	26	27	28	30	32
	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%

Humanities

Projected Undergraduate Majors		History & Geography		English		
Department Names	2010-2011 (actual)	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
	134	134	135	135	136	137
		0.0%	0.7%	0.0%	0.7%	0.7%
	109	110	110	111	112	113
		0.9%	0.0%	0.9%	0.9%	0.9%
Department Names		Philosophy		Religion		
	18	19	21	22	23	25
		5.0%	10.5%	5.0%	5.0%	8.7%
	6	6	6	7	7	7
		0%	0%	1.6%	0%	0.0%
Department Names		Foreign Languages		Political Science		
	33	33	34	34	35	35
		0.0%	3.0%	0.0%	3.0%	0.0%
	28	28	29	29	30	30
		0.0%	3.5%	0.0%	3.4%	0.0%
Department Names		International Studies		General Studies		
	37	38	39	40	41	42
		2.7%	2.6%	2.6%	2.5%	2.4%
	20	20	20	21	21	21
		0.0%	0.0%	5.0%	0.0%	0.0%
	385	388	394	399	405	410

Projected Graduate Majors		MAIS		TOTAL Graduate		
Department Names	2010-2012 (actual)	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
	24	24	25	25	25	30
			4.0%			13%
	24	24	25	25	25	30

LCIE

Projected Combined Undergraduate and Graduate Majors 2009-2015											
Department Names	Business Administration	Communications	Criminal Justice	Gerontology	Information Technology	MFA/Creative Writing	Mortuary Management	Christian Ministry	Human Resource Management	Health Management	TOTAL Undergraduate and Graduate
2010-2011 (actual)	1804	345	491	34							
2011-2012	1876	352	511	35	4%	2%	4%	3%			
2012-2013	1951	359	531	35	3.80%	2%	3.90%	0%			
2013-2014	2029	366	552	36	4%	2%	4%	3%			
2014-2015	2110	373	574	37	3.70%	2%	4%	3%			
2015-2016	2195	381	597	38	4%	2%	4%	3%			
Department Names	Information Technology	MFA/Creative Writing	Mortuary Management	Christian Ministry	Human Resource Management	Health Management	TOTAL Undergraduate and Graduate	Health Management	Human Resource Management	Health Management	TOTAL Undergraduate and Graduate
2010-2011 (actual)	233	65	1	18							
2011-2012	242	67	0	14	3.90%	3%	-100%	-22%			
2012-2013	252	69	0	10	4%	3%	-	-29%			
2013-2014	262	71	0	6	4%	3%	-	-40%			
2014-2015	273	73	0	2	4.20%	2.80%	-	-67%			
2015-2016	283	75	0	0	3.70%	2.70%	-	-100%			
Department Names	Human Resource Management	Health Management	TOTAL Undergraduate and Graduate	Human Resource Management	Health Management	TOTAL Undergraduate and Graduate	Human Resource Management	Health Management	TOTAL Undergraduate and Graduate	Human Resource Management	Health Management
2010-2011 (actual)	372	397	3786								
2011-2012	387	413	3921	4%	4%						
2012-2013	402	429	4062	3.9%	3.9%						
2013-2014	418	447	4208	4%	4.2%						
2014-2015	435	464	4361	4.1%	3.8%						
2015-2016	453	483	4521								

Sciences

Projected Undergraduate Majors		BCES: Biology, Chemistry, Earth Science		MCPE: Math, Computer Science, Pre-Engineering		SBS: Social and Behavioral Science		TOTAL Undergraduate	
Department Names									
2010-2011 (actual)	456	197	278	931					
2011-2012	474	205	289	968	4%				
2012-2013	493	213	301	1007	4%				
2013-2014	513	222	313	1048	4%				
2014-2015	533	230	325	1088	4%				
2015-2016	555	240	338	1133	4%				