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Lindenwood University: Vision, Status, and Outlook

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Lindenwood University 2007

Vision, Status, and Outlook

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CONTENTS

CONTENTS..... - 3 -

EXECUTIVE SUMMARY..... - 5 -

DCS VISION - 9 -

 St. Charles Campus..... - 9 -

 Other Sites and Initiatives..... - 14 -

 Intercollegiate Athletics..... - 22 -

 Programs..... - 23 -

 Internal Operations and Organizational Structure..... - 25 -

 External Relations and Image..... - 28 -

STATE OF THE UNIVERSITY..... - 31 -

 People..... - 31 -

 Programs..... - 43 -

 Facilities..... - 58 -

 Finances..... - 69 -

OUTLOOK AND STRATEGIC DIRECTIONS..... - 80 -

 Management System..... - 80 -

 People, Communication, and Image..... - 83 -

 Programs..... - 86 -

 Facilities..... - 88 -

 Finances..... - 90 -

 Perspective..... - 94 -

EXECUTIVE SUMMARY

This planning document summarizes the expressed vision of Lindenwood's late President, Dennis C. Spellmann. It also provides a comprehensive overview of Lindenwood University circa December, 2006 and offers several strategic directions for the next five years.

Vision

Dennis Spellmann developed an expanding universe model of higher education management, an approach that emphasized the merging of good higher-education practices with entrepreneurial business operations. His system generated a seemingly limitless growth trajectory for Lindenwood following several decades in which the school had struggled financially. The most notable characteristic of the Spellmann years was his extraordinary vision, which quickly produced not only a surge in tuition revenues but also a magnificent increase in the number and quality of academic and extracurricular facilities at Lindenwood's main campus in St. Charles, Missouri. That inimitable vision led to the launching of many additional facilities, projects, and programmatic initiatives in the St. Charles/St. Louis area as well as in Southwestern Illinois. Many of these creations are still in development, and all of them are described in this overview. To bring the projects to fruition and ensure effective management of the University in the future, Dennis proposed a vice-president-based organizational structure that is also described here.

Status

The present analysis of the University's status considers people (students, faculty, and staff), programs (both academic and student-developmental), facilities, and finances.

Our student population is mainly of local origin – with a male majority in the day school and a female majority in the evening programs. Although we use a selective admissions process, we continue to experience challenges relative to student retention and graduation rates. Our day-

Lindenwood University: Vision, Status, and Outlook

college census will not grow appreciably henceforth, due to space and accommodations limits at our St. Charles Campus. Consequently, future increases in our tuition revenues will have to be realized through more effective marketing of our graduate and evening programs, as well as via modest tuition increases in all programs. Our full-time day students presently account for nearly half of the student credit hours we generate, and the two largest evening programs – Education and LCIE – combine to produce about 31 percent of our student credit hours. Total student head count for Fiscal 2006 stood at 13718 and is projected to reach more than 16000 by Fiscal 2010

We have 207 employees with faculty rank, 161 of whom have classroom teaching as their primary job. About 56 percent of our faculty members are men, and approximately 55 percent of our faculty members have terminal degrees in their fields of expertise. Lindenwood professors continue to have a slightly heavier teaching load than their counterparts at most other universities, but their committee load is much less and their pay about five percent better. We have 184 “staff and administrative” employees, 85 percent of whom are in full-time positions.

Most of our academic programs are expected to continue growing over the next five years, with the evening curricula likely to account for most of that change. Campus Life programs have much to do with student development and hence student retention. Other programs considered in this report include our Boone Campus initiatives and our corporate and educational partnerships – all of which will need more attention in the immediate future.

The value of our physical plant leaped ahead by more than 100 percent between Fiscal 2002 and Fiscal 2006. Both our campus technology and our sports facilities are second to none among higher-education institutions in our Carnegie classification. What is more, we have a completion timetable as well as cost projections for more than a dozen major ongoing or planned facilities initiatives.

Lindenwood University: Vision, Status, and Outlook

Lindenwood's financial condition is the envy of most other universities in the Midwest. We have an operating fund balance of nearly \$23 million in December of 2006, a time of the year when most other higher-education institutions are squeezed for cash. Our endowment is above \$61 million, and we have a building fund reserve of \$18 million. Almost all of our external campuses and sites operate in the black – some in a major fashion. Furthermore, our collegiate sports program netted about \$9.5 million in Fiscal 2006. Despite hitting the ceiling on our daytime student capacity, a conservative financial analysis projects that our revenues will show an average annual growth rate of about 3.5 percent through the next several years. The analysis also shows that we should remain debt free during that period.

Outlook

The final section of this document presents an overview of strategic directions that logically follow from our vision and the present state of the University. Today's Lindenwood has everything going for it:

- A storied history and proud tradition as a frontier university perennially ahead of its time in both excellence and social consciousness
- The most auspicious possible location for new and increased commerce
- A uniquely effective management model coupled with an unrivaled campus work ethic
- The independence to implement good ideas and programs that always place the student first

Lindenwood is a very good university poised to step over a historically significant threshold and become a great university. Taking that step will entail meeting a twofold challenge of image management and not holding ourselves back. We have the resources, character, and resolve necessary to become the most desirable university in the Midwest. We can accomplish that goal by presenting ourselves to the world in the best way while remaining true to The Lindenwood Way.

Important Note to the Reader

This planning document is written from three perspectives. The first section, **DCS Vision**, presents the perspective on Lindenwood and higher education expressed by Dennis Spellmann to the author over a period of ten years during which the latter served as Lindenwood's Chief Academic Officer. That material does not necessarily represent the position of the author in every regard but, rather, reflects his understanding of Dennis's vision and views.

The second section, **State of the University**, is a factual account of the status of Lindenwood's people, programs, facilities, and finances as of December 2006 – although the author has inserted his own evaluative statements where appropriate.

The third section, **Outlook and Strategic Directions**, expresses the author's plans and recommendations for the future of Lindenwood University. Not all of these views and preferences would have been endorsed by Dennis Spellmann – though many would have. For example, the final portion of the paper recommends a modified version of the vice-president-based organizational structure prescribed by Dennis during the final week of his life (and summarized in the first section of this paper). In short, the content of the final section is the author's and not necessarily what Dennis would have prescribed in every case.

DCS VISION

St. Charles Campus

The residential population can grow no larger than 3500 without both the addition of auxiliary dining facilities and a re-conceptualizing of the kind of institution we want Lindenwood to be. Evening programs will continue to expand indefinitely, with additional facilities being acquired and outfitted for teaching and learning as demand grows. The evening, graduate, and corporate programs will be the principal source of revenue growth in the future.

Increasing demand for the space-limited classroom seats and dormitory beds on our residential campus will create an unprecedented choice-point for Lindenwood: Will we exercise the option of becoming more selective in our admissions criteria? If so, how will our basic nature as an opportunity-college be modified, and what major philosophical and policy decisions will we face? If not, then how will we fairly and effectively select students for matriculation?

We will limit the number of international students on campus to about 500 at any one time, to provide diversity and boost revenues while maintaining a healthy and attractive balance among cultures on the campus.

We will attract a larger proportion of the corporate-student population in the St. Charles/St. Louis region through more effective recruiting by our division deans, LCIE faculty, Management faculty, evening Admissions staff, and word of mouth throughout the community. Most traditional commercial advertising techniques are not cost effective in higher education. However, we should continue to avail ourselves of cost-free promotions that result from our being innovative and successful in the eyes of the area media and business community. Person-to-person overtures to executive managers in the corporate sector (via site visits) can and will

pay off in higher enrollments. Hiring influential members of the business community as Lindenwood adjuncts will also effectively garner a large number of new students. In general, we will place higher recruiting expectations on our adjunct professors throughout the University.

Teacher-education and K-12 Educational Administration programs will continue to grow as significant components of our evening programs, but even greater increments in those areas are possible through expansion of off-site offerings at school districts throughout Missouri. These opportunities will continue to be created by both word of mouth and the network of K-12 recruiters that we presently employ – a cadre that can be enlarged as market demand warrants. Additional Lindenwood-K-12 partnerships, such as that between the University and the Francis Howell School District, will generate considerable new revenues while further increasing both our image and our commercial transactions with that sector of the market.

Facilities improvements will include the following:

Fine and Performing Arts Center: A 135,000+ square-foot structure on West Clay will house a 1200-seat theatre, TV-station, several practice, costume, and scenery rooms, and at least 14 classrooms. It will be one of the largest and most beautiful buildings in the County, as well as a regional hub for culture and the arts. This facility will not only present the best Lindenwood-created productions for the campus and surrounding community but will also host commercial performance troupes and productions from various U.S. and international companies. By the 2020 census, this building will sit at the statistical population center of the St. Louis Metro area.

Campus Bell Tower (Carillon): On the southeast corner of the Fine and Performing Arts parcel we will construct a 48-foot tall masonry and brick bell tower with 25 bells. It will mark the new grand entryway to Lindenwood's 500+ acre campus. For many, it will also create the most beautiful approach into the City of St. Charles from I-70. The carillon will be equipped to play hundreds of melodies on a programmed schedule.

Relocated West Clay Street: The intersection of West Clay and First Capitol Drive will be relocated slightly to the southwest of its present location. This will tie the street directly into a “loop road” running through Powell Terrace and across I-70. The City and State will pick up the primary cost of this project, though Lindenwood will have to dedicate some land to swap rights-of-way with the City.

Loop Road Project: The new West Clay will be continued through the Powell Terrace area and connect with Fairgrounds Road to provide essential segments of a large “loop” road that will cross I-70 and run near the St. Charles Convention Center. The road will eventually tie in with Friedens Road and thus be continuous with Zumbahl Road to complete the “loop” back to West Clay Street. Lindenwood will not fund this development beyond acquiring some of the property across which the new West Clay will be poured. The purpose of the loop road is threefold: To provide easy access to Lindenwood’s campus from several strategic points, open up the flow of traffic through the City, and facilitate travel from the Convention Center to our Fine and Performing Arts Center and back.

Campus Access: We will extend a road through the campus, starting at Watson Street and heading through the lower heritage campus (uphill from Harmon Hall), over a new two-lane bridge, across the back acreage and out onto Duchesne Street. Inroads or new entry points will also be inserted from West Clay and First Capitol, to add existing access points on Droste (through Linden Terrace) and Kingshighway. All of these entrances will be identified by brick or stone gates that coordinate with existing campus architecture and invite students and guests to come into our beautiful campus.

People Paths: Beginning in the summer of 2007, we will start creating pedestrian and bicycle paths across the campus to make human-powered travel easier and more pleasant on the main campus. These improvements will encourage healthful habits in our students and staff and render the Lindenwood experience more charming and memorable. By encouraging self-

propelled movement about the campus, we should also abate some of our parking jams near classroom buildings.

Retail Center Project: Lindenwood has acquired the greater part of approximately 35 acres of property immediately southeast of the intersection of West Clay Street and First Capitol Drive, with another embedded five acres of City-owned alleys, streets, and easements. The parcels thereon presently house slightly more than 500 male LU students. Upon acquiring the remaining private parcels, Lindenwood will enter into a partnership with both the City and a developer to create the Lindenwood Town Center, a modern outdoor pedestrian mall anchored by a major supermarket and a major retail store that will be complemented by a variety of eateries and specialty shops. This architecturally picturesque shopping plaza will include Lindenwood's one-stop Student Services Center, which will contain our business office, registrar's office, and financial aid center. Land leases will produce most of Lindenwood's future income from this property.

Harmon Hall Expansion: We will remodel and expand Harmon Hall in two phases. The first phase will expand the size of the building by about 100% through the addition of a major wing on the west side of the existing structure. Phase two of this plan will involve bringing the exterior in line with architectural features of other campus buildings, including the construction of a peaked roof. Inside, we will transform various office and studio spaces into classrooms. Coincident with the completion of phase 2 will be relocation of the Management Division into what will then be known as the Lindenwood Business and Economics Center. This wing will consist primarily of new classroom space, but some faculty offices will be added as well to accommodate the Management faculty and associated programs from LCIE. This new venue for our Business programs will become known as the best equipped and most desirable Business and Economics school in the State – and perhaps in the Midwest region.

Studio East/Studio Arts Project: Lindenwood owns a 5,000 square-foot building (a former store) on First Capitol, where we hold several drawing, painting, and other Art classes. The

structure has not been optimally utilized because it is primarily a large open space, and that fact makes running several classes simultaneously challenging at best. We will remodel the building so that it is subdivided into several large studio areas and storages spaces. If we can obtain the nearby NAPA Auto Parts store, our "Studio East" will double in size and will be able to serve many other disciplines as well. The new space will potentially provide a location for our ceramics kiln, which must be relocated as Harmon Hall is converted to a Business and Economics Center. This project is scheduled for 2008-09.

Walgreens Store: We will acquire the Walgreens pharmacy building at the intersection of Droste Road and West Clay. The space will be converted to classrooms, and it might be used for Studio Art classes and labs if we are unable to acquire the NAPA Auto Parts store needed for the expansion of Studio East. The present Walgreens operation will be relocated to the Lindenwood Town Center.

LUCC Remodeling: The Lindenwood University Cultural Center is the former First Baptist Church of St. Charles, located on Kingshighway. Presently, it has only two large classrooms – the remainder of its space consisting of 13-occupant seminar rooms, a 600-seat auditorium, several offices, a YMCA day-care center, and two band rooms. The remodeling of this facility will result in the combining of adjacent seminar-style rooms into regular, technology-equipped classrooms capable of holding 25-30 students. A large, glass-front entry foyer will afford principal access from Kingshighway, in addition to the aesthetically pedestrian present entrances located on the side and rear of the building. This initiative is projected to take place in 2007 or later.

Hyland Arena Expansion: The Highland Performance Arena expansion will extend from the West side of the structure and will house an indoor track and, possibly, and Olympic-standard swimming and diving facility. The projected construction period has not yet been set.

Linden Terrace Renovation: Linden Terrace is an area of nearly 150 residential units – homes and duplexes – located along Droste and Duschesne Roads. Lindenwood purchased most of those units across the past 10 years and offers the residential options thereon to upperclassmen, graduate students, and married students. Although we have repaired and maintained many of these units annually, the majority of these structures will reach the end of their economic lives within the next 10 to 20 years. Our plan is to replace all of these homes in stages. We will build apartment/duplex-style units that will be well suited for our graduate-student and married-student populations, which we anticipate will continue to grow into the foreseeable future. The new structures will be designed and situated to facilitate a true university-residence community among the students who reside there. Preliminary layout prints have been prepared.

Other Sites and Initiatives

Belleville Campus and Southwestern Illinois: Lindenwood owns 22 acres on the former Belleville West High School property. We will improve and maintain the following buildings on that site: The main administrative building (offices plus classrooms and labs), the theatre/auditorium, the women's gymnasium and the former cafeteria. We will refurbish and equip the classrooms and labs in the administrative building and operate faculty and administrative offices at that location. We will rent or lend the women's gym and athletic field to community and school groups. The cafeteria has many possibilities, two being (1) a conference center for corporate training and education and (2) a working laboratory and service center for not-for-profit organizations. We have completely restore the theatre/auditorium and conduct a schedule of plays and other productions there throughout the year – for purposes of both higher education and community enrichment. Regional troupes and companies will also be able to run their shows there, in coordination with and subject to Lindenwood's needs and uses. We will seek City and County benefactors to underwrite part of our Belleville Campus improvements. Academic programs will continue to grow steadily for the

next decade up to nearly 5,000 students – mostly corporate and evening – who will pursue both undergraduate and graduate degrees in many areas of study. Graduate teacher-education programs and continuing education programs for practicing teachers will continue to be a substantial draw in Southwestern Illinois – particularly during the summer months. Presently we have only a few programs in that region – Management, Counseling, Health Management, Communications, Criminal Justice, and Graduate Education – but will add others each year as demand warrants. We will continue to acquire additional parcels contiguous with the existing campus for construction of new facilities and parking space as the commerce at the campus grows.

Our plan is to sell a large parcel of our Belleville Campus to the State of Illinois, as a site on which they will construct the largest forensics laboratory and training center in the region. We will then partner with the State Police to offer Criminal Justice and Forensics classes and provide student interns to help run the forensics lab. This will substantially increase the number of students in our Criminal Justice curriculum at Belleville – potentially boosting the program census by several hundred paying participants.

Property in the general vicinity of the Belleville Campus provides several possibilities for converting a larger existing building into a conference center designed to provide college-credit-bearing professional development classes, ideally leading to an MBA or comparable degree. Corporate groups, both domestic and international, could be flown in for intensive weekend or week-long seminars and classes. Some work could be completed by distance learning as well. If the amount of new business warrants, we would acquire a local hotel to provide accommodations for groups of executives who travel to our Belleville Campus to meet their professional education needs.

We will recruit actively to draw new groups of students each year from auspicious regional venues, such as Southwestern Illinois College, Kaskaskia, and Scott Air Force Base. It will be necessary to connect with influential persons and gatekeepers inside each such domain and

assign part-time or full-time recruiters to mine each of those territories. If there are niche markets in certain fields, such as Communications, we might be able to start up and operate a healthy day program targeting BA-degree completers who have earned an associate degree from SWIC. However, our primary focus needs to be on growing the evening, corporate, and graduate population at the West Main Street campus, to make it the best-managed and most prolific evening college in Southwestern Illinois.

Many possible community partnerships and cooperative ventures exist in the Belleville area. Classes could be provided on the employers' sites in various dimensions of business and management. There is also the potential to work with City and County interests to develop and run both commercial and not-for-profit communications operations, such as local radio and television stations.

Boone Campus: Lindenwood acquired the Daniel Boone Home and Boonesfield Village from the Andrae family in 1998 and has purchased several hundred acres of contiguous prairie and woodlands since that time. Over the years, a potpourri of historical structures from Eastern Missouri and several Boone-related artifacts and collections have been added to the village, which receives in excess of 20,000 visitors per year. Through the acquisition and reconstruction of several additional historically significant buildings and the consequent enhancement of its programs, the "Boone Campus" will be developed into the Williamsburg Colony of the Midwest, offering tourists and students of all ages the opportunity to experience the frontier history and culture of the late 18th and early 19th century America. The campus will provide educational enrichment for the general public; local history education for K-12 students; unique college classes and majors for Lindenwood's students; activity and crafts classes for both the university and the general adult populations; experientially distinctive classes in curriculum development and character education for K-12 teachers; historical theatre, musicals, and re-enactments for all populations; seminars and forums on educational, political, social, and ethical issues; research opportunities for scholars, scientists, and students; and many other programs that will carry added value and be more effectively delivered because they are connected with such a

historically and culturally rich setting. Although operational costs could be largely covered by tourism, the primary mission of the Boone Campus will be educational.

College-level opportunities will include summer and fall Boone Challenge Semesters, during which undergraduate and graduate students will immerse themselves into not only unique courses of study but also the day-to-day operations of the historical village. Most of the students entering the Challenge Semester will reside at Boonesfield Village throughout the duration of their studies, with that residential group of growing from half a dozen presently to as many as 100 or more in five to ten years. Tuition revenues will ultimately surpass tourism fees as the primary source of income at the Boone Campus.

Other university-level opportunities will be available in the area of Environmental Studies: Ecology, Environmental Biology, Conservation and Environmental Management, Frontier Flora and Fauna, Prairie Restoration, and Outdoor Education with environmental emphases. Relatedly, frontier agronomy and crop management projects will not only afford one-of-a-kind learning opportunities for our students but will also generate additional revenues to support the Boone Campus and its programs. We will seek partnerships and funding from both state and federal conservation and natural resources organizations in conjunction with these environmental programs.

Lindenwood's National Center for the Study of American Culture and Values will sponsor classes, forums, and research projects in the following subject matters: American History and the American Experience, American Citizenship and Civics, American Heritage (Arts, Humanities, and Historic Interpretation), Economics and the Environment, Character Education, and Ethics-Faith-Spirituality. These values systems comprise the Six Cornerstones of the NCSACV, which was established to foster investigation, learning, conversations, and scholarship centered on elucidating aspects of the American experience that uniquely define "being an American." The NCSACV will draw increasingly more attention to the Boone Campus, which eventually will be the headquarters of the initiative.

A new Visitor's Center is planned to serve not only to make Boonesfield village more attractive to tourists but also to provide suitable space for historical research, classes, theatre, and display and preservation of historically valuable collections of documents and artifacts.

Lindenwood's Boone Campus will offer a vast array of learning opportunities in a distinctive context that is not likely to be duplicated by any other University in the United States. These opportunities span the Sciences, Arts, Social Sciences, Humanities, Teacher Education, and Business and Economics. Lindenwood's adoption of the Boone Campus is a most fitting expression of the significant role the University has played as America's Frontier University.

Shooting Range: Lindenwood has assembled and sponsors a nationally dominant coeducational Shooting (Trap and Skeet) Team, and we intend to build or influence the design and accessibility of a world-class shooting range located either within or near St. Charles County. We will explore potential locations within the Busch Wildlife area and at a couple sites along Highway 79. Lindenwood will secure partial or majority funding from either a government partner or a private foundation. The range will be available to Lindenwood's Shooting Team on a scheduled basis but will also serve other groups from the community or region on a pay-per-use basis.

Skyway Farm: The Rotarians conveyed to Lindenwood the ownership of Skyway Farm, a 200-acre retreat located in Elsberry, Missouri. The site will offer educational opportunities not only for Lindenwood organizations but also various other organizations around the region. The Farm will serve as an ideal, secluded setting for training camps, retreats, camps, and activity classes. On-site facilities are available for swimming, fishing, archery, a low-ropes course, and other recreational and outdoor experiences. The site has a manor house, several cabins, a kitchen and dining hall, and a bathhouse. This unusual property will enhance Lindenwood's capability to reach out to community partners as well as provide numerous value-added experiential-education options for students in virtually every academic division.

Western St. Charles County/Eastern Lincoln County Network: The University has a grouping of classroom and office spaces in Wentzville, O'Fallon, and Moscow Mills, where we offer both graduate and undergraduate curricula, chiefly through our accelerated evening (LCIE) division – though some teacher education classes are offered at the Wentzville facility and many Early College Start classes are conducted at the Lincoln County (Moscow Mills) Higher Education Center.

Lindenwood purchased and refurbished Wentzville's former Southern Air restaurant at a cost of about \$580,000, rents space at the O'Fallon Senior Center (from the City) at a nominal cost, and has been granted free use of a refurbished elementary education school in Moscow Mills by the Troy-Buchanan School District. The Wentzville location, in particular, has increased its business over the past two years. Both of the other western sites have the potential to expand their offerings. To that end, we will continue to market evening, corporate, and graduate degrees to the schools, businesses, and general community in that area. We will increase our appeal to those student populations through face-to-face promotion of timely programs, such as Entrepreneurial Studies, and more aggressive sales campaigns. We will also search for opportunities to form profitable corporate partnerships, which will include providing some programs at on the premises of businesses and schools requesting on-site delivery. With sufficient effort and maintenance of significantly lower tuition rates, we will quell nascent efforts by competitors (such as Webster University) to make significant inroads into our clientele base in this region.

Weldon Spring Site: In the fall of 2003, the U.S. Department of Energy granted Lindenwood a indefinite-term use permit on a large building situated on the site of the Weldon Spring Site Remedial Action Project, which is located along Highway 94 South. Lindenwood pays for maintenance, custodial services, utilities, and insurance and, in return, is permitted to use the building for educational purposes. This facility sits very close to the segment of Highway 40/61 known as the "Technology Corridor" and is in a prime area for attracting evening and corporate

students who wish to earn Business and/or Technology degrees. With sufficient creative marketing actions (such as strategically placed billboards and scheduled recruiting visits to area firms), we could easily attract several hundred additional LCIE and MBA students from the population of professionals who live in the Southwestern portion of St. Charles County or commute to and from their jobs through the Technology Corridor. The Weldon Spring site might also serve students from our Boone Campus and graduate students in Teacher Education from the Francis Howell School District. An indoor shooting range for our Shooting Team and a training site for our Fire Science majors are other possible uses for this facility. Still another potential educational use is to involve Lindenwood students in the various nature-trail and prairie restoration projects underway on the property, as well as in internships and practicums at the adjoining WSSRAP Interpretive Center.

St. Louis Campus Network: In 2005 we purchased the "Our Lady of Fatima" church-school in Florissant and converted the well-maintained structure into a college classroom and office building where we offer LCIE clusters and classes in Professional Counseling. We will quickly fill this site, which has 13 classrooms, in response to a strong demand in the Florissant area for both graduate and undergraduate LCIE classes in the evenings. It will be the fastest growing site in Lindenwood's St. Louis Network of campuses. In particular, we will avail ourselves of the large renewable pool of associate-degree graduates being generated by the nearby Florissant branch of the St. Louis Community College system. Space use in the daytime hours is minimal now but will be increased as local businesses and organizations rent or lease space for their own training initiatives conducted before 6 p.m. during the week and on Saturdays. The Florissant Center will be completely outfitted with wireless computer networking and Internet access from each classroom and office. Parking eventually will be at a premium, and we will need to acquire or lay additional parking areas to accommodate the heavy demand for services that inevitably will develop.

We have leased the Westport campus building, which has 14 (mostly small) classrooms, for LCIE, MBA, and Counseling classes since the early 1980s. Monday through Thursday of each

week, those classroom spaces are nearly fully utilized. Future expansion of business at the site will result from intelligent marketing and scheduling of Friday evening and weekend classes and for-credit conferences, which we will market to area businesses and organizations via personal sales visits by the site director. We will also rent or sublet the space to various business and community groups during the daytime hours.

Our South County Campus is located in rent-free space at the Hyland Center of St. Anthony's Health Center. The business there – LCIE and Counseling classes – has waxed and waned in cycles over the years. We will carry out a concerted sales campaign in that area, with emphasis on our Health Management program. We execute an effective marketing strategy in South County to trump the many competing institutions that have begun offering college classes at the facility. At the same time, we will be looking for a new classroom site in that sector because St. Anthony's has gradually reduced the amount of space it is willing to allocate for Lindenwood's use. South County remains a very fertile ground for business opportunities, and our student population there has the potential to grow appreciably with better marketing and sales efforts. There is no reason we cannot be the premier higher-education vendor in that part of town.

K-12 School Districts: Approximately 1500 of our students are practicing K-12 teachers and administrators who are pursuing graduate credits at one of the 30 schools in Missouri and Illinois where we offer evening classes. These sites range as far south as Branson, as far north as Hannibal, as far west as Independence and as far east as St. Clair County, Illinois. We are the preeminent provider of graduate teacher/administrator credits in the State of Missouri, and we intend to continue to open new sites throughout Missouri and Illinois as appropriate opportunities present themselves. This is a very low cost extension of Lindenwood's graduate-education services, with most of the classes being offered in rent-free spaces at the various school districts and the vast majority of the teaching being conducted by adjunct instructors. Oversight of these remote programs is the responsibility of six qualified field managers we employ (all experienced K-12 administrators), as well as that of our Dean of Education.

Intercollegiate Athletics

Lindenwood sponsors 38 intercollegiate sports teams, which, contrary to commonly held assumptions, are a revenue source more than budget overhead. Forty to 50 percent of our resident undergraduate students come to Lindenwood with the intention to participate on one or more of our varsity sports teams, and at least 90 percent of those recruits become active in Lindenwood athletics for some portion of their time here. Lindenwood's athletics coaches and facilities are second to none, and the University's sports program has twice received the coveted Directors Cup, signifying the strongest intercollegiate athletics program in the country. Moreover, we are – and will continue to be – contenders for that honor each year. Our student-athletes have a collective GPA and retention rate comparable to those of our general undergraduate population.

We will continue to support and upgrade our athletics programs and facilities, and we may develop even more sports teams if warranted by the student market and justified by the economics of the proposed additions. Within the next five to ten years, we will add an Olympic-grade aquatics facility, an indoor track, and an Olympic-quality shooting range to our present trove of superior athletics facilities. Our eventual athletic-prowess objective is for a majority of our teams to be in the running for conference championships annually and at least third of the teams in contention for national championships each year. Even more important, however, is our ultimate goal of being recognized in the higher-education community as the university that expects its student-athletes to excel in the classroom as well as in sports contests; to graduate on time; to develop the strongest character structure possible. Athletics programs at Lindenwood will continue to be one of the significant means through which we educate the whole person.

Programs

General Philosophy of Program Building: Lindenwood has one of the most flexible and prolific lineups of programs and majors – both graduate and undergraduate – in its category of institution. We will continue to introduce new programs that are relevant and market-driven but consistent with our mission and purposes. Although we will introduce new majors annually, we will not do so by creating an overabundance of specialized courses that, individually, cater to only a wastefully small group of students. The latter practice would not be cost effective. Rather, we will develop compellingly attractive and useful new majors and emphases by assembling and reconfiguring components of existing programs. This approach will increase the average enrollment in and profitability of each course section even as it enhances the diversity of curricular paths available to a growing population of students.

Doctoral Programs and MSW: In addition to a carefully calculated, market-guided growth of the undergraduate majors we offer, Lindenwood will make additional forays into the graduate-education market, in sectors where there is substantial demand for advanced study and training. Once we have successfully completed our quest of specialized accreditation of our undergraduate degree in Social Work, we may seek approval from the Council on Social Work Education to offer a Master of Social Work degree, depending on the financial viability of the concept. We will also vigorously market a new course-based MBA in Entrepreneurial Studies.

We expect the Higher Learning Commission to approve our request to offer a Doctor of Education degree by January of 2007, which will instantly attract several dozen qualified applicants as a result of pent-up demand for the Ed.D. degree in St. Charles and Lincoln Counties. The program will steadily increase in size to 150 or more students within two years of its launch and will eventually be offered at many of our external sites. Within five years, our Ed.D. program will grow to the largest in Missouri in terms of number of degree completers

annually. Other fields in which we might profitably market doctoral programs include Management and Counseling.

On-Site Partnerships: Lindenwood's auspicious geography presents nearly endless opportunities to open executive-education programs on the premises of various businesses and organizations in the Greater St. Louis Metropolitan Area and beyond. Most of these initiatives will take the form of partnerships with the clients, in which Lindenwood will develop or assemble curricula that will be worthy of college credit but also meet the particular needs of the clients' respective organizations. Though most of these on-site classes will be taught by adjuncts (often qualified employees of the client-partners), Lindenwood will assure quality control and authorized college credit through ongoing linkage with and oversight by our academic deans and their program managers. Both our corporate admissions personnel and our academic managers will be responsible for finding and implementing these expansion opportunities. Area businesses are most likely to subscribe to the following subject areas: Accounting, Human Resources, Business Law and Ethics, Effective Written Communication, Computer Technology, Entrepreneurial Studies, Advertising and Marketing, and Strategic Planning. If we capitalize on these abundant opportunities now, Lindenwood will become the dominant vendor in corporate higher education in this region. If we hesitate to move on this market, competitors will quickly preempt us. Once that occurs, displacing them will be difficult. Target business partners include Boeing (for whom we already have preferred provider status), MasterCard, GM, AT&T, area health care chains, construction companies, and many other medium to large businesses.

Not-for-Profit: The not-for-profit sector of our economy is growing rapidly. Over the past 15 years, Lindenwood has been one of the premier providers of programs in Human Services Agency Management and has been recognized as such by the national American Humanics Corporation. There are many program opportunities that await us in this area of our academic operations, most promisingly in potential partnerships with the major not-for-profit organizations, such as the YMCA, American Red Cross, and Boy Scouts of America. These

partnerships will strengthen our business and educational operations in three ways: (1) through special graduate-study options for the not-for-profit organizations' employees, (2) through customized on-site programs similar to those planned for businesses in the commercial sector, and (3) through affording our HSAM students opportunities for specialized certifications from these partner organizations. Within the next five years, our total student count in HSAM, including all those coming in via this partnerships, will rise from 150 to 500 or more. It is likely that Lindenwood will become the national education center for both the YMCA and Boy Scouts of America. Additionally, we plan to pursue the same goal in regard to the American Red Cross and the Boys and Girls Club.

CJ and Fire Science Partnerships: Public safety personnel presently are hungry for convenient, affordable opportunities to either complete their bachelor's degree or pursue a master's degree. Further, there are both grants and loans available to firefighters and law-enforcement officers who wish to take university classes. There are several ways in which Lindenwood is able to reach, engage, and serve these markets. We already have bachelor's and master's curricula available in Criminal Justice and Fire Science Management within our accelerated evening program (LCIE). We need to more aggressively market and recruit to these and related programs through forming partnerships with the various public safety agencies in our region. Examples include a possible joint training program in Criminal Forensics in conjunction with the Illinois State Police (as the future Belleville Forensics Laboratory mentioned earlier); special blended programs with both the Police and Fire academies of St. Louis County; a summer training institute for Missouri state police.

Internal Operations and Organizational Structure

Lindenwood will continue with its notably efficient and effective merit-based/results-oriented management system. We will consciously keep our personnel structure lean, with all employees undertaking many roles and responsibilities. Our master employee roster will be

predominated by individuals who are qualified to teach college classes by virtue of their education and experience, with any non-teaching employees being realistically considered "overhead." Every member of the campus community will be supervised daily and formally evaluated at least annually, with continuation and compensation being a function of market demand for particular qualifications and observable quality and quantity of contributions to the successful operation of the university. All Lindenwood offices and employees will be expected to participate in the vital processes of student recruitment and retention.

We will carry on management by inspection rather than management by assumption. All employees, but especially our deans and other administrative heads, will be expected to be loyal to the University while they are employed here. They will also be obligated to represent us well at all times and places for as long as they are associated with Lindenwood. Department heads and deans will continue to be principally responsible for accurate and timely communication of policies and procedures to their employees with a minimum number of formal meetings being required. We will improve our communication with and operation of our ever-growing network of external campuses by implementing and supporting a system of extended-site management supervised by a Vice-president for Extension Campuses. Quality control and validation will rest with the academic personnel and their administrators at the St Charles campus until such time that an external campus (such as Belleville, for example) develops into a stand-alone operation with its own full-service staff and faculty.

Finances: Not one dollar will be spent without compelling justification of the expense, and all expenditures will be in the service of our mission and our students. Each requisition and its written rationale will be inspected and endorsed by the appropriate administrative head and approved by the President or the Chief Operating Officer.

Lindenwood will continue to rely chiefly on tuition revenue to fund its operations because grants and gifts are capricious from year to year, and relying on the latter sources places the University's fate into the hands of outside interests. Lindenwood's annual income will grow

indefinitely as a result of continuous growth in our corporate, evening, and graduate enrollments. We can directly influence this principal source of funds and thereby directly ensure and retain control of our mission and future. We will remain debt free while amassing a total endowment of \$200 million by the year 2027, with most of that wealth being derived from tuition income. Gift income will grow slowly but will not become a make-or-break component of our financial base. Alumni giving will not increase to a significant level in the foreseeable future, but we will be able to procure significant foundation and corporate gifts from time to time, in connection with well-defined and promoted capital campaigns.

Organizational Structure: The future Lindenwood will need to alter its organizational structure in some basic ways in order to continue to prosper in the face of its success and prosperity. The post-Spellmann Lindenwood will operate most effectively with one or the other of the following divisions of administrative authority:

Scenario 1: President, Vice-president for Academics, Vice-president for Student Life, Vice-president for Fundraising and Community Development, Vice-president for Operations and Finance, Vice-president for Investment, Vice-president for Extension Campuses.

- The President will be the traditional, full-authority CEO, overseeing and managing all internal operations as the Board of Directors' representative.
- The Vice-president for Academics will have the role now held by Lindenwood's Provost.
- The Vice-president for Student Life and Enrollment will be in charge of admissions, campus life, and enrollment management.
- The Vice-president for Fundraising and Community Development will be responsible for fundraising, development, and community development, including our public relations office.
- The Vice-president for Operations and Finance will manage the physical plant, purchasing, and the business office.
- The Vice-president for Investment will be charged with ensuring that our endowment funds are safely and productively invested.

Lindenwood University: Vision, Status, and Outlook

- The Vice-president for Extension Campuses will be in charge of our vast and ever-growing network of external sites

Scenario 2: President, Executive Vice-president of the University, Vice-president for Academics, Vice-president for Student Life and Enrollment, Vice-president for Fundraising and Community Development, Vice-president for Operations and Finance, Vice-president for Investment, Vice-president for External Campuses. This alternative management structure differs from the first in the following way:

- The President will be primarily a fundraiser and ceremonial chieftain, and as such will be heavily involved in goodwill and development activities in collaboration with the V-P for Fundraising and Community Development. The President will also have formal control over all internal operations and officers as well as external campus network. However, he or she normally will spend little time overseeing day-to-day operations.
- The Executive Vice-president of the University will report to the President but will actually manage the day-to-day operations of the entire university, thus freeing the President for work in area of institutional advancement and community relations. All other V-Ps will report the Executive V-P, as the title implies.

External Relations and Image

Lindenwood will fiercely defend, maintain, and protect its philosophical, financial, and operational independence. The University's reputation with the K-12 schools will continue to shine, and respect and admiration from the general corporate community will continue to grow as positive results of The Lindenwood Way increasingly become noticed and acknowledged around the St. Louis region and beyond. Competing colleges and universities, both public and independent, will persist in their distrust of our innovative system, even as they grudgingly become more aware of our success and prominence in higher education. Accrediting organizations, including the Higher Learning Commission, will persistently attempt to pull us

Lindenwood University: Vision, Status, and Outlook

into the languishing mainstream – an effort we will effectively parry as we move forward in this century. Eventually, but perhaps not for several decades, Lindenwood will be recognized as a pioneer in the remaking of American higher education. Most importantly, our students and mission will be well served by our vision and perseverance.

People

Students: Our Fall, 2006 IPEDS figures show that we have a total of 6536 (73 percent) full-time and 2359 (37 percent) part-time students, of which 6067 (84 percent) are undergraduates and 3457 (36 percent) are graduate students. Fifty-two percent of our students in all programs are women. However, the full-time daytime undergraduates show the opposite profile, with 53 percent being men. In contrast, approximately 75 percent of our evening and corporate students are women.

For the entire 2006 fiscal year, Lindenwood had an unduplicated headcount of 13713 students. A breakdown of this figure by student type will be presented later in this report.

Student Demographics: Characteristics of Lindenwood undergraduates at this fall term include the following: About 16 percent are members of racial/ethnic minorities, and 6.3 percent (or 415) are foreign students. Seventy-six percent of the undergraduate population hail from Missouri, with 58 percent of all of our undergraduates reporting residences in St. Louis County or St. Charles County. Seven and one-half percent of our undergraduates come from other states in the U.S.

Approximately 12 percent of all of our student students graduate gradually are from other countries.

The President, Executive Vice-president of the University, Vice-president for Academic Affairs, Vice-president for Student Life and Enrollment, Vice-president for Fundraising and Community Development, Vice-president for Operations and Finance, Vice-president for Investments, Vice-president for External Campuses. This alternative management structure differs from the first in the following way:

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STATE OF THE UNIVERSITY

People

Students: Our Fall, 2006 IPEDS figures show that we have a total of 6936 (73 percent) full-time and 2589 (27percent) part-time students, of which 6068 (64 percent) are undergraduates and 3457 (36 percent) are graduate students. Sixty-two percent of our students in all programs are women. However, the full-time daytime undergraduates show the opposite profile, with 53 percent being men. In contrast, approximately 75 percent of our evening and corporate students are women.

For the entire 2006 fiscal year, Lindenwood had an unduplicated headcount of 13718 students. A breakdown of this figure by student type will be presented later in this report.

Student Demographics Characteristics of Lindenwood undergraduates this fall term include the following: About 16 percent are members of racial or ethnic minorities, and 6.9 percent (or 418) are foreign students. Seventy-six percent of the undergraduate population hails from Missouri, with 58 percent of all of our undergraduates reporting residences in St. Louis County or St. Charles County. Sixteen and one-half percent of our undergraduates come from other states in the U.S.

Approximately 12 percent of all of our resident students (undergraduate and graduate combined) are from other countries.

*Financial Aid*¹ Eighty-four percent of our undergraduates receive financial aid, 96 percent of whom receive Lindenwood grants. Seventy-one percent of our undergraduate students take out educational loans, 25 percent of them receive federal grants, and 21 percent get state grants. About two-thirds of our graduate students receive some form of financial aid, with 43% being in the form of loans and about a third of the students receiving state, federal, or Lindenwood grants. Overall, 75 percent of our entire student body receives financial aid. The population we serve is heavily dependent upon financial aid, and it is crucial that we stay abreast of developments, avenues of access, and good practices in this area of our business operations.

Academic Aptitude The Fall 2006 IPEDS data also show that the average ACT composite score of our incoming freshmen is 21.6 and that the average SAT total for the same population is 974. Our students' mean composite ACT score is about average for Missouri and the U.S. Among our first-time freshmen, ACTs range from 15 to 34, and SAT totals run from 780 to over 1400, which shows that we (1) educate an intellectually diverse population and (2) provide higher-education opportunities for some students who might not be given a chance to pursue college degree on some of the other regional campuses. Even though Lindenwood's official ACT admission standard is a composite of 20, we have a policy of accepting some students with lower composites if we have evidence of compensatory talents and strengths. However, such a socially conscious admission policy probably increases the challenge for our student-retention program (see below). We admit about 65 percent of undergraduate applicants overall, and about 73 percent of those accepted actually enroll each fall.

Student Retention and Graduation Rates: The Higher Learning Commission has identified student retention as a problem area in Lindenwood's performance. Since the winter of 2003, we have initiated several measures designed to improve student persistence at the University.

¹ According the U.S. Department of Education's IPEDS DATA FEEDBACK REPORT for 2006, Lindenwood's financial aid profile is very similar to that of our "Comparison Group" of comparable schools identified by the USDE.

These initiatives are described in detail in our Fall 2005 *Focused Visit Report*, which we prepared for the HLC, and the statistical results of our efforts appear in the Table below.

Fall-to-Fall Semester Undergraduate Retention Rate

	F02-F03	F03-F04	F04-05	F05-06
Freshman	57%	64%	69%	64%
Sophomore	74%	77%	79%	76%
Junior	86%	89%	87%	86%
Senior	81%	78%	68%	77%
Overall	73%	76%	76%	75%

After making significant improvements in fall-to-fall freshman and sophomore retention rates between 2002 and 2005, we have lost some ground this year in regard to those two cohort categories. The Comparison Group of colleges cited in the 2006 IPEDS DATA FEEDBACK REPORT had a fall-to-fall freshman retention rate of 77 percent; hence, we have some distance to go to meet this challenge. We still have a retention problem, especially among our first-year students, and we must continue to work on improving overall student progress toward degree completion.

Year-to-year retention statistics for our evening students ranges from 50 percent for our standard MBA students to 74 percent for our graduate Counseling students, with roughly two-thirds of the LCIE quarter students (both graduate and undergraduate) continuing their Lindenwood studies across the same time span. It would appear that we could improve persistence appreciably in our evening programs as well.

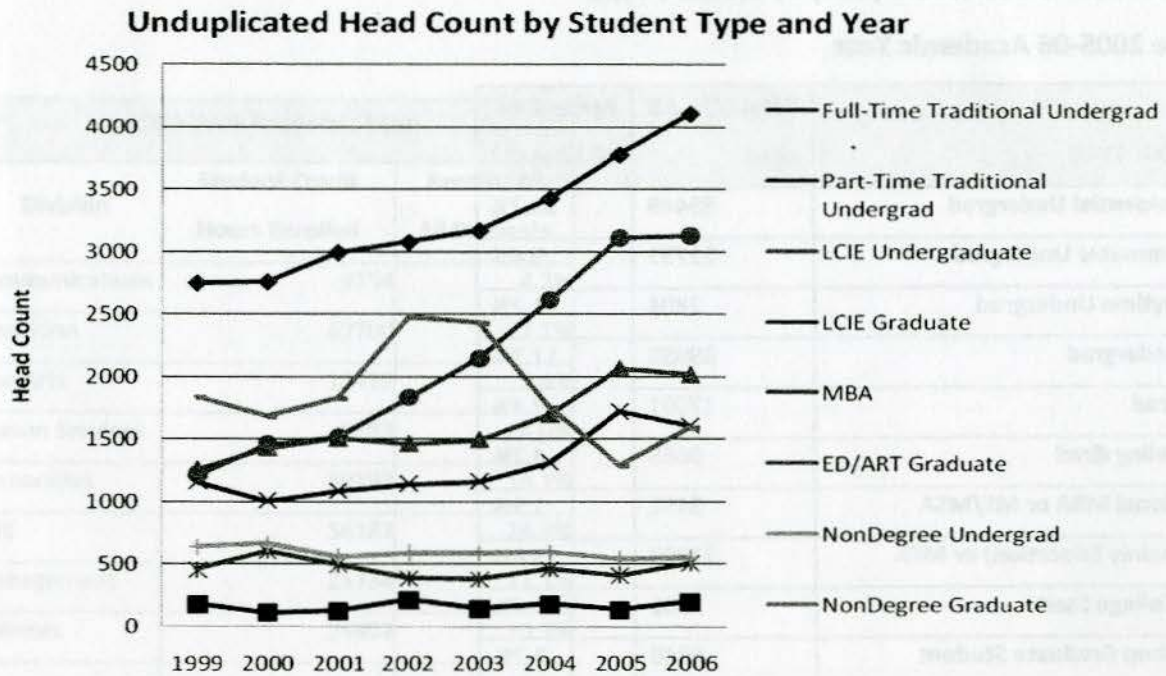
Lindenwood's six-year graduation rate has hovered around 44-46% for several years, which is lower than it should be. Comparable colleges and universities report an average graduation rate of 59 percent, though a 55 percent rate generally is considered respectable in higher

education. The six-year graduation rate surveyed by the USDE pertains only to full-time undergraduates, by convention.

Fiscal-Year Enrollment Trends: Unduplicated student head counts for Fiscal 2002 through Fiscal 2006 appear below. Both the table and the associated figure make it clear that the highest growth rates in our student body have occurred in three categories of customer: full-time traditional undergraduates, graduate students in Education, and, more recently, the LCIE program. These basic observations have weighty fiscal and marketing implications. First, the traditional undergraduate census can no longer leap ahead as it has for many years. We simply do not have much additional room on the St. Charles Campus. What is more, even if we could quickly build or buy more dorms and classroom buildings, we would not be able to immediately accommodate associated demands for more dining facilities and increased support services. Growth of our client base will have to take place in other sectors of our service market – namely, in the evening and graduate programs. Furthermore, additional evening-college expansion in the immediate future will very likely occur primarily at external campuses. Not only are our St. Charles facilities nearing their capacity on some weekday evenings, but most of the recent growth in both LCIE and graduate Education has taken place at our remote campuses.

Unduplicated Head Counts by Student Category

	1999	2000	2001	2002	2003	2004	2005	2006
Full-Time Traditional Undergrad	2747	2757	2992	3076	3167	3425	3778	4106
Part-Time Traditional Undergrad	182	117	130	217	148	180	139	201
LCIE Undergraduate	1260	1432	1507	1467	1497	1698	2067	2019
LCIE Graduate	1156	1004	1084	1141	1159	1314	1723	1606
MBA	458	604	500	387	382	462	410	509
ED/ART Graduate	1211	1455	1513	1830	2144	2610	3110	3129
NonDegree Undergrad	641	667	565	592	590	599	549	556
NonDegree Graduate	1834	1683	1829	2475	2431	1753	1287	1592
Total	9489	9719	10120	11185	11518	12041	13063	13718



Student Credit Hours (SCH) by Student Type: Also noteworthy are the student credit hours produced by each student type. The table shown below shows that our full-time daytime undergraduate students (residential + commuter), all of whom study on our main campus, account for nearly half of the credit hours we sell. Bear in mind that this is the subgroup of our student population that will increase only slightly within the next few years (and that will have to be in the commuter group). LCIE accounts for 25% of our credit-hour production but is incrementing principally at the newer external campuses – Belleville and Florissant. The fastest growth in the other large sector of our operation – graduate Education students, including Counseling students – is also taking place at external sites.

Total Student Credit Hours (SCH) by Student Type

For the 2005-06 Academic Year

STUDENT TYPE	Total SCH -All Sites	Percent of All Sites
F-T Residential Undergrad	89449	38.7%
F-T Commuter Undergrad	21799	9.4%
P-T Daytime Undergrad	2804	1.2%
LCIE Undergrad	39955	17.3%
LCIE Grad	17001	7.4%
Counseling Grad	9665	4.2%
Traditional MBA or MS/MSA	3452	1.5%
MA (mainly Education) or MFA	31803	13.8%
Early College Start	3250	1.4%
Workshop Graduate Student	6340	2.7%
Graduate Student - Other	5527	2.4%
Total	231045	100.0%

Student Credit Hours by Academic Division: The data displayed below convey the relative contribution of each academic division to credit hour production. Because of the size of the program and its large number of external sites, the Education Division generates the greatest SCH total, with LCIE being a close second. Management, Sciences, and Humanities are roughly comparable in their credit-hour yield. The Management Division has a sizeable number of majors. Sciences and Humanities have fewer student majors but sponsor several general education courses, which are nearly always full because students must take them in order to fulfill standard requirements for the bachelor's degree. The Communications, Arts, and Human Services divisions are relatively small, but each is essential to Lindenwood's mission, programmatic purposes, and campus culture.

2005-2006 Academic Year		
Division	Student Credit Hours Enrolled	Percent of All Students
Communications	9754	4.2%
Education	62700	27.1%
Fine Arts	12492	5.4%
Human Services	9183	4.0%
Humanities	30193	13.1%
LCIE	56187	24.3%
Management	25734	11.1%
Sciences	24802	10.7%
Total	231045	100.0%

Fiscal-Year Enrollment Projections: Expected increases in our various student types over this and the following four fiscal years appear below. As mentioned above, post-2006 growth of our full-time undergraduate day students will dramatically slow as a direct result of facilities limitations. That population could resume its strong expansion only if (1) we are able to successfully start a full-service daytime program in Belleville (which we have not been able to do so far) or (2) we consciously decide to expand our facilities even further and change the character of the school from that of a smaller personal college/university to that of a large private university. Again, the greatest promise for growth of our business in the near future lies in the evening, corporate, and graduate programs. To avail ourselves of that potential, we will need to commit to even more vigorous marketing and sales initiatives and enhanced development and support of our remote campuses.

Projected Unduplicated Head Counts through Fiscal 2011

Student Type	2007	2008	2009	2010	2011
Full-Time Traditional UG	4310	4330	4340	4350	4350
Part-Time Traditional UG	200	200	200	200	200
LCIE Undergraduate	2105	2214	2322	2430	2538
LCIE Graduate	1673	1761	1850	1939	2028
MBA	507	531	554	578	601
ED/ART Graduate	3481	3782	4083	4385	4686
NonDegree Undergrad	560	560	560	560	560
NonDegree Graduate	1640	1640	1640	1640	1640
Total	14476	15018	15550	16081	16603

Faculty: The table below displays the profile of the Lindenwood Faculty. Although 207 of our full-time employees have at least a master’s degree and can potentially teach college-level classes, only about 161 are “teaching faculty members”, that is, have classroom instruction as their main principal job assignment. Of those, 144 regularly carry full-time teaching loads from semester to semester. Forty-four percent of our teaching faculty consists of women, and about seven percent of those faculty members would classify themselves as ethnic or racial minorities. About 55 percent of our teaching faculty members have terminal degrees in their fields. That figure normally hovers between 60 and 65 percent at comprehensive independent universities such as Lindenwood. This discrepancy is not a major problem for the University right now but could become an issue as we add doctoral degrees to our list of degree programs. The Management Division, in particular, should begin to list the earned doctorate as a preferred credential for prospective new faculty members. The terminal degree ratio of a university’s faculty also affects its reputation in higher education. We should determine how much weight we wish to assign to that matter in view of the fact that having more “doctors” in our employ would push up our personnel costs but probably would not boost our net revenue in the short run.

Faculty Profile – Fall, 2006

Division	Total Employees with Faculty Rank	Total Teaching Faculty	Total Full-Time Teachers	Total Female Teachers	Percent Female Teachers	Total Minority Teachers	Percent Minority Teachers	Total Teachers with Terminal Degree	Pct. of Teachers with Terminal Degrees	RANK Prof/ Assoc/ Assist
Education	43	34	28	17	50.0%	0	0.0%	25	73.5%	7/8/19
Humanities	34	31	28	15	48.4%	0	0.0%	19	61.3%	16/6/9
Arts	17	17	16	8	47.1%	2	11.8%	10	58.8%	2/6/9
Sciences	25	24	23	11	45.8%	5	20.8%	19	79.2%	7/8/9
Management	48	24	23	9	37.5%	2	8.3%	8	33.3%	4/8/12
Human Services	16	12	10	2	16.7%	2	16.7%	3	25.0%	1/4/7
LCIE	10	9	7	4	44.4%	0	0.0%	3	33.3%	2/2/5
Communications	14	10	9	5	50.0%	0	0.0%	2	20.0%	1/3/7
TOTAL	207	161	144	71	44.1%	11	6.8%	89	55.3%	40/45/76

Faculty Pay We are in a financial position to attract good professors. Information provided in the 2006 IPEDS DATA FEEDBACK REPORT reveals that Lindenwood pays about five percent better than the 21 schools in the “Comparison Group,” which includes many notable private universities in the Midwest region. Our HLC self-study conducted in 2003 showed that Lindenwood’s faculty pay had been increasing at about twice the rate reported by other colleges and universities across the U.S. In addition, more than half of our faculty members elect to enter into “extended” 10- or 12-month contracts, which enables them to earn more income than a conventional 9-month commitment would bring. Within our merit-based system of compensation, we should continue to fairly reward the excellent teaching, advising, and other services provided by our very productive faculty.

Adjunct Faculty Pay Lindenwood employed the services of 321 adjunct professors in Fiscal 2006. We paid this group \$3,791,197 in salaries. The typical Lindenwood adjunct taught about five classes for us in 2006 and was paid stipends accumulating to \$11,800 during that fiscal period.

Faculty Workload Lindenwood professors have heavier teaching – and, very likely, advising – loads than their peers at comparable institutions but much lighter committee-service requirements. During the nine-month academic year, the typical Lindenwood faculty member teaches eleven classes (vs. eight at similar schools). In any semester the typical Lindenwood faculty member teaches more than 130 students, carries five classes (vs. four at similar schools) involving between three and four course preparations, and supervises one or two independent student projects. Of course there is some variation in the number of students taught per instructor, with certain faculty members having more than 200 students, and others having fewer than 90. The average overall class size is around 27 students. Our faculty-deployment ideal would have each faculty member teach between 125 and 150 students each term in five classes with three to four preparations and five to ten independent student projects.

The average Lindenwood faculty member is the academic advisor of 28 students, but several of them serve more than 100 active advisees. The number of advisees carried by each professor ranges to extremes – from one to over 600. Since most of the schools in the IPEDS “Comparison Group” have lower student-to-faculty ratios than Lindenwood, their average number of advisees per professor is likely lower as well (although we have no data to verify that). We hold mentoring to be equal to teaching in its significance, and we reward our employees for excellent service in this sphere.

An analysis conducted in 2005 revealed that the average Lindenwood faculty member who served on a committee or task force spent an average of 10 minutes per week in committee service during the academic year. This contrasts with the typical committee service obligation found at American universities – an average commitment of four to six hours per week.

Faculty workload will continue to be a point of contention with the Higher Learning Commission unless we can more effectively communicate the educational and student-development benefits of our teaching/learning-oriented approach to faculty deployment – something we

have failed to accomplish to date.

Staff: Lindenwood's administrative and staff employee structure is very lean, which is a major reason that we have been able to keep operational costs down and maintain very competitive tuition rates. The number of administrators and staff members in each department appears in the table shown below.

These staff members were not counted in the "teaching faculty" column shown earlier, but some of them were counted in the "employees with faculty rank column." Each staff person is expected to perform many duties and, often, wears many hats. Most offices represented in this table could "justify" 50 percent more employees than we provide. However, our deployment philosophy is to expect productivity above the norm in return for solid annual raises and self-determined job security. That greater productivity enables us to run most offices competently with a fairly lean staff. In turn, this optimized deployment model enables us to remain debt free while fulfilling our mission well.

That is not to deny that we have some offices that could use more adequate staffing. It is likely that Evening and Corporate Admissions, for example, will need additional personnel in the coming months if we are going to successfully mine the potential offered by that expandable student market. In the same vein, our Development Office will have to add a sharp full-time corporate fundraiser if our gift income is to rise above its presently modest level.

It should also be noted that each of these staff offices has several student assistants (usually both graduate and undergraduate students) who effectively are additional part-time employees. They are not counted in the above listing.

Lindenwood Staff Count by Department – Fall, 2006

Office or Department	Number of Employees	Number of Full-Time Employees	Percent who are Full-Time Employees
President's Office	4	4	100.0%
Development	4	3	75.0%
PR/Communications	4	3	75.0%
Education Office	5	4	80.0%
Radio Station	1	1	100.0%
Academic Support	3	2	66.7%
Information Services	7	7	100.0%
Library Services	7	5	71.4%
Academic Services	11	11	100.0%
Financial Aid	11	11	100.0%
Business Office	16	16	100.0%
Campus Life	13	11	84.6%
Day Admissions	13	12	92.3%
Evening/Corp Admissions	9	8	88.9%
Spirit/Gift Shoppe	2	2	100.0%
Maintenance	16	14	87.5%
Custodial	12	9	75.0%
Residential Services/Security	11	9	81.8%
Daniel Boone Home	13	8	61.5%
Belleville Campus	6	5	83.3%
Ice Arena	16	11	68.8%
TOTAL	184	156	84.8%

Programs²

Academic, Including Enrollments and Projections: Lindenwood has eight academic divisions, each with a division dean and several program managers (i.e., department chairs). The number and ranks of faculty members in each division were tabulated earlier, in the section on "Faculty."

Arts The Fine and Performing Arts division had 391(2.9% of the total 2006 student body) majors in Fiscal 2006, 30 of them being graduate students. As the student-enrollment projections shown below indicate, we expect substantial increases in Dance, Music, and Theatre over the next five years, owing in large part to the anticipated draw of our emerging Fine and Performing Arts Center.

Fine and Performing Arts: 2006 Major Count and 2007-11 Major-Count Projections

Year	Art*	Program		
		Dance	Music	Theatre
Actual 2006	184	23	63	121
Projected 2007	192	57	75	135
Projected 2008	196	60	80	140
Projected 2009	198	61	82	142
Projected 2010	200	62	83	143
Projected 2011	200	62	83	143

* Art includes Fashion Design.

Communications Despite its small size in both number of faculty members and discipline-defined breadth, Lindenwood's Communications Division reported 397 (2.9 percent of the total 2006 student body) student majors in Fiscal 2006. This healthy state results from

² Note: The student head counts in this section do not include either students who have not declared a major or students who took "workshops" rather than regular classes (a group of 2546 students, or 18.6% of the total 2006 student body)

decades of developing and maintaining a stellar reputation among peer schools and alumni. The greatest growth rates in the division's student census are expected in Mass Communication and Journalism. We expect the Video and TV emphases to surge in conjunction with the opening of the new Fine and Performing Arts Center.

**Communications: 2006 Major Count
and 2007-11 Major-Count Projections**

Year	Program					
	Mass Comm	Corp. Comm	Multi media Design	Advertising and Media	Professional Writing	Journalism
Actual 2006	224	105	44	13	6	5
Projected 2007	245	115	50	18	10	10
Projected 2008	250	117	52	20	12	15
Projected 2009	252	118	53	21	13	20
Projected 2010	253	119	54	22	14	25
Projected 2011	253	119	54	22	14	25

Education The Education Division reported 4156 student majors (30.3 percent of the total 2006 student body, including graduate and undergraduate, day and evening, and full- and part-time) in Fiscal 2006. This division is the top producer of student credit hours and is expected to show continued growth through 2011 and beyond as a result of the reputation it has for high quality teaching and excellent treatment of its students. This will continue to be a heavy growth area, but proportionately more of the increase will occur at external sites each year. Now that our Doctor of Education degree program has received full approval by the Higher Learning Commission (December 15, 2006) we will start offering classes toward the Ed.D. in January of 2007. With the huge demand for this degree in St. Charles County and the higher tuition rate we can assess for doctoral credits, a significant spike in revenue should occur in the wake of the program's launch – in all likelihood, an amount in excess of 100 thousand dollars in the first term and well above a quarter million dollars in the first year.

**Teacher Education: 2006 Major Count
and 2007-11 Major-Count Projections**

Year	Program								
	Early Child.	Elem. Educ.	Second.	K-12 Cert	M.A. Cand.	M.A. Ed. Ad.	MAT	Phys. Ed.	Ed. S.
Actual 2006	98	418	342	100	1662	890	408	177	61
Projected 2007	105	425	360	115	1750	990	460	187	120
Projected 2008	110	430	365	127	1775	1070	525	190	140
Projected 2009	112	432	367	135	1800	1158	595	191	155
Projected 2010	113	432	368	140	1820	1260	640	192	160
Projected 2011	113	432	368	143	1835	1300	680	192	162

Human Services Fiscal 2006 saw 490 student majors (3.6 percent of the total 2006 student body) in our Human Services Division. Historically, Criminal Justice has claimed the largest group of majors in this division. However, Lindenwood's Not-for-Profit Management programs are in the process of adding significant partnerships with the likes of the YMCA, The American Red Cross, and Boys Scouts of America – all of which promise to bring a large number of new students annually for the next several years. Increasingly, these new charges will be graduate students in Not-for-Profit Management. There is a large market for the latter in Southwestern Illinois, but to enter that market we will need to secure state authorization to offer the program area. Social Work will likely expand significantly upon attainment of CWSE accreditation, which is now about a year and one-half away.

**Human Services: 2006 Major Count
and 2007-11 Major-Count Projections**

Year	Program			
	Criminal Justice	Not-for-Profit Manage.	Social Work	Christian Ministry Studies
Actual 2006	241	145	57	47
Projected 2007	240	155	65	54
Projected 2008	245	160	66	55
Projected 2009	247	162	80	56
Projected 2010	248	163	82	57
Projected 2011	248	163	82	57

Humanities Largely a “service” division providing the traditional core of the liberal arts curriculum, the Humanities Division, though heavily populated with professors, could claim just 233 student majors (1.7 percent of the total 2006 student body) last year. Ironically, however, this is the division with the heaviest student load per instructor, because it is responsible for teaching each of our undergraduates six to nine general education courses. Any increase in student majors in this grouping will be incremental.

LCIE The Lindenwood College for Individualized Education (LCIE) emerged in 1975 from the work of a faculty committee commissioned by President William C. Spencer. It was an immediate success, in terms not only of its draw but its quality. It has been cited by the Higher Learning Commission as a model for adult higher education. As a revenue generator, LCIE kept Lindenwood from closing in the late 1970s and today constitutes our second greatest income

producer (behind the Education Division). It also holds the greatest promise for revenue growth at our external campuses in the coming years. LCIE reported a total student headcount of 3625 (26.4 percent of the total 2006 student body) for Fiscal 2006

**Humanities: 2006 Major Count
and 2007-11 Major-Count Projections**

Program						
Year	American Studies	English	Languages	History	Philosophy	Religion
Actual 2006	4	96	17	100	11	5
Projected 2007	8	102	20	104	15	10
Projected 2008	10	104	26	108	18	11
Projected 2009	11	105	28	112	22	12
Projected 2010	12	107	30	115	28	13
Projected 2011	12	109	32	117	30	15

**LCIE: 2006 Major Count
and 2007-11 Major-Count Projections**

Program												
Year	Undec. Other	Bus. Ad.	Comm	CJ	Geront. Health Manag	Hosp. Serv.	HRM	IT	MFA Writ.	Mortuary Manag.	Val Sci	Coun- seling
Actual 2006	107	1538	256	285	154	7	292	161	27	1	6	791
Projected 2007	110	1588	300	293	157	10	301	186	29	2	6	831
Projected 2008	114	1653	326	309	167	12	314	207	30	3	6	861
Projected 2009	118	1778	343	319	175	14	332	220	31	3	6	881
Projected 2010	127	1861	361	330	185	15	351	225	32	3	6	891
Projected 2011	132	1950	378	340	195	15	370	227	33	3	6	901

Management The Division of Management served 1398 student majors last year (10.2 percent of the total 2006 student body). It has evinced steady growth in its undergraduate daytime population since the early 1990s, but, consistent with a national trend, its MBA/MS/MA census declined steadily from the late 1990s through 2004. The size of the latter group has begun to rebound since then, but the recovery pattern has been gradual. The division's undergraduate programs are offered only during the day, and its graduate programs are available exclusively in the evening. We expect steady demand for the daytime degree programs in Management and, in fact, might not be able to accommodate the demand, due to campus facilities limitations during the day. We need to promote and market the graduate-degree options in this division more vigorously to realize their growth potential, especially since we still have room for moderate growth in our evening sector. Presently, Accounting should be a strong growth area, as a result of considerable demand for accountants nationally. Entrepreneurial Studies is a second area with a strong market attraction now.

**Management: 2006 Major Count
and 2007-11 Major-Count Projections**

	Program											
Year	Acct	Bus Ad	Fin	HRM	Int'l Bus	MIS	Mktg	Mgmt	Pol Sci	Pub Manag	Sport Mgmt	Retail
Actual 2006	114	703	72	38	95	19	154	47	49	5	80	22
Projected 2007	120	717	82	42	97	24	160	65	46	15	84	22
Projected 2008	125	725	84	45	100	25	165	70	48	16	85	30
Projected 2009	136	730	85	46	102	26	168	71	50	17	86	31
Projected 2010	137	732	85	47	103	27	170	72	51	18	87	32
Projected 2011	148	732	85	48	103	28	172	73	52	19	90	33

Sciences In Fiscal 2006, the Sciences Division reported 482 student majors (3.5 percent of the total 2006 student body), with Pre-Health, Biology, and Psychology being the most populous disciplines. We should expect significant increments in Mathematics, Biology, and Chemistry over in the immediate future, as a result of a renewed need for math and science teachers locally and statewide.

**Sciences: 2006 Major Count
and 2007-11 Major-Count Projections**

Year	Program							
	Biol	Chem	Pre-Health	Comp. Sci.	Math.	Pre-Eng	Psych	Soc./Anthro.
Actual 2006	100	30	104	61	20	22	139	6
Projected 2007	102	30	106	64	21	23	144	7
Projected 2008	104	32	110	68	21	24	150	9
Projected 2009	106	34	115	70	22	27	154	10
Projected 2010	110	36	120	71	23	28	156	10
Projected 2011	115	36	126	72	24	28	158	10

Campus Life: Lindenwood’s Campus Life operation includes the International Students Office, Residential Operations (Housing and Residential Life), Career Development and Placement, Mentoring, the Success Center, and Student Activities. This operation is managed by the Dean of Campus Life and the Associate Dean of Campus Life.

International Students Office Each year this department recruits, “packages,” processes paperwork on, welcomes, situates, advises, and assists more than 600 foreign students from more than 70 countries. Its services have become vital for maintenance of cultural richness and diversity on the Lindenwood campus. The foreign students, as a group, are not problematic. Indeed, most of them become engaged to varying degrees with the campus and achieve at

satisfactory or better levels. Many go on to illustrious, lucrative careers in their home countries after they graduate from Lindenwood. We have not tracked these graduates systematically; nor have we courted them to any great degree as successful alumni and potential philanthropists to the University. Such initiatives will be worth pursuing.

We do not provide much in the way of formal language training (ESL) for our international students, which might impact the success of some of these them who arrive in St. Charles with less than adequate English-language skills.

Residential Operations The Housing and Resident Life Office handles housing requests and assignments and solves various housing problems for more than 3400 students each fall and more than 3000 students each spring. Several dozen students also reside on campus in the summer months, during which they take classes and perform Work-and-Learn duties. The Director of Resident Life and Dean of Students are responsible for supervising and managing 13 dormitories, 4 on-campus residential houses, and more than 200 off-campus houses and duplexes. They receive assistance from 16 Resident Directors, 4 Assistant Resident Directors, and more than 180 Residential Assistants (several per dormitory), who supervise, monitor, and serve our on-campus student population. A major issue with our housing policies perennially is the lack of a consistently functional and satisfactory visitation policy for our dormitories – a source of dissatisfaction that might well be having an adverse effect on our ability to retain residential students.

Career Development and Placement This office has one full-time employee. It exists to support and complement the University's academic programs by designing, implementing and managing services, programs, and systems that meet the career development, employment, and future educational needs of students and alumni. The career development office provides individual career exploration to students and alumni through interest testing and experiential learning opportunities as well as access to vocation-specific and employer information. The office facilitates the job search process by conducting interviews with students to explore work

history and provide them with feedback. The office also trains our students in the art of effective resume construction, and publishes their "talent transcripts" (i.e., resumes) in a book called the *Lindenwood LionNet*. We distribute copies of the *LionNet* to hundreds of regional employers and any organization or individual who requests them. This practice greatly increases the visibility and employability of our graduates. The Career Development Office lists approximately 2,000 job postings, assists in the creation of over 500 resumes, provides testing services to 350-400 students, and affords individual career counseling to approximately 200 students/alumni each year. For the past 10 years, students who participated in the *LionNet* program had an average professional-job or graduate school placement rate of 98% within six months of graduating.

Work and Learn Office The mission of Lindenwood's work-and-learn program, which is staffed with two full-time employees, is to provide the opportunity to develop strong work habits in a variety of occupations, along with giving the student exposure to basic skills that they can apply to be successful in the general workplace and community. The work-and-learn office assigns upwards of 2000 resident students each semester to over 110 different work zones within the university complex. A residential student can earn up to \$2400 per academic year to offset the cost of tuition. There has been a perennial twofold challenge in this department: (1) to induce the undergraduate students to reliably report to work and (2) to ensure accurate and timely verification, reporting, and crediting of student work hours.

Mentoring Office The mentoring office mission is to promote academic growth through an individualized mentoring program tailored specifically for each student needing assistance. The office identifies the students in need of mentoring services through previous or current semester grades, reports by concerned instructors or the students' parents, or via the students' self-referrals. The mentoring office serves over 1000 students each year, with about 100 of those being in very serious academic trouble at the time of their participation and most of the remainder experiencing some GPA-related difficulty during their engagement with the service.

The department is run by one and a half employees, with the half-time officer working principally with student athletes.

Student Activities Today's university communities must provide a full and interesting slate of on-campus social and recreational activities. The success of such programs is crucial to student retention. As a part of a major retention-enhancement initiative that we launched in 2003-04, our Student Activities program has appreciably increased the number and variety of extracurricular activities for our students, as is documented in the table below. Lindenwood also sponsors more than 60 student clubs and organizations, most of which are very active each year. The only major deficiency in this sphere of our campus culture is the relative paucity of venues for intramural sports. We would be able to remedy that problem through construction of a large All-Purpose facility as an annex to the Hyland Performance Arena.

Count of On-Campus Student Activities across Four Years

Year	General Events	Student Activities	Athletic	Total
Fall 2002	539	91	106	736
Spring 2003	841	121	99	1061
Fall 2003	679	125	137	941
Spring 2004	771	185	151	1107
Fall 2004	875	220	146	1241
Spring 2005	914	321	126	1361
Fall 2005	938	302	176	1416
Spring 2006	1196	251	202	1649

Athletics: Lindenwood has built and regularly fields 38 intercollegiate athletics teams. The following table collapses the teams into 19 areas by combining similar-sport teams as well as men's and women's teams in the same skill area and omitting our two dance squads – the Lion Line and the Lionettes. Even without including our dance teams, the table reveals that we drew nearly 1500 residential students through utilizing our intercollegiate athletics programs as recruiting devices. What is more, analyses conducted in previous years showed that, overall, our student athletes match the grade-point-average and retention ratio of our non-athlete students. In other words, these extracurricular interest areas are attracting students with satisfactory motivation and ability for college-level studies. A financial-impact analysis presented later will show that our athletics programs are essential to the University's present prosperity.

**Number of Student Athletes in
Each of 19 Sports Categories ('05-'06)**

SPORT (2005-06)	TOTAL IN SPORT
Baseball	74
Basketball	81
Bowling	56
Cheerleading	65
Field Hockey	28
Football	143
Golf	61
Ice Hockey	134
Lacrosse	88
Roller Hockey	(in "Ice Hockey")
Soccer	154
Softball	61
Swim-Diving	141
Tennis	38
Track	119
Trap & Skeet	58
Volleyball	101
Water Polo	(in "Swimming")
Wrestling	72
TOTAL	1474

The Lindenwood sports teams would be important components of our campus culture and significant contexts for character education even if they rarely distinguished themselves among their competitors. Many of these teams, however, do excel in comparison with other universities' teams. In fact, in some quarters of the world of college athletics, Lindenwood has come to be viewed as a formidable competitor. Lindenwood teams have won 20 national championships and 51 conference championships since 2002, and our sports program as a whole has compiled the following record as a perennial contender for the Directors Cup – an award conferred upon the University with the most competitive athletics program in the U.S.:

Directors Cup Results

2001 – 2002 1st place

2002 – 2003 1st place

2003 – 2004 3rd place

2004 – 2005 2nd place

2005 – 2006 2nd place

Boone Campus Programs: The only program that has developed appreciably at our Boone Campus is the community-enrichment service that we provide through our interpreted tours aimed at the general public. No more than six students have ever completed the Boone challenge semester in any one summer, and no more than perhaps two during the fall term. However, we typically serve more than 200 students per year in one or more of the many activity classes that we hold on the grounds – a prime example being the popular “Wilderness Survival” class. Also, our American Studies program offers about four regular Humanities classes there each year, with most of those classes carrying the usual three semester hours of credit. At various times, several teacher-education classes focusing on character education have been conducted in part at the Boone Campus. A miscellany of other for-credit classes have been offered in late spring and summer terms each year, a popular example being our course in Field Archaeology.

To date, the dream of turning the Boone Campus into a substantial part of our higher-education operations has not been realized. There are three reasons for this:

1. There has been a capricious ambivalence about making a major commitment to meaningful, coherent curricula at the site. We have developed several plans for such programs but have not attempted to promote and launch them. Examples are proposals for a whole residential semester on the Boone site as a part of a unique American Studies program, an Outdoor Education major on the site, and a program in Parks and Monument Management.
2. There has been an absence of a consistent, productive connection between the academic programs and personnel on our main campus and the academic initiatives at the site. We have not given our seasoned scholar-teachers an incentive to support and contribute to the Boone Campus programs. Relatedly, we have not established a dedicated academic officer to develop and promote on-site higher-education offerings.
3. The campus is not conveniently accessible to most prospective students.

Except for the third situation describe above, these challenges can be met and must be addressed in the near future. There is much educational potential for us to realize at our Boone Campus.

Partnerships and Articulation Agreements: (Francis Howell, YMCA, etc.)Lindenwood has and periodically renews the following partnerships or articulation agreements:

Community/Vocational Colleges – Agreements in Effect

- St. Charles Community College – General Articulation Pact
- St. Charles Community College – Teacher Education Agreement
- St. Louis Community College – General Articulation Pact
- St. Louis Community College – 2+2 in Mortuary Management
- St. Louis Community College – Industrial Technology Education
- St. Louis Community College – Accounting

Lindenwood University: Vision, Status, and Outlook

- Sanford-Brown – General Articulation Pact (under revision)
- St. Louis Community College – Hospitality Services Management Agreement
- Patricia Stevens College – General Articulation Pact
- Hickey College – General Articulation Pact
- St. Louis County and Municipal Police Academy – Senior Semester Certification Program
- Southwestern Illinois College – General Articulation Pact
- Kaskaskia Community College – Management, CJ, and Professional Counseling

Community/Vocational Colleges – Agreements in Planning Stages

- East Central College – General Articulation Pact
- Linn State Technical College – General Articulation Pact
- St. Charles Community College – 2+2 in Information Technology

Four-Year Colleges and Universities – Agreements in Effect

- Missouri Valley College – MBA degree
- Missouri Valley College – M.A. in Education
- UMSL/Washington University – 2+2 in Engineering
- University of Missouri at Columbia – 2+2 in Engineering
- University of Missouri at Columbia – 3+2 in Engineering
- UMSL – Education Doctorate
- University of Missouri at Columbia – Education Doctorate
- St. Louis University – Education Doctorate
- St. Louis Christian College – 30-hour transfer guarantee
- University of Missouri at Rolla – 2+2 in Engineering

Business Partners – Agreements in Effect

- AAIM, AIB, Boeing, and Nursing Schools – General Credit Certification and Transfer
- Boeing Corporation – Preferred Provider Agreement
- St. Charles/St. Louis Police Academies – General Credit Equivalencies

Lindenwood University: Vision, Status, and Outlook

- Quilogy – General Credit Certification and Transfer
- General Motors – MBA degree
- Missouri Conservation Commission – General Credit Certification and Transfer
- Missouri Botanical Gardens – General Credit Certification and Transfer
- Missouri School for the Blind – Cooperative Graduate Credit
- YMCA – Campus YMCA and YMCA Professional Development Program
- American Red Cross – First Aid/CPR Certification classes

Business Partners – Agreements in Planning Stages

- Laine Educational Enterprises – Information Technology Transfer Credit Agreement
- St. Elizabeth Hospital (Belleville) – Mini-MBA Program
- Boy Scouts of America – Professional Development Program

K-12 Schools – Agreements in Effect

- 30+ School Districts – Teacher Education Classes and Early College Start Programs
- Troy-Buchanan School District – Moscow Mills Center for Dual Credit Courses
- Francis Howell School District – Strategic Planning and Staff Development Agreement

There are many opportunities to develop partnerships and agreements such as those listed here, and we have not pursued those opportunities consistently; nor have we adequately updated and made use of most of the extant pacts and relationships. We should place a high priority on these initiatives henceforth. It is important, however, to observe these principles:

1. Select partners judiciously: We need to energetically pursue partnerships that hold both a meaningful connection to our mission and the promise of significant revenue enhancement. We should steer clear of break-even or worse agreements, and we should undertake purely altruistic relationships sparingly (and only with compelling justification relative to the community-service objectives of our mission).
2. Assign a full-time employee to manage and update these agreements on a regular basis: Most of these pacts have had a back-burner status through much of their existence, and

some have technically expired. This problem exists because these programs have been set up and informally managed on a “catch as catch can” basis by various employees whose chief job priorities often pre-empt attention to the partnership agreements.

3. Nurture the relationships that we have with partner organizations: The majority of these agreements have not produced much revenue because we have not stayed in touch with the principals in charge of the partnering programs and organizations. A major exception is our strategic-planning and professional development pact with the Francis Howell School District, which grosses more than \$200,000 per year. Other noteworthy exceptions are the K-12 Teacher Education Articulation Agreement with SCCC and the Troy-Buchanan School District Dual Credit Program, both of which bring us literally dozens of capable full-time day students every year. In the same vein, many of our Teacher Education graduate classes at various school districts have produced thousands of student credit hours, all the while gaining recognition for being excellent programs. It is evident, then, that Lindenwood’s Education Division has been the best executor of outreach initiatives, owing to both the dedication of its employees and the fact that it is well staffed to manage those programs and the relationships upon which they are based.

Facilities

Value and Scope of Lindenwood’s Physical Plant: KPMG’s independent audits of Lindenwood revealed that the University’s physical plant – less depreciation – was valued at \$84 million as of June 30, 2002. Our June, 2006 audit, conducted by the same firm, showed the University’s depreciated physical plant to be valued at \$175 million, which is more than a 100 percent increase in that four-year span. Annual audit reports between those two points indicate that our physical worth has grown at a rapid pace every year, due to both new construction and the perennial acquisition of millions of dollars worth of land.

Presently we own about 500 mostly contiguous acres in the City of St. Charles. This “main campus” real estate has grown from about 80 acres in 1990. We have acquired approximately 1100 acres on and around the Boone Campus and Boonesfield Village, 22 acres at our Belleville campus, about two acres at our Southern Air campus (in Wentzville), 1.5 acres at our Florissant campus, and approximately 1.5 acres at our Wentzville Ice arena. We also own, but have not used, close to two acres of Missouri River bottom land located at West Alton and two additional acres of wilderness off Highway B in northern St. Charles County. Our Lindenwood Country Club facility is on approximately 7 acres, and our Skyway Farm site in Elsberry sits on 200 acres. We lease our O’Fallon facility as well as the Weldon Spring and Westport campuses.

Classrooms and Supporting Facilities: Lindenwood is blessed with a kingdom of well-built and well maintained classrooms, with more than half of those teaching/learning spaces (specifically, 97 classrooms and labs) located on our St. Charles Campus. We have another 75 classrooms distributed across seven regularly used external campuses (excluding the Weldon Spring site and the Boone Campus). The classroom inventory table below also shows that in a perfect world we would be able to have 4038 students in class at any one time across all of our Lindenwood-branded campuses and sites. Furthermore, in excess of 75 percent of our main-campus classrooms are equipped with high-tech capabilities, while about one-third of the classrooms at our external campus are similarly set up.

Also of interest in this table are the figures showing the percent of room usage at each site in each of several time slots. Most of our teaching venues are not near their seating-capacity limits – statistically. However, the numbers are deceptive in some of the cells. On our main campus, for example, we are virtually out of space for classes with enrollments of at least 30 that meet between 9 a.m. and 2 p.m. The apparent seating-space slack reflects some unused spaces that could accommodate classes with fewer than 20 students, which are rare occurrences in our day school. Also, Westport is functionally full on one or more weeknights each quarter, even though it might have spaces available on other evenings during the week. What is very clear, however, is that most of our external campuses could be better used during

Lindenwood University: Vision, Status, and Outlook

the daytime hours, and all sites have room for weekend programs, should we choose to pursue that niche market.

Lindenwood Classroom Profile

	Total No. Rooms	Total No. Seats	No. High-Tech Rooms	No. Comp Labs	Percent Usage M-Th	Percent Usage Friday	Percent Usage Saturday
Main Campus	97	2347	67	9			
8a-12p					75%	59%	0%
12p-3p					60%	38%	2%
3p-6p					24%	1%	0%
6p-10p					35%	0%	1%
Belleville	22	440	4	1			
8a-3p					0%	0%	0%
3p-6p					11%	0%	0%
6p-10p					64%	0%	0%
North County	13	325	0	0			
8a-3p					0%	0%	0%
3p-6p					3%	0%	0%
6p-10p					48%	0%	0%
Westport	14	253	10	0			
					0%	0%	0%
					0%	0%	0%
					71%	0%	0%
South County	4	90	3	0			
8a-3p					0%	0%	0%
3p-6p					0%	0%	0%
6p-10p					38%	0%	0%
O'Fallon	8	241	3	0			
8a-3p					0%	0%	0%
3p-6p					0%	0%	0%
6p-10p					41%	0%	0%
Wentzville	10	247	1				
8a-3p					0%	0%	0%
3p-6p					3%	0%	0%
6p-10p					19%	0%	0%
Moscow Mills	4	95	1	1			
8a-3p					57%	57%	0%
3p-6p					0%	0%	0%
6p-10p					6%	0%	0%
TOTALS	172	4038	89	11			

Student Residences: As mentioned earlier, we provide residential housing for more than 3400 students each fall and more than 3000 students each spring. Our residential facilities include 13 dormitories, 4 on-campus residential houses, and more than 200 off-campus houses and duplexes. Six of the dormitories are relative new, having been completed within the last five years. Each of those is capable of providing shelter and comfort for 180 to 199 students, with most of the rooms designed for two occupants. The six "heritage" dorms range in capacity from 116 to 156.

Computer Services: Our Computer Services (aka Information Services) office supplies all of our branded campuses with networked computers, high-tech classroom equipment and associated connections, photocopying capabilities, and telephone services. The Classroom Profile table presented earlier indicated the large number of our classrooms that are either high-tech or computer-lab classrooms. Additionally, this office provides every one of Lindenwood's dorm rooms with two Ethernet drops; also, the majority of our residential houses and duplexes with Internet connectivity. Computer Services has established wireless connectivity in the Spellmann Campus Center, the Hyland Performance Arena, Butler Library, and the Loft (a student recreational space that used to be Butler Gymnasium). All administrative and faculty offices also have networked computer workstations with Internet and e-mail access. Microsoft Exchange e-mail servers on our main campus make employees' e-mail accessible from any Web-enabled computer in the world. Furthermore, Computer Services will set up our faculty and staff with VPN service upon request.

More recent and near-future technological strengths include (1) a sophisticated document scanning system that enables any authorized employee to quickly access any document in a student's academic file and (2) a million-dollar integrated database system that will provide the most advanced data retrieval and report-generation features available for processing and managing of all types of student data and institutional financial information. The latter system will be in place and almost fully functional by September of 2007.

Library: Margaret Leggat Butler Library has 81,551 volumes in its collection, which has been culled, enhanced, and updated over the past three years with \$358,000 in new book acquisitions. Our library also subscribes to 27,275 periodicals via 32 electronic bibliographic and full-text databases and 190 paper periodicals. Annually, we also add dozens of tapes, CDs, and DVDs for classroom use and presently have 1,342 such sources in our collection. Access to most of the library's electronic resources is available from any Web-enabled computer, subject to password authorization.

Lindenwood's library is a member of Missouri's Mobius network, which affords our students the ability to search for and order books on loan from any of the major university libraries in the St. Louis area.

Butler Library has undergone a significant remodeling in the past two years, with new chairs and couches being installed and configured to make the setting one of relaxation, respite, and focus for the student. More than 20 open computer workstations are available for Internet research. To better serve the patrons, Butler Library has installed a dedicated reference librarian kiosk in plain sight toward the rear of the building. As well, there are a number of carrels and study spaces throughout the library, including a larger room with study tables and continuous Web-based news feeds conveying information on current events at Lindenwood campus and around the globe. We will also consider making coffee and snacks available on the premises to encourage longer periods of study in the facility.

Business Service Center: We have a seven-unit multipurpose service center at the Southwestern section of our St. Charles Campus, along First Capitol Drive and next to Blanton Hall. The center houses our Spirit and Gift Shoppe (two units, which formerly were the Bookstore), our Success Center (which provides developmental services for students who need help with reading or mathematics skills), a recruiter office for our external teacher-education initiatives, a classroom, our security (i.e., Residential Services) office, and the physical-plant headquarters. We acquired this facility in 2000 by buying out several merchants who had used

Lindenwood University: Vision, Status, and Outlook

the structure as a strip mall. It was in serious disrepair at the time we took possession, but we invested several hundred thousand dollars to install a new roof and uniform brick façade and refurbish the interior spaces. Today these units are neat, attractive, and fully functional.

Spellmann Campus Center: The 112,000 square-foot Spellmann Center is the largest edifice on the University's St. Charles campus, and it truly sits near the geographical center of our contiguous properties in the City. The Center, which opened in 2002, contains 15 high-tech classrooms, 100-station open computer lab, our KCLC all-digital FM radio station, our Information Services center, a 650-seat dining hall, kitchen, and serving areas, and the "Connection," which is an large open area for large-scale student enrollment and social events. This building also houses about a dozen faculty offices, the Campus Life suite, a photocopying center, and our Work-and-Learn office. Also, we will very likely set up a Student Development Office there within the next year or so.

Athletics Facilities: Lindenwood's intercollegiate sports facilities are the envy of the Heart of America Athletic Conference and have received formal praise from the Higher Learning Commission. We have completed the \$6+ million renovation of Harlan C. Hunter Stadium, which can accommodate 3,000 spectators and is expandable to a 5,000-person capacity. It is fully utilized throughout much of the year for both games and practices. We occasionally rent the stadium to local high schools and high school sports conferences for playoff and championship games. We provide these occasional uses of our stadium primarily to promote Lindenwood to prospective students but also as a good-neighbor gesture to the community. The use fee covers all of our expenses, and we keep proceeds from any concessions sold.

The Hyland Performance Arena is an 80,000 square-foot building housing our modern collegiate gymnasium, an auxiliary gym, and many classrooms, coach and staff offices, training and dressing rooms, and a much-used VIP conference and ceremony room. The Hyland facility is so heavily used that it no longer can provide sufficient access times and space to handle all of the demand for intramural sports involvement. In the foreseeable future, it will benefit both the

University and our students if we build an All-Purpose Student Activities Center, perhaps as an annex to the Hyland Arena. The latter project will be more valuable to our campus culture, student services, and student retention objectives than an indoor swimming pool or track.

Other sports facilities include the Lou Brock Sports Complex (for baseball and softball), an Olympic-class eight-lane track, dual tennis courts, a "reloading shop" for our shooting team, a large fitness and training center (across from Hunter Stadium), and a fully outfitted ice arena in Wentzville. We use the ice arena not only to accommodate our men's and women's ice hockey teams for more than 800 practice and competition hours per year but also as a commercial facility that is rented to many other area hockey teams. In addition, we actively recruit from the high school hockey players and members of the general public who come to our arena for the various games held there.

Boone Home and Boonesfield Village: Our Boone Campus, located in Defiance, Missouri, has an information center/gift shop building, a carpenter's shop, the Van Bibber farm, and 30 historical structures, including the home built in the early 1800s by Nathan Boone, who was one of Daniel Boone's sons. A blacksmith's shop currently is under construction. This campus is situated on more than 1100 acres, much of that being pristine prairie and wilderness bearing the signature characteristics of Missouri's Ozark foothills. As a tourist attraction the Daniel Boone Home draws only about 20,000 visitors per year, mainly due to (1) its less-than-convenient accessibility from major interstate highways and (2) its less-than-inviting accommodations for guests and patrons. Our goal is to increase the annual visitor count to as many as 250,000, a mark we will have a reasonable chance of reaching once we improve our promotional devices and construct a new 10,000+ square-foot Visitor's Center. That center, which is expected to cost in excess of \$4 million, will include an information-and-ticket sales kiosk, reception/waiting area, gift shop, snack and beverage bar, spacious restrooms, 50-person theatre, two classrooms, archive room, and research cubicles. As well, the construction of the center will need to include the provision of plentiful parking space and installation of much improved water and sewer services.

Many of the existing structures at the Boone Campus are in a state of deferred maintenance, a situation that must receive immediate attention.

Status of Projects: We have a number of facilities initiatives underway. The following is a progress report.

Boone Campus The blacksmith shop is approximately 95 percent complete, the Callaway House 5 percent, the Howell House 5 percent, the foot bridge 20 percent. The Visitor's Center is still in the preliminary-sketch stage. It appears that the original concept will have to be broadened to include additional space, rooms, and tourist amenities. Civil engineering analyses have yet to begin but will be critical for projecting the cost of ample sewer and water service. We will also have to have structural and mechanical engineering assessments completed before ground can be broken. Assuming prior Board approval, it will be to Lindenwood's benefit to proceed with this project as soon as possible. When the opportunity arises, we intend to acquire an additional 70 acres of land from the Bollman family and 10 acres from Ellie Kelly to protect the continuity and landscape vista of Boonesfield Village from potential developments or occupants that would not be compatible with the educational and business purposes of our Boone Campus programs. Altogether, present purchase and construction plans – including the Visitors Center – indicate that we will be investing about \$6 million dollars to essentially complete Boonesfield Village.

Belleville The remodeling of 12 classrooms is complete at a cost of \$150 thousand, and a new roof has been put on the administrative/classroom building at a cost of \$143 thousand. New seats have been installed in the Ittner-designed auditorium; the next phase of this project will entail restroom and reception-area upgrades. We need to complete the design and construction of a new parking lot across from Union School to fulfill our development agreement with the City. We have also replaced a deteriorated ceiling beam in the women's gymnasium, which we intend to continue renting to various organizations. The State of Illinois

has cleared coal and mineral rights issues regarding the two acres of land we will be selling to it for construction of a State Police Forensic Crime Lab and Training Center. Since all surveys and inspections are also complete, we expect to close on that land sale in December of 2006.

Skyway Farm We are completing a refurbishment of the manor house exterior and carrying out various deferred maintenance jobs on a regular basis. We have a full-time caretaker residing on the premises.

Adjoining Residential Property Purchases For several years we have been incrementally purchasing residential properties (houses, duplexes, apartment buildings) for use as student housing. We presently own and operate 149 such units in the Linden Terrace and Glenco Drive areas along the Droste-Duschesne intersection. There are about 60 additional buildings in that same area that we had planned to acquire as they become available, at an estimated total cost of approximately \$8 million dollars. However, we should evaluate whether there will be sufficient demand for student housing to support full use of that many more housing units.

The vicinity of our planned retail center includes 124 residential units that we have purchased and another 21 that we plan to buy. So far, we have spent \$15.7 million for these acquisitions and plan to part with another \$6 million to secure the remaining structures. All of these purchases will take place within the next two years. We bought the former Hackmann Lumber Company buildings in December but still have not acquired the nearby Jehling Hardware property, which might command a selling price of \$750,000. We also need to purchase the land around the Hackmann building for a yet undetermined sum, if the ground is to become a part of the planned retail shopping center.

Lindenwood Town Center We have engaged Lewis Levey, Chairman of Enhanced Value Strategies, Inc., to conduct a feasibility, property-valuation, and profit-potential analysis of the proposal to lease 35 acres of our St. Charles real estate to a developer for construction of the "retail center." Mr. Levey's report and recommendations will be ready by January, 2007, at

which time the Acting President and Chief Operating Officer will make a recommendation to the Board of Directors. Should the Board vote to embark on the retail-center project, Lindenwood will secure a commitment from a developer to launch the requisite engineering studies, legal procedures, and architectural planning. The groundbreaking ceremony would be expected no later than summer of 2008.

We have met with the City of St. Charles and a major St. Louis area development company on several occasions, and both of those parties have expressed unwavering enthusiasm for undertaking this project in a business partnership with the University. We have not made a formal commitment to either the City or any developer as of December of 2006.

The center would be anchored by a well-known supermarket chain and an equally prominent retail store and would include several specialty shops and eateries – as well as our planned Consolidated Student Services Center. Lindenwood would control the land usage and architectural design of this complex. The revenues realized by the University would be generated through lease fees.

If we deem it desirable to proceed with development of this property, we will have to provide alternative room accommodations for more than 500 Lindenwood students assigned to our houses in that locale. We will have the capability to effect such a relocation by the start of the fall semester of 2008, when we will have completed two additional full-size residence halls and acquired at least 40 additional residential buildings in the Glenco Drive area.

West Clay Intersection/Loop Road The physical shifting of the West Clay and First Capitol intersection will likely take place during the fall of 2006 and will involve Lindenwood's trading rights of way with the City of St. Charles. Extending West Clay into the first segment of a loop road that crosses I-70 will likely occur in 2009 or 2010, with completion of the loop road *per se* expected sometime in 2011.

Carillon Tower Work on Lindenwood's signature bell tower will start in mid to late 2008, soon after the West Clay intersection is moved.

Harmon Hall Expansion/Remodeling We have engaged Hastings and Chivetta Architects to design the new Harmon Hall Business and Economics Center. The building-expansion phase will start in summer of 2008, and the interior remodeling will take place in 2009. This project will add five or six full-size, high-tech classrooms to our campus, and the functional design and visual appeal of the resulting structure will boost our ability to attract and retain even more Business students in our evening programs.

Main-Campus Roads and Pedestrian Paths We will add two entrance gates or monuments to our main campus during the summer of 2007. We will also connect Watson Road to a new two lane bridge over the creek on the back campus.

LUCC Remodeling We have only preliminary sketches of a possible reconfiguration of the LUCC. Useable blueprints will be drawn up in late 2008, and the remodeling will take place across an 18-month period in 2009 and 2010. The purposes of this undertaking will be to (1) convert 15 very small seminar rooms and a band room into several full-size classrooms and (2) create a dramatic, glassed entry foyer for the structure.

Projected Expenses of Facilities Initiatives: The table below shows the planned distribution and timing of the costs of Lindenwood's new and upcoming facilities projects, as well as the budget lines from which the payment amounts will be drawn. These figures have been inserted into and coordinated with the overall "Projected Financials from FY2007 to FY2011" presented in the next section of this document. All of these estimates were based on the best available information and developed from moderately conservative assumptions. These expenditures will be entirely within our means, and no debt will be undertaken.

CAPITAL PROJECT COST PROJECTIONS						
PROJECT	Project Cost Remaining	2007	2008	2009	2010	2011
Residence Halls	\$13,000,000	\$5,000,000	\$8,000,000			
Fine & Performing Arts Ctr	\$25,000,000	\$13,000,000	\$11,000,000	\$1,000,000		
Carillon Tower	\$600,000	\$100,000	\$500,000			
Harmon Hall Addition	\$4,000,000		\$1,000,000	\$3,000,000		
Harmon Hall Remodeling	\$2,000,000			\$1,000,000	\$1,000,000	
All-Purpose Room (HPA Annex)	\$4,500,000			\$3,000,000	\$1,500,000	
Consolidated Student Services Ctr.	\$2,000,000			\$1,000,000	\$1,000,000	
Weldon Spring Campus Remodel	\$750,000	\$750,000				
LUCC Renovation	\$4,000,000		\$150,000	\$1,850,000	\$2,000,000	
Studio East	\$1,500,000			\$750,000	\$750,000	
New On-Campus Roads	\$300,000	\$150,000	\$100,000	\$50,000		
General Maintenance & Repair	\$14,500,000	\$2,750,000	\$2,750,000	\$3,000,000	\$3,000,000	\$3,000,000
Dorm Furniture	\$665,000	\$84,000	\$266,000	\$105,000	\$105,000	\$105,000
Zone List Property	\$14,000,000	\$5,000,000	\$4,000,000	\$2,500,000	\$1,500,000	\$1,000,000
Other Property Acquisitions	\$4,650,000	\$2,500,000	\$1,000,000	\$500,000	\$400,000	\$250,000
Technology	\$5,400,000	\$2,000,000	\$1,000,000	\$1,000,000	\$700,000	\$700,000
Daniel Boone Campus	\$4,500,000	\$1,500,000	\$1,500,000	\$1,000,000	\$250,000	\$250,000
Belleville Auditorium	\$1,600,000	\$1,500,000	\$100,000			
Belleville Parking/Beautific.	\$120,000	\$70,000	\$25,000	\$25,000		
Belleville Property Acquisitions	\$2,000,000	\$500,000	\$500,000	\$500,000	\$500,000	
Other Projects (Contingency)	\$6,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Totals	\$111,085,000	\$35,904,000	\$32,891,000	\$20,080,000	\$13,705,000	\$6,305,000
Payable from Capital Budget		\$30,000,000	\$25,000,000	\$18,880,000	\$12,705,000	\$5,805,000
Payable from Gift Income		1,200,000	1,500,000	1,200,000	1,000,000	500,000
Payable from Building Fund		4,704,000	6,391,000	0	0	0
Building Fund Balance	\$18,000,000	13,296,000	6,905,000	6,905,000	6,905,000	6,905,000

Finances

Lindenwood's financial position and fiscal prospects have not been criticized in more than 12 years, for very good reason: They are excellent in almost every respect, and that situation is not likely to change.

Cash Report: Lindenwood's daily cash report dated November 30, 2006 revealed the following:

- At a time of the academic year when most universities' operating caches are at a moderate ebb, our total operating fund stood at a robust \$22,641,771 (compared with a fall-term peak of slightly more than \$25,000,000).
- Our special building fund, which was established to absorb capital costs that cannot be paid from cash flow, had never been tapped and remained rock steady at \$18,000,000.
- Our endowment fund had continued its steady climb and reached the \$61,000,000 mark with no sign of hesitation.

This positive state of Lindenwood's economy takes on even greater weight when we consider that the month of January will bring a considerable inflow of additional cash as we start the new semester, trimester, and quarter.

Analysis of "Profit" Centers: Lindenwood has become a major independent university with many enterprises included within its overall business structure. An assessment of the financial success and viability of each our revenue centers will help us to both plan more effectively and selectively adjust operations to increase cost-effectiveness. The table below shows the net financial gain or loss produced by each of our extended sites, with all onsite programs provided for school districts being combined into one column. Likewise, all special workshops have been merged into a single category for this analysis.

Table of Revenue Centers (All Figures in Dollars)

	Belleville	Boeing	Boone Home	Crystal City	Early College Start	ECJS Moscow Mills	Florissant	Lincoln County	Missouri Valley
Income									
Tuition	3,796,150	58,410	31,500	51,480	34,200	238,230	1,255,500	69,430	279,180
Other	201,060	0	0	0	0	0	0	0	0
Total	3,997,210	58,410	31,500	51,480	34,200	238,230	1,255,500	69,430	279,180
Expenses									
LC Grants	268,507	5,841	2,086	3,912	0	0	96,653	5,277	47,880
Adjunct Costs	485,413	4,425	1,216	3,900	0	99,263	130,985	6,550	28,296
Site Management	297,256	2,381	2,381	2,381	0	8,694	43,444	4,451	4,761
Usage Fees	309,723	0	0	0	0	0	14,571	0	18,200
Total	1,380,899	12,647	5,683	10,193	0	107,957	285,653	16,278	99,137
Net Income	2,616,311	45,764	25,818	41,287	34,200	130,273	969,847	53,152	180,043

Revenue Centers (Continued)

	O'Fallon	Offsite Education	Online	South County	Weldon Spring	Wentzville	Westport	Workshops	Skyway	Total
Income										
Tuition	1,062,395	4,677,420	233,595	904,985	51,750	714,120	4,505,050	315,420	0	18,278,815
Other	0	0	0	0	0	0	0	25,000	16,292	242,352
Total	1,062,395	4,677,420	233,595	904,985	51,750	714,120	4,505,050	340,420	16,292	18,521,167
Expenses										
LC Grants	80,742	850,440	38,071	68,779	7,331	54,273	342,384	0	0	1,892,176
Adjunct Costs	96,215	374,194	0	82,175	4,414	64,500	427,383	10,575	0	1,819,504
Site Management	34,776	159,297	2,381	49,991	13,766	26,496	75,141	9,936	23,805	761,336
Usage Fees	1,200	7,550	0	0	45,185	7,021	178,364	0	38,875	620,689
Total	212,933	1,391,481	40,452	200,945	70,696	152,290	1,023,272	20,511	62,680	5,093,705
Net Income	849,462	3,285,939	193,144	704,040	-18,946	561,830	3,481,778	319,909	-46,388	13,427,462

This revenue-centers analysis reveals that most of our external initiatives yield a positive net balance. Lindenwood's oldest offsite venture, our Westport campus, was our most profitable outreach enterprise in Fiscal 2006, with courses delivered to various school districts' sites being second in revenue generation. The Belleville campus came in third but might very well be our leading external producer in Fiscal 2007, if present growth patterns persist.

If it is assumed that gross tuition revenues for Lindenwood (before LU tuition grant discounts and after a deduction for room and board) are approximately \$80,000,000, then our extended campuses yield about 23 percent of our gross tuition revenue. That percentage should increase

steadily over the next several years, if we maintain a cap of about 3500 on our residential population while aggressively expanding our evening and graduate student census.

The Weldon Spring campus and the Skyway Farm site cost more money to maintain than they produced. We will need to increase business at both of those facilities if we are to continue operating them.

Sites with considerably more room and potential to expand their tuition-based business immediately include Wentzville, Florissant, Lincoln County, and South County. Other potential sources of income exist at several of our campuses. For example, since we own the Belleville, Wentzville, and Florissant facilities, it would make considerable sense to lease some of the rooms at each site for daytime use by neighboring businesses and organizations. We do not own the Westport location but are in a position to sublet daytime use of that space as well.

The Boone Campus figures in the above table give just a partial picture of that operation: the cost of offering adjunct classes there. A more complete assessment of that site is next.

Boone Campus Gross receipts at the Boone Home and Boonesfield Village in Fiscal 2006 totaled \$301,213, with about \$118,000 resulting from admission charges. Operating expenses, including personnel, summed to \$288,623. If we exclude capital investments of \$355,860 and miscellaneous annual payments for commitments unrelated to operations (\$81,529), the site produced a net gain of \$12,950. When capital investments and miscellaneous payments are figured in, the ledger shows a sizable loss. This general outcome has occurred perennially for most of the period that we have owned the property, and it will be even more pronounced as we incur expenses for construction of the planned Visitors Center.

We will have to realize the following goals to reverse the poor economic production associated with the Boone Home: (1) Implement sufficient marketing and promotion strategies to at least double – and ideally quintuple – tourism transactions, (2) plan, effectively market, and carry out

a meaningful higher-education program at the site, and (3) more actively and successfully seek gifts in support of the facilities and programs at the campus. Forestalling construction of a \$4 million Visitors Center will not help solve our problem because the existence of that facility will be a critical to all three of the initiatives mentioned above.

Ice Arena Lindenwood's ice arena (formerly owned by CenturyTel) showed an \$88,000 operational profit in Fiscal 2006 and a \$178,000 operational profit in Fiscal 2005, before a deferred obligation to the former proprietor is posted on the ledger. When the latter obligation (for which we have paid nothing to date) is combined with depreciation and a small salary we pay the former proprietor, the facility shows a loss of about \$539,000 in 2006 and about \$54,000 in 2005.

What the accounting sheet does not show is that our ownership of the arena saves Lindenwood \$222,360 per year in ice rink usage fees that we would have to pay for our hockey teams to use someone else's facility if we did not have the arena – calculated by multiplying 872 hours by a rental fee of \$255/hour. The ledger also includes about \$55,000 in coaches' pay and benefits in the Expense column. Since this cost would be incurred even if we did not run the rink operation, it should be deducted from expenditures in this analysis.

If we assume that we will pay \$100,000 per year to amortize our obligation to the former proprietor and take the coaches' compensation and the rental savings into consideration, it can be argued that our annual profit from the operation is about $\$88,000 + \$55,000 + \$222,000 - \$100,000 - \$25,000$ (depreciation), or \$240,000.

Bookstore The former *Lindenwood Bookstore* is now our *Spirit and Supplies Shoppe*. The operation ceased selling textbooks in the early summer of 2006 because progressively greater numbers of students were buying their textbooks online to realize both savings and convenience. Now MBS Direct, which operates from Columbia, Missouri, services our students by way of both online and telephone transactions. The table below shows that the revenues

for 2006 were significantly below those for 2005, even though costs were higher in 2006. The former bookstore had been experiencing a decline in profit for several years. The store will still serve as drop-off/pick-up station for books delivered by MBS and claimed by students who ordered them from their campus residences. It will also sell spirit items and Lindenwood branded attire as well as assorted classroom and personal supplies for the students. We will assume the store will produce an annual bottom line (after purchases and salaries) of \$350,000 for the next several fiscal years. However, if an office supply store should take up shop in the anticipated Lindenwood Retail Center and would agree to carry Lindenwood clothing and spirit items, we might decide to convert the present store space into three additional classrooms.

Lindenwood Bookstore Revenues and Expenses

	<u>2005</u>	<u>2006</u>
SALES	\$3,139,780	\$2,867,753
LESS: PURCHASES	2,217,960	2,401,186
NET SALES INCOME	921,820	466,567
WAGES	91,977	93,622
NET INCOME	\$829,843	\$372,945

Athletics Programs We spend nearly \$2.8 million on our intercollegiate athletics program each year – as shown in the table below – but with an excellent return on the investment. The fact is that we net about \$9.5 million annually by sponsoring these sports, without which the majority of the students they represent would matriculate elsewhere. As noted earlier in this report, our student-athletes are as academically well qualified and successful as our undergraduate day population as a whole. Dennis Spellmann was one of the first university CEOs to realize that, if properly configured and managed, college sports

Lindenwood University: Vision, Status, and Outlook

programs can be genuine profit centers rather than necessary overhead. That idea has been actualized at Lindenwood.

It is true that we have spent millions of dollars on our athletics facilities in support of this area of our operations. Those costs, however, are mostly behind us, and the positive net fiscal impact shown below is, and will continue to be, real and significant in Lindenwood's future. Further, these initiatives contribute enormously to both our student-recruiting efficacy and our university-quality campus culture. They also help us achieve our goal of educating the whole person.

Not one of our sports teams loses money when assessed in terms of direct costs versus actual tuition revenues. The AVG BRING column displays the average amount of cash brought to Lindenwood by students in each sport after Lindenwood grants, scholarships, and discounts are applied. The NET BRING column shows net tuition dollars realized by each sport after all Lindenwood-provided financial aid and all direct costs of the sport have been subtracted.

Lindenwood Athletics Revenues and Expenses for Fiscal 2006

SPORT	DEBITS	AVG BRING	TOTAL IN SPORT	TOTAL BRING	NET BRING
Baseball	\$83,980	\$8,259	74	\$611,145	\$527,165
Basketball	\$193,030	\$7,390	81	\$598,554	\$405,524
Bowling	\$98,122	\$8,623	56	\$482,874	\$384,752
Cheerleading	\$96,668	\$9,447	65	\$614,025	\$517,357
Field Hockey	\$27,001	\$7,376	28	\$206,525	\$179,524
Football	\$189,983	\$9,100	143	\$1,301,299	\$1,111,316
Golf	\$199,058	\$7,964	61	\$485,795	\$286,737
Ice Hockey	\$316,102	\$9,124	134	\$1,222,583	\$906,481
Lacrosse	\$100,995	\$8,950	88	\$787,590	\$686,595
Roller Hockey	\$38,229	added to ice			
Soccer	\$171,790	\$7,795	154	\$1,200,490	\$1,028,700
Softball	\$104,376	\$8,125	61	\$495,635	\$391,259

Lindenwood University: Vision, Status, and Outlook

Swim-Diving	\$214,496	\$8,128	141	\$1,145,980	\$931,484
Tennis	\$101,820	\$8,076	38	\$306,880	\$205,060
Track	\$236,960	\$6,505	119	\$774,117	\$537,157
Trap & Skeet	\$280,286	\$9,488	58	\$550,304	\$270,018
Volleyball	\$133,838	\$7,451	101	\$752,561	\$618,723
Water Polo	\$38,246	added to swim			
Wrestling	\$130,578	\$7,800	72	\$561,606	\$431,028
	2,755,558		1,474	12,097,962	9,418,879

Fundraising: The table below contains the fundraising outcomes Lindenwood has experienced across the past five fiscal years and reveals no stable pattern of improvement or decline during that interval. The sizable spike in the Fiscal 2006 annual fund results chiefly from a \$1 million matching grant from the Mabee Foundation. Clearly Lindenwood has room for improvement in its fundraising program. Corporate and planned giving are funding sources that can be much more effectively tapped than has been the case over the past several years. We can influence our success in those domains by devoting more time and attention to our relationships with alumni, friends, and corporate sponsors. The filling of two vacated positions – Corporate and Annual-Fund/Alumni, respectively – and the recent creation of a half-time Planned Giving Director position should eventuate in higher gift totals. We must also ensure stability in the personnel structure of this department so that the expected positive results can be sustained for longer periods.

Income Projections: The next table displays the following information about Lindenwood’s financials: (1) overall revenues and expenditures between Fiscal 2002 and Fiscal 2006, inclusive, and (2) projected revenues and expenditures for Fiscal 2007 through Fiscal 2011. The projections are based on most of the financial trends established between 2002 and 2006, the Capital Project Cost Projections covered earlier in this document, and the following assumptions:

Lindenwood University: Vision, Status, and Outlook

- The number of residential students will not exceed 3500, even during the first month of the fall semester.
- The number of daytime commuter students will not grow by more than 10-20 students per year through 2011.
- Income from daytime programs at the St. Charles campus will increase by approximately two percent per year.

Fundraising Trends Across Five Fiscal Years

Fundraising Area	Fiscal Yr	Totals
Annual Fund	FY 2006	\$2,975,972.91
	FY 2005	\$1,543,233.21
	FY 2004	\$1,440,929.69
	FY 2003	\$1,480,221.98
	FY 2002	\$1,276,260.94
Corporate Giving	FY 2006	\$ 542,588.78
	FY 2005	\$ 353,665.96
	FY 2004	\$ 314,772.32
	FY 2003	\$ 370,307.85
	FY 2002	\$ 338,685.22
Planned Giving	FY 2006	\$ 62,965.72
	FY 2005	\$ 232,348.95
	FY 2004	\$ 213,540.22
	FY 2003	\$ 108,701.00
	FY 2002	\$ 570,148.57

- Income from evening and corporate enrollments will advance at a rate of seven and one-half percent per year.
- Auxiliary income (from the bookstore and concessions) will remain at about \$500,000.
- Gift income will grow at an annual rate of slightly more than six percent.
- Investment income will increase at an annual rate of 15 percent.
- Tuition and fee increases will average approximately two percent per annum across all student types.
- The annual rate of increase in costs for sports programs will drop from its present level of 24 percent to about five and one-half percent, because we will not add very many – if any – new athletics programs to the 38 we presently have.
- Expenditures for very large capital projects will drop dramatically in Fiscal 2009 and thereafter.
- Due to the completion major capital projects in the next two to three years, an increasing percent of our non-operational income will be shifted from physical plant initiatives to the quasi-endowment line.
- Personnel expenses will increase at an annual rate of 10 percent to cover both normal annual raises and some new faculty and staff positions (as justified by enrollments and institutional need).
- Advertising expenditures will increase by about \$75,000 per year to address present marketing plans.

The projected revenues and expenditures will materialize generally as expected only to the extent that the above assumptions are correct. It is unmistakable that the dramatic spikes in tuition revenues produced by windfalls in daytime residential enrollments will not be repeated in the next few years, due to the capacity limit of our St. Charles campus. To partially compensate for that change, it will be necessary for us to redouble our efforts to recruit new students from the evening and corporate market – particularly at our external sites.

Revenues and Expenditures from FY2002 to FY2006

REVENUE	FY2002	FY2003	% OF CHG	FY2004	% OF CHG	FY2005	% OF CHG	FY2006	% OF CHG	Mean Change Rate
Tuition, Room, Board Fees	63,734,477	68,184,748	6.98%	73,765,294	8.18%	86,087,033	16.70%	100,855,674	17.16%	0.1226
Auxiliary - Net	1,347,991	1,337,899	-0.75%	1,530,646	14.41%	1,914,540	25.08%	2,429,337	26.89%	0.1641
Gifts	716,922	748,339	4.38%	671,745	-10.24%	1,093,078	62.72%	563,296	-48.47%	0.0210
Investment Income	1,276,261	1,466,720	14.92%	1,157,406	-21.09%	1,796,454	55.21%	3,085,582	71.76%	0.3020
Contractual Income	1,582,494	2,071,852	30.92%	2,191,104	5.76%	1,894,889	-13.52%	2,553,299	34.75%	0.1448
Miscellaneous	0	150,000	0.00%	300,000	100.00%	300,000	0.00%	342,500	14.17%	0.2854
Miscellaneous	91,740	146,602	59.80%	139,246	-5.02%	170,101	22.16%	194,675	14.45%	0.2285
Total Revenue	68,749,885	74,106,160	7.79%	79,755,441	7.62%	93,256,095	16.93%	110,024,363	17.98%	0.1258
EXPENDITURES										
Personnel	14,802,627	16,167,923	9.22%	18,086,736	11.87%	19,626,374	8.51%	21,069,089	7.35%	0.0924
Financial Aid	22,993,821	24,624,667	7.09%	25,996,657	5.57%	29,473,935	13.38%	36,429,496	23.60%	0.1241
Academic Services	760,583	1,014,109	33.33%	1,397,022	37.76%	1,321,261	-5.42%	1,502,942	13.75%	0.1985
Student Services	440,920	611,380	38.66%	640,286	4.73%	690,634	7.86%	818,114	18.46%	0.1743
Food Service	1,994,414	2,168,531	8.73%	2,305,214	6.30%	2,423,767	5.14%	2,462,003	1.58%	0.0544
Plant Operations	1,299,661	1,551,684	19.39%	1,646,456	6.11%	1,706,466	3.64%	2,147,843	25.86%	0.1375
Utilities	1,263,748	1,336,229	5.74%	1,602,867	19.95%	1,705,371	6.40%	2,171,519	27.33%	0.1485
Insurance	263,586	281,285	6.71%	310,062	10.23%	432,409	39.46%	497,131	14.97%	0.1784
Rent	177,834	166,886	-6.16%	203,085	21.69%	199,762	-1.64%	212,320	6.29%	0.0505
Advertising	65,146	126,764	94.58%	132,998	4.92%	128,356	-3.49%	124,067	-3.34%	0.2317
Athletics	733,555	1,191,975	62.49%	1,481,265	24.27%	1,600,400	8.04%	1,626,370	1.62%	0.2411
Institutional Support	2,233,777	929,453	-58.39%	1,950,346	109.84%	1,655,665	-15.11%	1,183,190	-28.54%	0.0195
Capital Outlay	19,968,205	21,904,119	9.69%	19,988,793	-8.74%	28,762,657	43.89%	30,419,198	5.76%	0.1265
Contingency	1,752,008	2,031,155	15.93%	4,013,654	97.60%	3,529,038	-12.07%	9,361,081	165.26%	0.6668
Total Expenditures	68,749,885	74,106,160	7.79%	79,755,441	7.62%	93,256,095	16.93%	110,024,363	17.98%	0.1258
Net Income	0	0		0		0		0		

Projected Financials from FY2007 to FY2011

REVENUE	FY2007	FY2008	% OF CHG	FY2009	% OF CHG	FY2010	% OF CHG	FY2011	% OF CHG	Mean Change Rate
Tuition, Room, Board Fees	100,000,000	103,122,550	3.12%	106,342,603	3.12%	109,663,204	3.12%	113,087,493	3.12%	0.0312
Auxiliary - Net	2,000,000	2,100,000	5.00%	2,205,000	5.00%	2,315,250	5.00%	2,431,013	5.00%	0.0500
Gifts	1,000,000	500,000	-50.00%	500,000	0.00%	500,000	0.00%	500,000	0.00%	-0.1250
Investment Income	2,000,000	2,000,000	0.00%	2,500,000	25.00%	2,500,000	0.00%	2,500,000	0.00%	0.0625
Contractual Income	2,200,000	2,530,000	15.00%	2,909,500	15.00%	3,345,925	15.00%	3,847,814	15.00%	0.1500
Miscellaneous	342,500	350,000	0.00%	350,000	0.00%	350,000	0.00%	350,000	0.00%	0.0000
Miscellaneous	172,500	212,175	23.00%	260,975	23.00%	321,000	23.00%	394,829	23.00%	0.2300
Total Revenue	107,715,000	110,814,725	2.88%	115,068,078	3.84%	118,995,379	3.41%	123,111,148	3.46%	0.0340
EXPENDITURES										
Personnel	23,150,000	25,465,000	10.00%	28,011,500	10.00%	30,812,650	10.00%	33,893,915	10.00%	0.1000
Financial Aid	35,750,000	36,866,312	3.12%	38,017,481	3.12%	39,204,595	3.12%	40,428,779	3.12%	0.0312
Academic Services	1,400,000	2,500,000	78.57%	2,000,000	-20.00%	2,000,000	0.00%	2,000,000	0.00%	0.1464
Student Services	750,000	877,500	17.00%	1,026,675	17.00%	1,201,210	17.00%	1,405,415	17.00%	0.1700
Food Service	2,950,000	3,112,250	5.50%	3,283,424	5.50%	3,464,012	5.50%	3,654,533	5.50%	0.0550
Plant Operations	2,165,000	2,468,200	14.00%	2,813,748	14.00%	3,207,673	14.00%	3,656,747	14.00%	0.1400
Utilities	1,900,000	2,095,000	10.26%	2,349,750	12.16%	2,467,238	5.00%	2,590,599	5.00%	0.0811
Insurance	500,000	575,000	15.00%	661,250	15.00%	760,438	15.00%	874,503	15.00%	0.1500
Rent	200,000	210,000	5.00%	220,500	5.00%	231,525	5.00%	243,101	5.00%	0.0500
Advertising	200,000	200,000	0.00%	200,000	0.00%	200,000	0.00%	200,000	0.00%	0.0000
Athletics	1,600,000	1,688,000	5.50%	1,780,840	5.50%	1,878,786	5.50%	1,982,119	5.50%	0.0550
Institutional Support	1,400,000	1,428,000	2.00%	1,456,560	2.00%	1,485,691	2.00%	1,515,405	2.00%	0.0200
Capital Outlay	30,000,000	25,000,000	-16.67%	18,880,000	-24.48%	12,705,000	-32.71%	5,805,000	-54.31%	-0.3204
Endowment	3,000,000	5,329,463	77.65%	11,366,351	113.27%	16,376,561	44.08%	21,861,031	33.49%	0.6712
Contingency	2,750,000	3,000,000	9.09%	3,000,000	0.00%	3,000,000	0.00%	3,000,000	0.00%	0.0227
Total Expenditures	107,715,000	110,814,725	2.88%	115,068,078	3.84%	118,995,379	3.41%	123,111,148	3.46%	0.0340
Net Income	0	0		0		0		0		

OUTLOOK AND STRATEGIC DIRECTIONS

Lindenwood University will continue to be a mission-guided frontier university with the student's interest and future foremost in its purpose. We will retain the liberating arts as our heart and soul but continually adapt that classical American ideal to meet the expectations and needs of today's technologically savvy global society. Quality graduate education will assume greater prominence in our program development as an increasingly better educated market raises its educational standards and aspirations. The underlying themes of our calling as an institution will continue to be the dignity and significance of the individual, the primacy of the truth, and the importance of character and values in higher education.

Management System

The University will be best served and most viable in the long term if we adhere to our present merit-based, results-oriented system, which we introduced in 1989 and have improved continuously since that time. This commitment will mean operating the school on the basis of three complementary documents that we have carefully crafted: (1) The Lindenwood Mission Statement, (2) The Lindenwood Way position paper, and (3) Premises and Guidelines for the Future. Conducting our business from this foundation means that all decision-making will be in accordance with our mission and in the service of our students; further, that we will continue to manage by inspection rather than by assumption. Specific ways to improve our effectiveness include the following:

- Increase data-based planning and decision making (which will be facilitated by the new integrated database system)
- Make cost-effectiveness an even higher priority (through more consistent reliance on competitive bids, for example), but do so without forsaking quality and mission relevance

- Strengthen staff in the key areas of Evening Admissions, Student Development, Human Resources, and Fundraising and Development
- Engage a fund manager to handle investments
- Assemble, implement, and support a human resources office and associated functions
- Systematize annual employee reviews and base continuation and pay more squarely on those reviews
- Implement no-cost or low-cost employee perquisites, such as group life insurance options
- Provide no-cost or low-cost incentives for more employee involvement in the campus culture
- Consistently inform employees of University policies, procedures, initiatives, and successes and invite input and feedback
- Consider transitioning to a well-defined, lean V-P organizational structure that will clarify and improve the shared-management system that we've had, but not explicitly acknowledged, for some time

Organizational Structure: If we proceed with implementation of a vice-president-defined management chart, the following officers would report directly to the president and manage the offices and operations described here:

- *VP for Operations and Finance* The Business Office, Purchasing, Physical Plant, Housekeeping, and Residential Services (security) would report to this officer.
- *VP for Academic Affairs* The Academic Services Office, Library, Academic Deans, and Information Services Office would report to this officer.
- *VP for Human Resources and Extension Campuses* This officer would be responsible for supervising all HR matters, the Dean of Extension Campuses, the Director of Program Development, and the Personnel Office. He or she might also serve as Lindenwood's compliance officer (under the Whistleblower Policy), subject to the discretion of the Chairman of the Board of Directors.

Lindenwood University: Vision, Status, and Outlook

- *VP for Student Development* This officer would supervise the Directors of Day and Evening Admissions, the Director of Financial Aid, the Associate Dean of Campus Life, and the Dean of Enrollment Management; also, he or she would be responsible for supervising our ongoing student retention initiatives.
- *VP for Institutional Advancement* The Development Office, including all employees responsible for Corporate Fundraising, Planned Giving, the Annual Fund, and Community Relations, would report to this manager.

The proposed vice-presidents would be considered “line” officers, as would all employees under them. The University’s Communications Director, as well as any contracted employees (such as our accountants, fund manager, and external legal counsel) would work directly with the president as “staff” officers.

Campus Network: Our external campuses will play an increasingly important role in Lindenwood’s future, both as burgeoning revenue centers and as hubs for innovative program development and outreach. To optimize the productivity and effectiveness of these sites, it will be necessary for us to realize these improvements:

- Clearly define and implement a management structure that supports successful outreach and new program development while ensuring quality control
- Ensure a qualified and competent academic presence at all sites
- Identify, engage, reward, and retain effective student-oriented recruiters and site managers
- Enable external-site recruiters to establish and strengthen mutually beneficial relationships with corporate and K-12 partners in their respective locales
- Establish a system of ongoing reciprocal communication between our main campus and the extension sites
- Connect all sites to our new database technology and train all extension-campus personnel on its use

- Continually monitor the adequacy of facilities and personnel needed to serve the growing population of students at these campuses – and make timely adjustments when necessary

People, Communication, and Image

Human Resources: There are many improvements we can make in our management of human resources:

- Systematically document human resources procedures (for example, LU's new Whistleblower Policy)
- Publish, distribute, and regularly update a comprehensive *Employee Manual* that describes all of our policies and procedures
- Develop a cost-effective plan for addressing HLC challenge to our faculty-deployment system
- Make a deliberate effort to increase our percentage of doctoral-level faculty members, in view of our plans to offer several new doctoral-degree programs within the next few years

Internal Communications: Within our campus system, the following initiatives will enhance day-to-day procedures and interpersonal work relationships:

- Explicitly and consistently convey professional behavior expectations through example as well as written and oral communications – particularly in the context of faculty and staff meetings
- Issue our internal news letter, *Communiqué*, at least 36 times per calendar year via e-mail and Web-site postings
- Publish our newsletter for students, *LindenWord*, at least three times per calendar year
- Issue a *President's Notebook* via e-mail a minimum of five times per calendar year

Lindenwood University: Vision, Status, and Outlook

- Start a scheduled program of periodic discussions between faculty representatives and LSGA and between key administrators and LSGA
- Regularize the President's Administrative Council – monthly meetings of key administrators and the president to share ideas, initiatives, and feedback regarding how to improve operations and financial management
- Institute a Student Suggestion Box with feedback on the Lindenwood Web site
- Install, implement, and train all faculty, administrators, and professional staff members on effective and efficient use of our integrated database system

External Relations and Image: There are many steps we will take to enhance the University's "persona," standing in the higher-education community, and business network – most of them obvious and low-cost.

External Communications We will be able to further enhance our branding and connectedness through accomplishing these objectives:

- More actively and frequently issue media releases regarding developments and achievements at the university or by its constituents
- Utilize the services of our new SID in optimal ways to boost regional and national recognition our many collegiate sports achievements
- Increase the frequency and impact of key administrators' strategic appearances at and involvement in community and business, meetings, seminars, and banquets – through establishment of a community relations calendar and regular scheduling of University representation
- Conduct a regular lecture and concert series open to the public (for a modest fee)
- Ensure that we reliably publish *The Connection* quarterly, to fortify our linkage with Lindenwood Alumni
- Annually produce a glossy booklet on academics and student-development programs for distribution to regional leaders in K-12 and higher education, as well as to past, present,

and potential benefactors – to create an external awareness of Lindenwood’s superb teaching/learning environment

- Stay connected with local, state, and national legislators, and actively track and participate in legislative developments that could affect higher education in general and Lindenwood’s business interests in particular
- Increase and constantly improve signage on and in the areas of our various campuses and sites, but particularly for underexposed campuses such as Weldon Spring
- Regularly plan for and participate in local and regional college fairs
- Foster a promotional mindset on campus via continual encouragement of faculty and staff by our Communications Office and upper management

Community Relations It is important to nurture a corporate network through establishment of partnerships and agreements that (1) enhance our corporate enrollments and related revenues, (2) increase fundraising success, (3) make our facilities more cost-effective by leasing them to community businesses and organizations during times when they would be idle. Additional means of strengthening our image in and connectedness with the community are as follows:

- Participate in regional business and educational associations and initiatives consistently and in leadership roles when possible
- Recruit additional community leaders for our Board of Overseers and implement Board members’ greater involvement with the University – through recognition receptions and banquets and the establishment of select task forces and internship programs
- Make sure that key opinion leaders are acknowledged in a variety of ways and invited to special Lindenwood events

Relationships with Accreditors We will undertake these initiatives to improve our commerce with both regional and specialized accrediting organizations:

- Communicate openness to input and a clear responsiveness to suggestions for improving our operations

- More clearly and compellingly transmit our unique mission and system by way of our self-study reports and papers delivered at accreditation conferences
- Increase our involvement in local and regional sessions dealing with accreditation issues

Programs

Academic Programs: Presently the evening and corporate markets show a healthy demand for the following programs, each of which we will start-up and/or promote vigorously:

- Doctoral programs in Education, Counseling (or Therapy), and Management
- Partnership-based programs in Criminal Justice, K-12 Education, Mini-MBA, Forensics Crime Lab initiative, and Not-for-profit Management
- A Master of Social Work degree
- A serious commitment to producing attractive/setting-relevant curricula at the Boone Campus, implemented through these steps:
 - Begin to regularly offer a whole residential semester on the Boone site as a part of a unique American Studies program, an Outdoor Education major on the site, and a program in Parks and Monument Management or Recreation and Leisure Services
 - Establish and use a productive connection between the academic programs and personnel on our main campus and the academic initiatives at the site
 - Give our seasoned scholar-teachers an incentive to support and contribute to the Boone Campus programs
 - Commission a dedicated academic officer to develop and promote on-site higher-education offerings at the Boone Campus
- New programs and K-12 partnerships that plug into the statewide demand for significant increments in Mathematics, Biology, and Chemistry over in the immediate future, as a result of a renewed need for math and science

Lindenwood University: Vision, Status, and Outlook

- Select graduate-degree options in the Management division, such as the Accounting and Entrepreneurial Studies emphases

Student Development Initiatives: To improve services in our Campus Life division, we will do the following:

- Formally establish, house, staff, and support a Student Development Office, to assist students develop strong character as well as personal, social, and problem-solving skills
- Improve Lindenwood's First-Year Experience by initiating a pre-semester freshman orientation program and making the freshman orientation class (Community Living, COL 110) a full semester class with more meaningful assignments
- Review, improve, and adequately staff our Mentoring Program for students with academic deficiencies
- Establish a Wellness Center, staffed by our advanced graduate-Counseling interns, to assist students with personal and emotional challenges
- Formalize the position of Dean of Enrollment Management and Retention and increase the activity of our reactivated Student Retention Committee
- Resurrect and fully implement student leadership programs
- Provide basic ESL education for our many international students, as well as social-learning opportunities for that population
- Construct and annually update a two-year course and curriculum schedule for all programs, both day and evening, to enable students and their advisors to formulate a long-range program plan early in the students' enrollment history at Lindenwood

Campus Social Initiatives: To further improve student retention by making our campus more like home for our students, we will pursue the following objectives:

- Increase the number and quality of social meeting places and opportunities for students (through promotion of our student organizations and furnishing key campus locations in a more useable and inviting fashion)

Lindenwood University: Vision, Status, and Outlook

- Improve our intramural opportunities by providing more venues and promoting these programs more effectively
- Establish a more reasonable (but still safely regulated and monitored) dormitory visitation program
- Reopen the Spellmann Center Café and Snack Bar next to the dining hall
- Investigate the feasibility and desirability of a Butler Library Café
- Develop a systematic campus-wide program for faculty and staff involvement in the Lindenwood campus culture

Facilities

We will continue with facilities plans discussed under the Status section of this document.

Those plans include the following:

- The Lindenwood Fine and Performing Arts Center, to be completed by January of 2008 (or slightly sooner), with classes and productions commencing in that facility during the same month
- Two new residence halls, to be completed for occupation by August, 2008
- Ongoing development of the Belleville campus facilities, to include Phase II of the auditorium renovation and additional classroom refurbishment and technology upgrades
- Boone Campus Visitors Center, which we will want to open no later than March, 2009
- Boone Campus deferred maintenance no later than winter of 2007-08
- Campus paths, roads, and entryways – Phase I by summer of 2007 and Phase II in 2008-09
- Relocation of West Clay/First Capitol intersection by mid 2008
- Carillon (Bell) Tower by the end of 2008
- Harmon Hall Business and Economics Center – Phase I in 2008-09 and Phase II in 2010
- All-Purpose Center annex to the Hyland Area – 2009-10

Lindenwood University: Vision, Status, and Outlook

- Land-lease/architectural-control opportunities regarding the Lindenwood Retail Center ("Campus Town"), subject to Board approval, starting in the second half of 2008
- Consolidated Student Services Center in the Lindenwood Retail Center ("Campus Town") in 2009-10

We will recruit a full-time manager and promoter to be responsible for advertising, marketing, booking, and coordinating productions and events in the Fine and Performing Arts Center. This individual should be onboard no later than June of 2007 (and sooner, if possible), to take charge of the Center's marketing campaign no later than July 1, 2007.

Another important facilities objective is to engage suitable business partners who will rent or lease some space at most of our centers on the weekends and during daytime hours on weekdays. This kind of outreach will provide a valuable accommodation for community partners, bolster our business network, and help defray the cost of running and maintaining those centers.

Lindenwood will develop a plan to better accommodate our mobility impaired students by the summer of 2007 and will install most accommodations by the summer of 2008. All of our newer buildings (constructed since the 1980s) meet the necessary specifications. Our accommodation plan will target high-traffic buildings that presently have no handicap access, such as Roemer Hall, Butler Hall, and Butler Library. This initiative will be addressed directly in the renovation plans for Harmon Hall and LUCC.

We will also revisit a proposal to cooperate with the City and the YMCA to build and operate a YMCA Center on Lindenwood's back campus (along Duchesne).

Finances

Financial Management We will adhere to these financial-management policies and procedures, which have worked exceptionally well across more than a decade and a half:

- Maintain a volume-based marketing and sales model to ensure financial autonomy and control, affordability for our students, and vigorous business market for the foreseeable future
- Assume a predictably expanding evening and corporate market for the next five fiscal years
- Remain sensitive and responsive to the impact of affordability on the volume of business we can expect
- Rely principally on our ability to generate tuition revenues rather than upon grants and gifts
- Manage finances by regular inspection of policies, procedures, timing, and results
- Transact major purchases only after evaluating competitive bids, and avoid standing contracts
- Inspect and evaluate all purchases requisitions and deny any unnecessary expenditures of any size
- Incorporate regular planning, projections, and assumption checks into our financial management system
- Continue to interlace financial analysis and management with our educational initiatives
- Make conservative investments of quasi-endowment funds

In addition, we will enhance our financial management and fiscal position through the following measures:

- Consistently use data-based decision making in our financial management and planning
- Institute regular tracking and improved management of our various "revenue centers" via an annual analysis and evaluation of those sites and operations
- Continue to update and tighten our internal accounting standards and practices

- Improve accuracy and efficiency in accounting, billing, and collection procedures through intelligent implementation of Lindenwood's new integrated database system
- Allocate a progressively greater proportion of our annual net reserves to quasi-endowment

Endowment At our present rate of fiscal growth, we plan to bring our conventional endowment to \$100 million by 2010 and to \$200 million by 2020. Most of this increase will come from well-managed tuition dollars, but a growing amount must come from gifts as well.

In addition to having an ever healthier conventional endowment, most of which is not restricted, we will continue to realize substantial increases in the value of our real estate holdings. The land associated with our Boone Campus, for example, will likely have a market value of more than fifty million dollars before 2020, based on the escalating selling price of property in that part of the County. Likewise, the value of our real property in the area of the proposed Lindenwood Retail Center should appreciate at a fairly brisk rate if we choose to proceed with the plan for a premier outdoor pedestrian mall on that site.

Fundraising We will effect several basic improvements in the area of Institutional Advancement, including these steps:

- Recruit, engage, and support a Director of Corporate and Major Gifts
- Revise the Fiscal 2007 annual fundraising plan and calendar by January 15, 2007
- Institute the practice of having an annual fundraising plan and calendar finalized for approval by the Board of Directors at the summer retreat each year
- Conduct an annual assessment of institutional advancement by June 15 each year
- Increase the involvement of Lindenwood's president and other members of upper management in the fundraising process via (1) nurturance of benefactor relationships (2) face-to-face visits with friends and partners of the University, and (3) participation in the development of grant applications and other development initiatives

- Carry out annual-fund and planned giving initiatives geared toward Lindenwood faculty and staff members, with the goal of a 75 percent annual participation rate
- Increase the alumni giving rate to 10 percent in Fiscal 2008 and 15-20 percent by Fiscal 2010
- Implement innovative approaches to corporate giving, such as renewable named scholarship programs
- Become aware of and involved with societally and legislatively active themes, such as the METS (Mathematics, Engineering, Technology, and Science Education) initiative, as potential sources of new gifts that dovetail with Lindenwood's higher education mission
- Continually update our list of key corporate, foundation, and individual donors
- Exercise good stewardship of and bolster our relationships with key benefactors, including, especially, our ever-growing list of distinguished alumni
- Establish several new channels of interaction and communication with Lindenwood's alums, such as regular publications (e.g., *The Connection*), special recognition events, and an Alumni Speaker Series
- Track and court the now considerable population of foreign students who have completed their Lindenwood degrees and entered positions of leadership and authority in their homelands

Advertising and Promotion Effective branding and image management will help to stabilize and sustain the University's long-term business activity while raising awareness of our distinctive characteristics as a premier higher-education provider. Some actions aimed at this goal are as follows:

- Better use of print media opportunities through improved operations in our Communications Office (which already are underway)
- Support of the professional development of our dedicated Communications staff
- Continued support of and involvement with our Communications Council

Lindenwood University: Vision, Status, and Outlook

- Annual production of a promotional CD for distribution to high schools, churches, youth organizations, and key community groups
- Yearly creation or updating of a promotional CD oriented toward evening and graduate students
- Improved use of our LUHE-TV station to advertise programs and campus facilities
- Recruitment of a well qualified manager and promoter for our Fine and Performing Arts Center

Our branding efforts should emphasize our history of singular devotion to our students and their resultant successes. Lindenwood's distinctiveness is all about how we treat people.

Enrollment Management Since we are – and likely will remain – a tuition-driven institution, effective student recruitment and retention are of prime importance to Lindenwood's present and future fiscal wellbeing. In view of that reality, we will take the following steps to ensure a reliable and substantial inflow of tuition revenue:

- Reduce student attrition through provision of better auxiliary services and student support
- Continuously sponsor and support a more active and effective Student Retention Committee
- Maintain steady state in daytime recruiting, which presently is excellent
- Redouble our efforts to recruit new students from the evening and corporate market, particularly at our external sites
- Stay abreast of developments, avenues of access, and good practices in the financial aid arena, because such a high percentage of our students depend on supplementary funding to attend Lindenwood
- Beef up our evening, graduate, and corporate recruiting staff
- Invest necessary operational funds and time in the further development of key sites with untapped or only partially accessed potential, such as the Weldon Spring Campus, South County, Scott Air Force Base

Perspective

Today's Lindenwood University has everything going for it:

- A storied history and proud tradition as a frontier university perennially ahead of its time in both excellence and social consciousness
- The most auspicious possible location for new and increased commerce
- A uniquely effective management model coupled with an unrivaled campus work ethic
- The independence to implement good ideas and programs that always place the student first

Lindenwood is a very good university poised to step over a historically significant threshold and become a great university. Taking that step will entail meeting a twofold challenge of image management and not holding ourselves back. We have the resources, character, and resolve necessary to become the most desirable university in the Midwest. We can accomplish that goal by presenting ourselves to the world in the best way while remaining true to The Lindenwood Way.

LINDENWOOD

LINDENWOOD UNIVERSITY

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