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AGENDA

BOARD OF CONTROL
THE LINDENWOOD COLLEGES

MISSOURI ATHLETIC CLUB
JANUARY 7, 1975

- I. Call to order
- II. Minutes of November 26, 1974 meeting
- III. Report of the President
- IV. Fee structures
- V. Cooperative programs with St. Louis University and/or UMSL
- VI. Nursing program
- VII. Organization of boards
- VIII. Miscellaneous items
 - a. Designation of Elwood L. Miller as Dean of Evening College
 - b. Designation of Howard A. Barnett as Special Assistant to the President
 - c. Designation of Mary Yonker as Assistant to the President
 - d. Appoint members to sub-committees or task forces for:
 - Fund raising
 - Community college district (include faculty)
 - College farm
 - e. Time and place of January 20 (Monday) Joint Board meeting.
 - f. Agenda items for January 20 Joint Board meeting
 - g. Date for next meeting of Board of Control
- IX. Adjournment

A COMPARATIVE STUDY OF COLLEGE CHARGES

CONFIDENTIAL

| Year | 70-71 | 71-72 | 72-73 | 73-74 | 74-75 | 75-76 | 76-77 |
|--------------------|-------|-------|-------|-------|-------|--------|-------|
| Lindenwood tuition | 1,750 | 1,950 | 1,950 | 1,950 | 1,950 | 2,050 | 145 |
| Room & board 21m | 1,150 | 1,150 | 1,150 | 1,250 | 1,300 | 1,425* | 130 |
| Required fees | 85 | 85 | 85 | 85 | 100 | 100 | 12.7 |
| Total | 2,985 | 3,185 | 3,185 | 3,285 | 3,350 | 3,575 | 225 |

Resolutions

120 evng 23.0 7.3
 20.3 7.1
 8.0
 7.8

15.3
 5.2

12.8 9.1
 6.5

12.7

CONFIDENTIAL

A COMPARATIVE STUDY OF COLLEGE CHARGES

| | 70-71 | 71-72 | 72-73 | 73-74 | 74-75 | 75-76 | pt.time 3 hr.crs. | 4 yr.% inc. 71-74 | proj.% inc.74-75 |
|----------------------|-------|-------|-------|-------|-------|--------|----------------------|-------------------------|---------------------|
| Lindenwood tuition | 1,750 | 1,950 | 1,950 | 1,950 | 1,950 | 2,250* | 145 | 0 | 15.3 |
| room & board 21m | 1,150 | 1,150 | 1,150 | 1,250 | 1,300 | 1,425* | | 13.0 | 9.6 |
| required fees | 85 | 85 | 85 | 85 | 100 | 100 | | 17.6 | |
| Total | 2,985 | 3,185 | 3,185 | 3,285 | 3,350 | 3,775 | | 5 | 12.7 |
| Maryville tuition | | 1,600 | 1,600 | 1,790 | 1,950 | 2,150 | 225 | 21.8 | 10.2 |
| room & board 20m | | 1,300 | 1,300 | 1,300 | 1,300 | 1,400 | | 0 | 7.7 |
| Webster tuition | 2,000 | 2,000 | 2,200 | 2,200 | 2,400 | 2,400 | 240 | 20 | |
| room/no meals | | 630 | 630 | 630 | 630 | 630 | | | |
| Washington U tuition | | 2,520 | 2,640 | 2,880 | 3,120 | 3,350 | 120 eve. | 23.8 | 7.3 |
| room & board 20m | | 1,145 | 1,205 | 1,340 | 1,493 | 1,600 | | 30.3 | 7.1 |
| Total | | | | | | 4,950 | | | |
| Wm. Woods tuition | | 1,900 | 1,970 | | 2,060 | 2,225 | | 8.4 | 8.0 |
| room & board 20m | | 990 | 990 | | 1,175 | 1,260 | | 18.7 | 7.2 |
| fees | | | 90 | | 95 | 95 | | | |
| Total | | | | | 3,330 | 3,580 | | | |
| Westminster tuition | | 1,950 | | 2,150 | 2,250 | | | 15.3 | |
| room & board | | 950 | | 950 | 1,000 | | | 5.2 | |
| fees | | | | 60 | 60 | | | | |
| Stephens - Comp.fee | | | | | 3,975 | | | | |
| MacMurray tuition | | | | | 2,690 | | | | |
| room & board | | | | | 1,200 | | | | |
| St. Louis U. tuition | 1,750 | 1,950 | 2,050 | 2,050 | 2,200 | 2,400 | 120 eve. 255 day | 12.8 | 9.1 |
| 15m | | | | 1,070 | 1,342 | 1,430 | | | 6.5 |
| Fontbonne tuition | 1,500 | 1,600 | 1,600 | 1,800 | 1,890 | | 300 | 18 | |
| room & board | | 1,000 | 1,000 | 1,000 | 1,120 | | | 12 | |

*Proposed for consideration by the Board of Control

FINANCIAL REPORT
THE LINDENWOOD COLLEGES

| <u>Income</u> | <u>Actual 12/15/73</u> | <u>Actual 12/15/74</u> | <u>Change from prior year</u> | <i>Budget</i> <u>Anticipated change fiscal year</u> | <u>Budget fiscal year</u> |
|---|----------------------------|----------------------------|-----------------------------------|--|-------------------------------|
| Tuition - resident | \$456,372 | \$486,440 | \$+30,068 | +\$32,503 | \$488,120 |
| day | 292,020 | 322,495 | +30,475 | +28,303 | 333,333 |
| special | 34,038 | 43,372 | + 9,334 | + 619 | 85,000 |
| Academic fees | 20,905 | 19,733 | - 1,172 | - 15 | 34,000 |
| Tuition - summer | 46,343 | 45,203 | - 1,140 | - 843 | 45,500 |
| campus school | 17,100 | 18,746 | + 1,646 | - 645 | 15,600 |
| evening college | 73,422 | 139,793 | +66,371 | +126,467 | 289,000 |
| TOTAL TUITION AND FEES | 940,200 | 1,075,782 | +135,582 | +186,389 | 1,290,553 |
| Endowment | 188,692 | 145,383 | -43,309 | -93,343 | 250,000 |
| Gifts and grants | 48,104 | 46,576 | - 1,528 | + 4,869 | 125,000 |
| Miscellaneous | 22,824 | 18,566 | - 4,258 | - 409 | 70,000 |
| Income for scholarships | -- | 28,175 | +28,175 | + 1,975 | 60,000 |
| TOTAL EDUCATIONAL & GENERAL INCOME | 1,199,820 | 1,314,482 | +114,662 | +99,481 | 1,795,553 |
| Residence Halls | 120,809 | 142,129 | +21,320 | +20,016 | 142,450 |
| Food service | 176,985 | 187,729 | +10,744 | +14,672 | 194,250 |
| Bookstore | 48,907 | 57,265 | + 8,358 | + 170 | 88,000 |
| Summer - room & board | 3,134 | 3,361 | + 227 | - 135 | 3,000 |
| Conferences | 30,341 | 25,049 | - 5,292 | - 3,239 | 40,000 |
| Other enterprises/tearm.etc. | 15,445 | 15,553 | + 108 | + 3,322 | 14,000 |
| TOTAL AUXILIARY INCOME | 395,621 | 431,081 | +35,460 | +34,806 | 481,700 |
| TOTAL INCOME | 1,595,441 | 1,745,563 | +150,122 | +134,287 | 2,277,253 |
| TOTAL EXPENSE | 1,327,897 | 1,473,100 | +145,203 | +204,546 | 2,901,082 |
| SURPLUS (DEFICIT) | 267,544 | 272,463 | - 4,919 | +70,259 | (623,829) |

| <u>Expenses</u> | <u>Actual 12/15/73</u> | <u>Actual 12/15/74</u> | <u>Change from prior year</u> | <u>Anticipated change fiscal year</u> | <u>Budget fiscal year</u> |
|-----------------------------|----------------------------|----------------------------|-----------------------------------|---|-------------------------------|
| Instructional Expense | | | | | |
| Academic Departments | \$231,183 | \$247,552 | +\$16,369 | \$-34,192 | \$748,128 |
| Evening College | 23,134 | 43,034 | +19,900 | +74,328 | 124,608 |
| Library | 26,465 | 27,287 | + 822 | + 7,887 | 81,774 |
| Campus School | 4,982 | 6,003 | + 1,021 | + 1,832 | 16,791 |
| Summer Session | 29,107 | 35,943 | + 6,836 | + 6,109 | 35,943 |
| Miscellaneous | 21,628 | 11,113 | -10,515 | + 1,367 | 34,000 |
| TOTAL INSTRUCTIONAL EXPENSE | 336,499 | 370,932 | +34,433 | +57,331 | 1,041,244 |
| Administrative Expense | 135,867 | 159,802 | +23,935 | +32,135 | 322,920 |
| Student Services | 45,061 | 55,028 | + 9,967 | +16,579 | 100,742 |
| Institutional Expense | 43,182 | 44,698 | + 1,516 | + 4,795 | 90,559 |
| General Expense | 93,039 | 92,398 | - 641 | -16,196 | 174,631 |
| Maintenance & Security | 242,101 | 230,455 | -11,646 | +45,861 | 464,893 |
| Auxiliary Expense | | | | | |
| Residence Halls | 30,557 | 62,764 | +32,207 | +10,905 | 139,080 |
| Dining Hall | 33,350 | 86,960 | +53,610 | +28,276 | 165,142 |
| Bookstore | 73,951 | 80,023 | + 6,072 | + 4,474 | 89,571 |
| Conferences. | 24,391 | 6,083 | -18,308 | - 1,604 | 28,000 |
| Tearoom | 6,169 | 4,894 | - 1,275 | + 419 | 14,000 |
| Summer School | 11,289 | | -11,289 | + 11 | 11,300 |
| Other | 9,887 | 2,129 | - 7,758 | + 410 | 14,000 |
| TOTAL AUXILIARY | 189,594 | 242,853 | +53,259 | +42,891 | 461,093 |
| Student Aid | 232,552 | 276,934 | +44,382 | +21,150 | 245,000 |
| TOTAL EXPENSES | 1,327,897 | 1,473,100 | +145,203 | +204,546 | 2,901,082 |

9. ? Feltner
10. ? Shapleigh
11. ? Steinhilber
12. ? Warner

PROPOSALS
for
BOARD ORGANIZATION

BOARD OF CONTROL

- I - sole legal body
- II - operates as a committee of the whole
- III - meets monthly, September - May
- IV - quorum equals one more than half of membership
- V - membership options
 - A. 2-3 from each college (totals: 6-9 to 10-15)
 - B. 2-3 from each college plus 2-3 at large (totals: 8-12 to 12-18)
 - C. 3 alumni plus 9 to 12 elected at large (totals: 12-15)
 - D. Combinations of above
- VI - term options
 - A. 5 classes for 3 years
 - B. 3 classes for 5 years
 - C. 3-4 classes for 3 years
- VII - possible membership
 - 1. Hyland
 - 2. Crider
 - 3. Hall
 - 4. Brown
 - 5. Metcalfe
 - 6. Pundmann
 - 7. ? Arnold
 - 8. ? Miller

9. ? Pulitzer
10. ? Shapleigh
11. ? Stalnaker
12. ? Warner
13. (New)
14. (New)
15. (New)

BOARDS OF OVERSEERS (For Colleges I, II, III, etc.)

- I. - advisory, consultative, and supporting responsibilities to Board of Control, administration, faculty
- II - operate as committees of the whole, in sub-committees, or as individuals as appropriate
- III - meet twice a year, October and April
- IV - quorum equals one more than half of membership
- V - membership is self-perpetuating and may include alumni, faculty, staff, students, friends and supporters and members of Board of Control. Each Board consists of 9-12 members.
- VI - term of membership is three years.
- VII - Dean of the College (I, II, III, etc.) serves as administrative officer of the Board. Chairman is elected annually by the membership.

The Lindenwood Colleges
St. Charles, Missouri

Minutes

Meeting of the Faculty of The Lindenwood Colleges
December 4, 1974

The regular meeting of the Faculty of The Lindenwood Colleges was held in the Art Building at 1:30 p.m., Wednesday, December 4. President Spencer presided. Dr. Johnson gave the invocation.

Hollis Heyn and Maggie Grundhauser represented the students of Lindenwood College for Women. There were no student representatives from Lindenwood College II.

It was moved, seconded, and passed that the minutes of the meeting of November 6 be approved as distributed.

President Spencer introduced Mrs. Spencer.

Dr. Doherty reported that in past years the Salary and Tenure Committee of AAUP has met with the Administration concerning faculty salaries. This year's committee, consisting of Dr. Johnson, Mr. Nichols, Dr. Wier, Dr. Doherty, and Dr. Eckert, ex officio, met with President Spencer and Dean Barnett. Dr. Doherty further reported that President Spencer is in favor of having a faculty committee work with him on salary matters, and that he is not opposed to a salary schedule if it is not too rigid. The AAUP Chapter, according to Dr. Doherty, wishes to know if this AAUP Salary and Tenure Committee should be designated to represent the faculty to talk with the Administration about salaries and tenure. President Spencer suggested that consideration of this matter be delayed until after his report.

President Spencer reported that he took to the Board of Control the matter of faculty representation on the Board Committee studying the Community Junior College, and a motion was unanimously adopted approving one or two faculty representatives on this committee. The details will be worked out later.

In making his report to the faculty, President Spencer quoted the following from "Education for Diversity: New Forms for New Functions," written by K. Patricia Cross, who is currently President of the American Association for Higher Education, and which is published in the October 1974 REPORTS of the Association of Governing Boards of Universities and Colleges:

"...Specifically, my proposal is this - that the task of education is to develop the student's greatest talent to the point of excellence and that we also prepare him or her to live in today's world by developing at least minimum competence in the other two areas. Students would have the option of selecting the area or areas in which to pursue excellence. The student who has interest and ability in the manipulation of ideas would pursue

academic excellence, but he would also be required to develop minimum levels of competence in working with "things" and 'people.' Future sculptors and future auto mechanics would pursue excellence in the manipulation of tools and materials, but would develop basic competence in traditional academic subject matter and in working with people. The development of interpersonal skills would no longer be left to extra-curricular activities and to chance but would be consciously developed so that future counselors, receptionists and social workers could pursue excellence in human relations. No skill would be considered better or higher than any other; all are equally important to our society...

We are willing to entertain the idea that people can learn the same things by different methods or in differing amounts of time - although goodness knows we are slow to implement even those obvious facts. Even when we do implement them, it is with the implicit understanding that some students will take to traditional academic learning like a duck to water, while others will struggle to remain afloat. Never mind that our sinking duck can run like a gazelle or fly like a swallow. What we are not yet ready to concede is that running or flying is as good as swimming and that our world is better for the existence of all three talents, appropriately used."

He continued by suggesting that this quotation sets the stage for some of the problems we have to deal with. Many told both Dr. Eisendrath, when he was on campus, and Dr. Spencer, prior to his acceptance of the presidency, that lines of communication, lines of responsibility, lines of who is doing what were things they were concerned about, and that Lindenwood needs to be simplified.

In accordance with Dr. Barnett's wish, his responsibilities will be reallocated. Dr. Barnett's new responsibilities will include development of new directions in church-college relationships. He is seeking external funding for the preliminary stage of this project which he will direct for six months. In addition, he is submitting a proposal to the National Endowment for the Humanities to establish a series of newspaper columns answering queries regarding humanities. He will also, of course continue teaching.

With reallocation of Dr. Barnett's responsibilities the office of the Dean of the Faculty will be eliminated; it will also be necessary to reallocate his tasks as Vice President to other administrative officers. Henceforth, Dr. Berg's major responsibilities will be focused on public information, community relations, development, alumni affairs, etc. Dr. Berg and President Spencer will share administrative responsibilities for financial affairs and buildings and grounds. The Admissions Office and the Library will be directly responsible to the President. Attached as Appendix A is a chart showing the proposed administrative reorganization

To foster decentralization and to broaden the base of participation academic administration will be divided between the three deans (Doris Crozier, Patrick Delaney, and Elwood Miller); each faculty member has been assigned to a dean for purposes of budget, personnel matters, and reporting. Distribution of faculty members in LC I and LC II has been done by chance - through simple drawing of names. The budget has in the past been guarded and highly centralized; now each college will have its own budget, personnel, and reporting responsibility.

Thus we will have a cluster of colleges - Lindenwood College for Women, Lindenwood College for Men, and Lindenwood Evening College, with the possibility of adding two new colleges, tentatively to be identified as Lindenwood College for Extended Education, and Lindenwood College for Applied Arts and Sciences.

A sheet entitled "Academic Organization" was then distributed; a copy is attached as Appendix B. President Spencer emphasized that the faculty will have to decide whether his recommendations concerning the Faculty Council and Educational Policies Committee should be accepted or whether there should be other variations. If we are to decentralize academic administration, we must review the authority and responsibility in groups such as the Educational Policies Committee and the Faculty Council. If EPC is to perform its constitutional functions fully, it needs more authority. On the other hand, Faculty Council should concern itself with responsibilities outlined in the Faculty Constitution and should avoid overlap with EPC.

Attached is a chart outlining the Academic Organization described by President Spencer. This is Appendix C.

President Spencer suggested that these reorganizations be put into effect by February 1 for a trial period of six months. After that other changes can be made as necessary.

Before opening the meeting to questions President Spencer announced that Craig Eisendrath has offered his services to Lindenwood. He will be used as a consultant in Washington, spending up to five days each month on the Lindenwood campus. He will help faculty and staff shape projects, represent us in Washington and New York, and consult with all of us on matters of high priority importance.

Dean Crozier announced that the Christmas dinner would be held in the dining room December 10 and asked for volunteers from the faculty to help serve dinner.

Mrs. Emory announced that there will be some additional courses in January. If students are interested in changing courses, they should see her as soon as possible.

Considering again the point Dr. Doherty brought up in regard to whether or not the AAUP Salary and Tenure Committee should represent the faculty in talking with the President, it was moved, seconded, and passed that the AAUP Committee which is now functioning continue its massing of information and being concerned with salaries and other details as it has been doing.

President Spencer called attention to the Family Educational Rights and Privacy Act of 1974 which went into effect November 19. This law prohibits the release of personally identifiable data to anyone (including parents) without student consent. Although no guidelines have been set up and the law needs clarification, grades cannot be sent to parents and faculty members cannot give grades to parents. A letter to this effect is going to the parents as well as a letter to students asking if they wish to give permission to have grades sent to parents. Since the law provides a grace period of 45 days, students should be denied access for this period. Prior to the expiration of these 45 days the law should be clarified and guidelines set up. As an alternative the student may be told that there is confidential information in his file and, that if he wishes, he may obtain a waiver from each individual who sent confidential information. These waivers should be mailed directly to us. Upon receipt of the waiver the student may be given access to his records.

Dr. Berg announced that the Lindenwood Choir will give a concert Sunday evening, December 8, in Jelkyl Center, and on December 10 at Plaza Frontenac with a reception following.

Dr. Greenlaw announced that the concert of the St. Charles Choral Society will be on December 15, at 3 p.m., and on December 16, at 8 p.m.

President Spencer announced that Columbia Broadcasting System will carry a thirty-minute program of the Lindenwood Choir on nationwide radio December 22 and December 25.

Mr. Florimonte announced that "The Hostage" opened December 3 and will continue through December 7.

Mrs. Bittner announced that there will be an open house at the stables December 8.

Dr. Carpenter announced that the teacher education students will have a tea December 8 for their cooperating teachers.

Dean Crozier announced that there would be an open house for all women students at her house December 8.

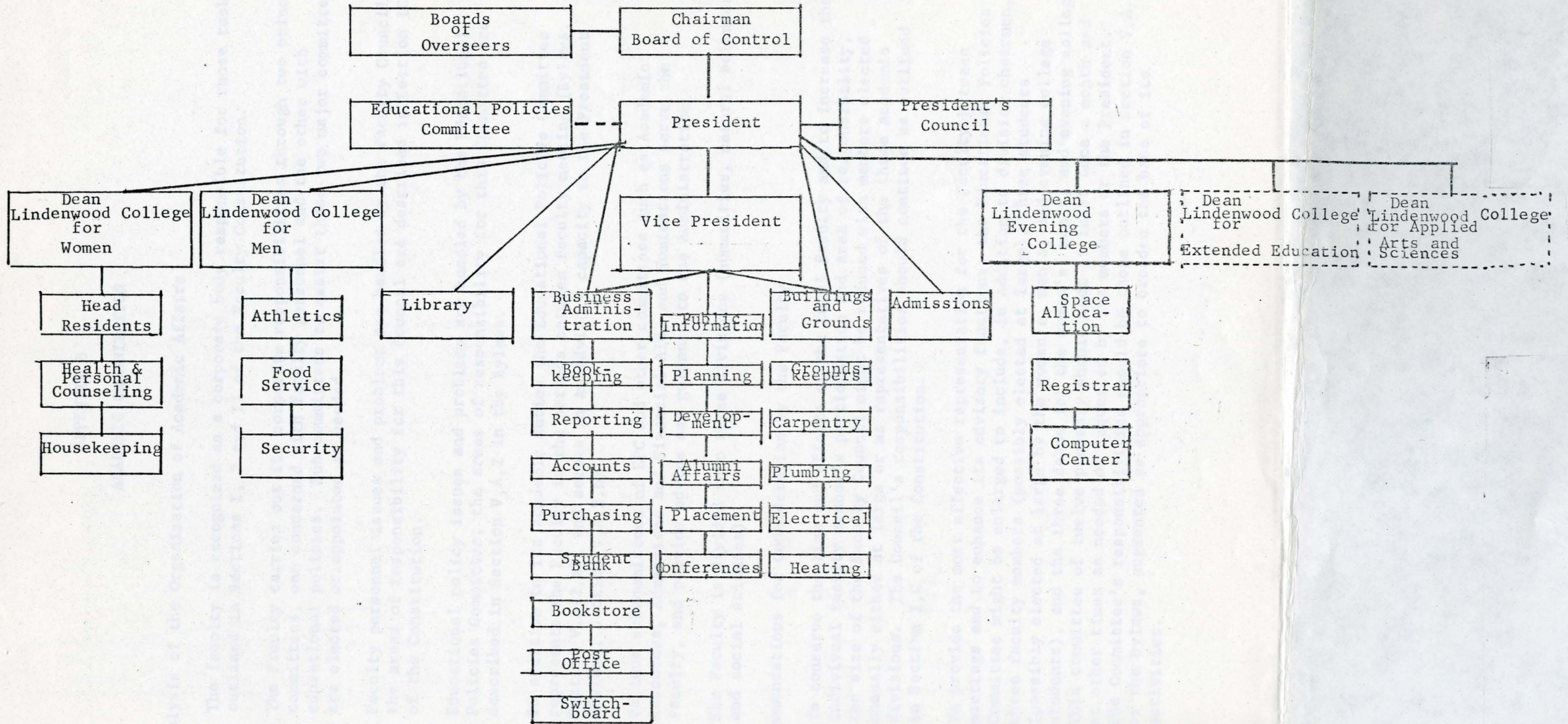
The meeting was adjourned at 3:55.

Mary Yonker
Acting Secretary

Approved:

John Nichols
Secretary of the Faculty

APPENDIX A
ADMINISTRATION ORGANIZATION



APPENDIX B

ACADEMIC ORGANIZATION

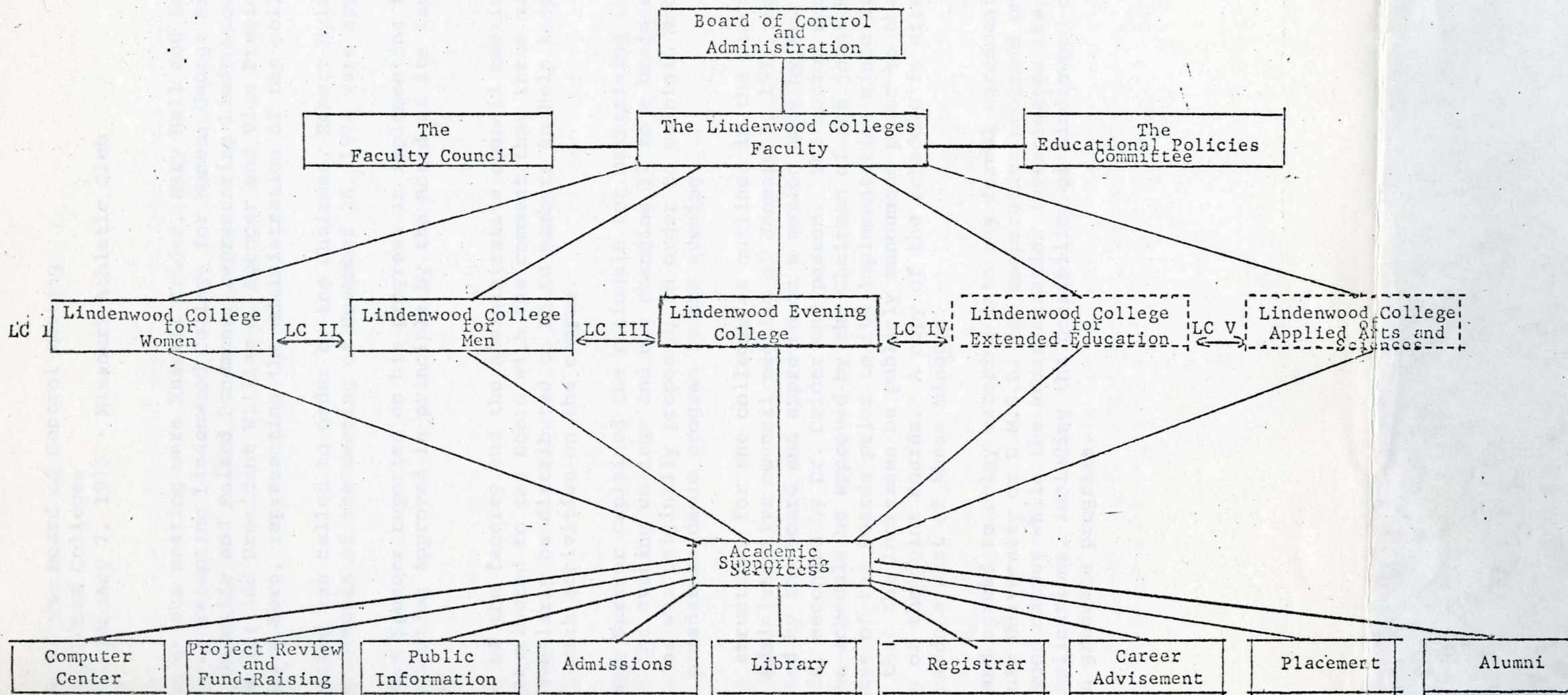
A. Analysis of the Organization of Academic Affairs

1. The faculty is recognized as a corporate body responsible for those tasks outlined in Sections I, 2 and II of the Faculty Constitution.
2. The Faculty carries out its corporate responsibilities through two principal committees, one concerned with faculty personnel and the other with educational policies. Sub-committees to assist these two major committees are elected or appointed as needed.
3. Faculty personnel issues and problems are handled by the Faculty Council; the areas of responsibility for this Council are described in Section IC of the Constitution.
4. Educational policy issues and problems are handled by the Educational Policies Committee; the areas of responsibility for this Committee are described in Section V,A,2 in the Bylaws.
5. In addition to its academic duties the Educational Policies Committee represents the Faculty in the periods between faculty meeting (Bylaws, Section V,A,2,a), and serves in an advisory capacity to the President (Bylaws, Section V,A,2,b).
6. Various subcommittees of EPC and other committees such as Academic Resources, Admissions and Financial Aid, and Nominations serve the Faculty, and provide advice and guidance to the Administration.
7. The Faculty is divided into three divisions (humanities, natural sciences, and social sciences).

B. Recommendations for Consideration by the Faculty

1. To conserve the time and efforts of the total faculty and to increase the individual faculty member's participation and area of responsibility, the size of the Faculty Council might be reduced with members elected annually either at large or as representatives of the three academic divisions. The Council's responsibilities should continue as outlined in Section I,C of the Constitution.
2. To provide the most effective representation for the Faculty between meetings and to enhance its advisory functions, the Educational Policies Committee might be enlarged to include, in addition to division chairmen, three faculty members (possibly elected at large), three students (possibly elected at large by the women's, men's, and evening college students), and the three deans (of the women's, men's, and evening colleges). This committee of twelve probably should meet at least once a month and at other times as needed or requested by its members or the President. The Committee's responsibilities should be those outlined in Section V,A,2 of the Bylaws, augmented as appropriate to broaden the base of its activities.

APPENDIX C
ACADEMIC ORGANIZATION AND SERVICES



Minutes of the Board of Control Meeting
The Lindenwood Colleges
Tuesday, January 7, 1975 - Missouri Athletic Club

Present at the meeting were Russell Crider, Mary Hall and Robert Hyland, representing Lindenwood College for Women; George Brown, Walter Metcalfe and Roland Pundmann, representing Lindenwood College II; and President William C. Spencer and Vice President B. Richard Berg, representing the administration of the colleges.

The meeting was called to order by the Chairman, Robert Hyland, and the minutes of the meeting of November 26, 1974 were approved.

President Spencer reported on his progress in implementing the reorganization approved in principle by the Board at its last meeting.

Minutes of the faculty and the administrative council meetings were distributed to the Board with the comment that these minutes would regularly be distributed to Board members to help keep them current with activities on the campus.

President Spencer explained the rationale for maintaining the name of the evening college and not changing it to a business college as was originally proposed, in order to maintain and expand a broader academic program in the evening.

New fee structures for the colleges as outlined in the minutes of the administrative council meeting of January 3, 1975, were discussed by the Board and approved on a motion made by Mr. Metcalfe, seconded by Dr. Crider and passed. The motion requires that the schedule be approved by the Chairman of the joint Finance Committee of the Boards prior to its implementation since it is urgent that the increases be publicly announced prior to the March meeting of the joint Boards. A copy of the schedule is attached to and made a part of these minutes.

The Board agreed to delay entering into any formal agreement with St. Louis University or U.M.S.L. for cooperative programs on the Lindenwood campus while the administration investigates the long-term implications, including the possibility of Lindenwood offering its own graduate programs.

The proposal that Lindenwood contract with St. Luke's Hospital to provide undergraduate instruction for nursing students in the liberal arts and sciences at the hospital, was approved on a motion made by Mr. Pundmann, seconded by Mr. Brown and passed. The rate for off-campus instruction was set at \$36 a credit hour (75% of the proposed on-campus part-time rate).

The Board discussed the desire to consolidate the multi-corporate structure of the Boards of the Colleges into a single legal body with advisory Boards for each of the individual colleges. Mr. Metcalfe agreed to study the issue and make a recommendation at the meeting of the joint Boards in March. He indicated that a move to a simplified structure should be achieved in a manner that would preserve the legislative charter of the women's college by merging the newer corporations into the parent corporation.

Dr. Crider moved the approval of the following personnel changes: that Elwood L. Miller be confirmed as Dean of the Evening College; that Howard A. Barnett be confirmed as Special Assistant to the President; and that Mary Yonker be confirmed as Assistant to the President. The motion was seconded by Mr. Pundmann and passed.

Mr. Hyland named the following individuals to task forces on specific projects:

1. Russell J. Crider as chairman of the fund raising task force, with the direct assistance of Mr. Miller and Mr. Hyland.
2. Armand Stalnaker as chairman of the task force on contractual relationships with a community college district in St. Charles County.
3. Clem Arnold as chairman of the task force on the utilization or disposition of the college farm with the assistance of Mr. Brown, Mr. Hyland and Mr. Miller.

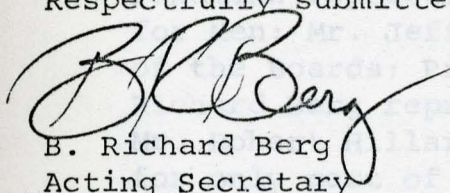
The meeting of the joint Boards of the Colleges was rescheduled for March 7 and 8, 1975, beginning with a meeting on Friday afternoon in which all the issues are presented. The meeting will be followed by dinner at the President's house Friday evening. The Board will reconvene on Saturday morning for a business session.

MINUTES OF THE BOARD OF CONTROL
THE LINDENWOOD COLLEGES

The Board of Control voted to meet on the second Wednesday of each month beginning of February 12th at 11:30 a.m.

The meeting was then adjourned.

Respectfully submitted,



B. Richard Berg
Acting Secretary

The meeting was called to order by the chairman, Robert Hyland, and the minutes of the meeting of January 7, 1975, were approved as mailed.

President Spencer reported that he had met with Finance Committee Chairman Miller and established the final tuition rates for the 1975-1976 academic year. Tuition will be \$2,250 -- up \$100 from the current rate of \$1,550, and room and board will be \$1,425 -- up \$125 from the current year. Tuition for part-time students will be increased 10% to \$160 a course. These are the same rates approved by the Board at its January meeting with the exception of the part-time rate which was based on a projected change in the number of credit hours per course which has not been implemented.

President Spencer also reported on the need to revise financial aid policies to reduce the amount of un-funded scholarships and grants currently being awarded. He recommended consideration of increasing the student employment portion of the financial aid package from a current maximum of \$600 to \$1,360. This would make it possible for the student to have assistance in meeting his college costs at the same time assist the college in maintaining the buildings and grounds at the desired level without increasing expenditures. He said that the administration will be studying the possibilities and present a proposal for action at a later date. Mr. Hotalcife recommended a retired general contractor who might help in the work program. President Spencer reported that Governor Ellis Grasso of Connecticut is being invited to be the colleges' commencement speaker on May 17, 1975.

Mr. Robert Hillard joined the meeting to discuss the services that might be provided by his public relations firm in gaining greater visibility for The Lindenwood Colleges. Following a discussion on the need for additional public relations effort to promote Lindenwood among potential students and donors,

MINUTES OF THE BOARD OF CONTROL
THE LINDENWOOD COLLEGES
February 12, 1975 - Missouri Athletic Club

Present at the meeting were Dr. Russell Crider, Mrs. Mary Hall, and Mr. Robert Hyland representing the Board of Directors of Lindenwood College for Women; Mr. Walter Metcalfe and Mr. Roland Pundmann representing the Board of Trustees of Lindenwood College for Men; Mr. Jefferson Miller, chairman of the Finance Committee of the Boards; President William Spencer and Vice President Richard Berg representing the Administration of the Colleges; and Mr. Robert Hillard of Fleishman-Hillard, Inc. (who was present for only part of the meeting).

The meeting was called to order by the chairman, Robert Hyland, and the minutes of the meeting of January 7, 1975, were approved as mailed.

President Spencer reported that he had met with Finance Committee Chairman Miller and established the final tuition rates for the 1975-1976 academic year. Tuition will be \$2,250 — up \$300 from the current rate of \$1,950, and room and board will be \$1,425 — up \$125 from the current year. Tuition for part-time students will be increased 10% to \$160 a course. These are the same rates approved by the Board at it's January meeting with the exception of the part-time rate which was based on a projected change in the number of credit-hours per course which has not been implemented.

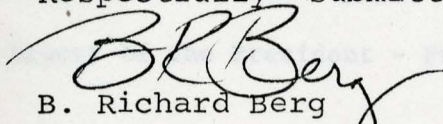
President Spencer also reported on the need to revise financial aid policies to reduce the amount of un-funded scholarships and grants currently being awarded. He recommended consideration of increasing the student employment portion of the financial aid package from a current maximum of \$600 to \$1,360. This would make it possible for the student to have assistance in meeting his college costs at the same time assist the college in maintaining the buildings and grounds at the desired level without increasing expenditures. He said that the administration will be studying the possibilities and present a proposal for action at a later date. Mr. Metcalfe recommended a retired general contractor who might help in the work program. President Spencer reported that Governor Ella Grasso of Connecticut is being invited to be the colleges' commencement speaker on May 17, 1975.

Mr. Robert Hillard joined the meeting to discuss the services that might be provided by his public relations firm in gaining greater visibility for The Lindenwood Colleges. Following a discussion on the need for additional public relations effort to promote Lindenwood among potential students and donors,

Dr. Crider moved that the Fleishman-Hillard firm be retained at a monthly fee ranging from \$500 to \$2,500. The motion was seconded by Mrs. Hall and passed. Mr. Miller, as chairman of the Boards' Finance Committee, applauded the action.

The meeting was then adjourned.

Respectfully submitted,


B. Richard Berg
Acting Secretary

- 10. Report on Buildings and Grounds - Mr. Arnold
- 11. Other business
- 12. Dates of Board meetings for May, Fall, Winter, Spring.
- 13. Adjournment

AGENDA

JOINT MEETING

OF THE

JOINT BOARDS OF THE LINDENWOOD COLLEGES

March 7-8, 1975

I. Friday, March 7, 1975 - 3:30-5:30 p.m., Auditorium, Fine Arts Building

- 1. Call to order - Mr. Hyland
- 2. Report of the President - President Spencer

II. Saturday, March 8, 1975 - 9:00 a.m. - Room 202, Fine Arts Building

- 1. Minutes of the meeting of October 2, 1974
- 2. Report of the Board of Control - Mr. Hyland
 - a. Tuition increase
 - b. Administrative personnel changes
- 3. Report on academic and administration matters - President Spencer
 - a. Sabbaticals and leaves
 - b. Revision in the Faculty Constitution
- 4. Report of Finance Committee - Mr. Miller
- 5. Lindenwood College for Individualized Education - President Spencer
- 6. Lindenwood College of Applied Arts and Sciences - Mr. Stalnaker
- 7. Graduate Study Proposal - Mrs. Hall
 - a. Accreditation by North Central Association and AACSB
- 8. Consideration of reorganization of the Boards of the Colleges - Mr. Metcalfe
- 9. Strengthening Public Relations and Fund Raising - Dr. Berg
 - a. Fleishman-Hillard program
 - b. Business Leaders Advisory Council
 - c. Alumni Campaign Committee
 - d. Other

10. Report on Buildings and Grounds - Mr. Arnold

11. Other business

12. Dates of Board meetings for May, Fall, Winter, Spring.

13. Adjournment

...communities of learning in which independent study... Rather than offering classes, it will... learning can best thrive.

...IV is likely to attract students in three categories. The first is... whose situation precludes their attending classes, or who feel... regular classes no longer provide for them an adequate means of learning... is composed of people who wish to relate practice and theory in a way... only partially realized in a conventional academic setting. Such... frequently already engaged in a particular career, or preparing for a... career. The third category consists of people with non-conventional... for which organized courses of instruction are currently not available... studies such as art or music therapy, health and operation of alternative... or specialized studies of community organization. In each case the... must have a strong sense of purpose and self-direction.

...the undergraduate level, each student will write his or her own Program... which will be a contract with the College for an entire proposed program... The student will be assigned a number of trimesters to complete this... which will reflect the amount of previous college work completed, scores... and critical life experiences which is considered the equal of... work.

...trimester the student will write a study plan with the help of advisors... students in a weekend long workshop. During the trimester, he or she... weekly with his Faculty Sponsor and other students to review progress in

-2-
Précis
of
The College for Individualized Education
(LC IV)

Lindenwood IV will provide undergraduate and graduate education to men and women through individualized study programs. Rather than offering classes, it will create communities of learning in which independent study combining cognitive and experiential learning can best thrive.

L.C. IV is likely to attract students in three categories. The first is comprised of persons whose situation precludes their attending classes, or who feel that regular classes no longer provide for them an adequate means of learning. The second is comprised of people who wish to relate practice and theory in a way that can only partially be realized in a conventional academic setting. Such people are frequently already engaged in a particular career, or preparing for a particular career. The third category consists of people with non-conventional interests for which organized courses of instruction are currently not available, including studies such as art or music therapy, design and operation of alternative schools, or specialized studies of community organization. In each case the student must have a strong sense of purpose and self-direction.

At the undergraduate level, each student will write his or her own Program Overview, which will be a contract with the College for an entire proposed program of studies. The student will be assigned a number of trimesters to complete this program, which will reflect the amount of previous college work completed, scores on achievement tests and critical life experience which is considered the equal of college work.

Each trimester the student will write a study plan with the help of advisors and other students in a weekend long workshop. During the trimester, he or she will meet weekly with his Faculty Sponsor and other students to review progress in

his work. He will also attend monthly day-long colloquia and special meetings of his own advisory committee. The learning experience will thus be monitored and assisted by the entire learning community of faculty, students, and resource persons.

A similar plan will operate at the graduate level, with this exception: rather than working in groups with a Faculty Sponsor, graduate students will work with such an advisor on an individual basis. But as in the undergraduate program, the responsibility for writing the study plan will rest with the student. Practica, internships, community advisors, resource persons will all be mobilized to augment resources and modes of learning available to the student.

LC IV is capable of replication at centers off the Lindenwood campus. Indeed such expansion promises to create a network of centers which could give Lindenwood a national character. The result of such expansion would be to give the Colleges visibility and expanded revenue.

We predict that LC IV will contribute from 20-25% of its revenue to the institution. At 500 students, which it could reach within two years, this contribution would come to about \$250,000. The strategy of serving new classes of students, rather than only those 18-22, who have traditionally come to residential colleges, represents one of the surest ways out of our financial problems. Thus LC IV is an exciting opportunity both for its academic value to new kinds of students and for its contribution to the institution.

Robert P. King Johnson

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A. INTRODUCTION

On November 26, 1974 the Board of Control approved in principle the creation of The Lindenwood College for Individualized Education (LC IV). This new addition to the Colleges would be devoted to providing undergraduate and graduate education to men and women through individualized study programs.

Rather than offering classes, it would create communities of learning in which independent study combining cognitive and experiential learning could best thrive.

Following the decision of the Board of Control, President Spencer authorized the creation of a committee to draw up the specifications for the new College. The Committee, chaired by Professor Boyd Morros, was open to all Lindenwood faculty, and staff members and students. Among the participants on the Committee were Professors Joy Ebest, James Evans, John Bartholomew, Linda Nelson, Louis Florimonte, Mary Lichliter, Thomas Smith, Ed Balog, Steve Rukavina, Jim Feely, and Dorothy Spellman. The Committee was also aided by Dr. Craig Eisendrath, Consultant to the Colleges, and Professor Melvin Suhd, of the Goddard College Graduate Program.

It is the hope of all contributors that this report describes a model for an innovative college which will break new ground in American higher education. Although it is based on the experience of other colleges with what has been called external degree, it provides for an intensity of involvement in a community of learning not found in such programs. It is anticipated, for example, that even though on individualized study programs, students will be in contact with faculty and other students for approximately two-thirds the number of hours that full-time students on campus are in classes. The model also specifies elements of quality control and means for articulation with other parts of the institution which are equally unique. The aim is to insure integration of the college into the Lindenwood system of instruction and its values.

The College for Individualized Education will make possible high level innovative education for students not served by conventional programs. At the same time, by taking advantage of its extremely low direct overhead cost, it will bring into Lindenwood funds useful in helping to meet the Colleges' operating deficit. The venture is thus an exciting one, both for its value to students and for its contribution to the institution.

B. THE OBJECTIVES OF THE LINDENWOOD COLLEGE FOR INDIVIDUALIZED EDUCATION (LC IV)

LC IV, planned for initiation in September 1975, or before, will be open to men and women who can demonstrate the maturity and dedication necessary to design and carry out independent study within a community of learners. Successful completion of the program of study will result in the awarding of a baccalaureate degree. Once authorization is granted, the College will also be able to offer a Master of Arts degree.

LC IV's central mission will be to help students become self initiating and self directing learners who possess extensive knowledge in their major areas of study. Another major educational goal will be to assist students in developing their own learning styles and orientations.

Thus, the College will help students develop their own specific goals and objectives, design their own learning activities, and devise their own methods of evaluation. It will help students examine relationships between different areas of study and their social implications. It will provide a program that will enable students to integrate theory and action in their learning processes, and to develop skills applicable to their everyday involvements.

In addition to a center on the Lindenwood campus, the College may establish centers in other cities. The model proposed here is capable of such replication. Positions and procedures described herein therefore apply both to the campus and other off-campus centers.

C. THE STUDENTS

LC IV is likely to attract students in three categories. The first is comprised of persons whose situation precludes their attending classes, or who feel that regular classes no longer provide for them an adequate means for learning. The second is comprised of people who wish to relate practice and theory in a way that can only partially be realized in a conventional academic setting. Such people are frequently already engaged in a particular career, or preparing for a particular career. The third category consists of people with non-conventional interests for which organized courses of instruction are currently not available, including such studies as art or music therapy, design and operation of alternative schools, or specialized studies of community organization. In each case the student must have a strong sense of purpose and self-direction.

Typically students will be over 25, and will already have achieved through previous college work or critical life experience a foundation for learning and career which will make them good students in a college for independent study. They will also live within sufficient proximity to a center of LC IV that they can participate in the collegial features of the program.

D. THE ACADEMIC YEAR, DEGREES, AND CREDITS

The length of the academic unit in LC IV will be the trimester (four months). Three consecutive trimesters will make up a calendar year as well as an academic year. In each trimester every student will earn three course credits; therefore one year of work will provide nine course credits, and four years of work will provide 36 course credits. A student is eligible at any time to take a trimester off without charge; a leave of more than one trimester will require approval by the student's Faculty Administrator.

A student accepted into the Program with little or no transfer credit will complete a total of 12 trimesters or 36 Lindenwood course credits. The bacca-

laureate degrees available to students in LC IV will be those available to resident students of The Lindenwood Colleges, i.e., B.S., B.A., B.F.A., etc.

Students in the Master's Degree Program will work full-time on a unified body of work to be completed in no less than a calendar year. Students completing the program will receive the M.A. with whatever accompanying title accurately describes their work. Such students will also be entitled to recognition for having completed the equivalent of 30 semester hours of graduate study to be offered for transfer to other graduate programs.

In both programs students must maintain a pace of work which corresponds with the number of academic credits normally assigned. In this sense, neither the undergraduate nor graduate programs will enroll part-time students.

Students in LC IV will be accorded the status of other full-time students in The Lindenwood Colleges. They will have access to all the resources of the Colleges, and will be eligible to participate in all extraCurricular events. Each student will also possess a Lindenwood I.D. card. Students will be eligible to take courses given in either the day or evening Colleges, with the limitation that no more than one course may be taken during any one academic term. Students studying at a center other than on the Lindenwood campus will of course not be able to take advantage of these privileges.

E. PROGRAM ADMINISTRATION

Administrative responsibility for the program will be vested in faculty members designated Faculty Administrators (FA). Each FA will also have personal responsibility for up to thirty students.

As a center expands, an FA will be added for every anticipated increment of thirty students (see section below). Responsibility for the administration of the overall program in a Center will be shared among the FA's, with chief responsibility vested in one particular FA, who will be designated Program

Director. As such time as the Lindenwood College for Individualized Education achieves a size comparable to that of the other Colleges it will be administered by a Dean, selected according to procedures already established.

The initial person working with each student in the College will be a Faculty Administrator. He will serve students as an advisor, mentor, academic and career counselor and resource facilitator. He will match students with a Faculty Sponsor (see below) and facilitate interaction with Resource Persons (see below) and fellow students. The FA's will design and arrange for regularly scheduled meetings, workshops and colloquia. The FA will give final approval to a student's program overview, study plans and completed trimester projects. FA's will also at the appropriate time recommend the student to the faculty of the Colleges for award of a degree.

F. FACULTY SPONSORS

Faculty Sponsors assigned to students are persons who have expertise in the humanities, social sciences, human services and education. (As the size of a center increases, a greater variety of Faculty Sponsors will be possible.) Faculty Sponsors will be persons primarily responsible for the substantive work with students. Such adjunct faculty will be selected by the Director and will receive a contract for services with the College. They will be responsible for helping the student develop study plans, for assessing the student's work, and for recommending the award of Lindenwood course credits. At the Lindenwood center, Faculty Sponsors will often be regular members of The Lindenwood Colleges faculty.

Faculty Sponsors will work with students through a regular schedule of meetings and community activities, and will be available throughout their studies for one-to-one interaction. Once the trimester is underway, Faculty Sponsors will assist students in preparing and revising their study plans; raise questions to stimulate student growth and learning; suggest resources

including readings, areas of community involvement, contact with other resource people, etc.; help the student to document his accomplishments; assist students with communication skills; aid them in arranging for placements and field experiences; they will critique the student's work.

Each Faculty Sponsor will work with no more than 10 students. At the graduate level, Faculty Sponsors will work generally on a one-to-one basis, although several students may choose to work with a particular Faculty Sponsor.

G. RESOURCE PERSONS

Resource Persons will work with students to augment the expertise of the regular Faculty Sponsor. Generally Resource Persons will not be paid unless some special provisions in the student's program make payment possible.

Resource Persons will generally be practitioners or experts in the Colleges or in the community (e.g. employers or supervisors) who can serve a particular student's needs. They will not be responsible for assessing or approving the student's academic program, but will be asked to assess the quality of the student's performance which they have directly observed. If a Resource Person is invited by a Director to assume responsibility for an entire trimester or series of trimesters for a number of students, such a Resource Person will be appointed as a Faculty Sponsor.

Career Councils will be created and will be composed of persons in various careers who can offer students advice on academic projects and resources, or provide career counseling and the opportunity for practica and internships, and possibly positions after graduation. Once developed, the Career Councils will provide a major resource to the Program. Such Councils in the St. Louis area could serve not only LC IV students, but students in the other Colleges.

H. SPECIAL CONSIDERATIONS FOR THE GRADUATE PROGRAM

At the graduate level, a faculty system similar to the above will prevail, with this exception: graduate students will be able to nominate particular Faculty Sponsors, subject to approval by the Director. It is anticipated that graduate students may wish to exercise such an individual choice because of the more specialized nature of their programs. Nevertheless, in many cases, a particular Faculty Sponsor may work with several students. Or, as needed, a student may choose to work with several Faculty Sponsors. Thus, while undergraduate students will be admitted in groups at specified times, graduate students may be admitted individually at any time.

I. THE ADMISSIONS PROCESS

1. Pre-admissions

Each student will be required to apply for admission to The Lindenwood College for Individualized Education, and to pay an application fee of \$25. Counseling, including advice on how to complete the application and full information on available programs, will be provided by a Faculty Administrator.

Applicants to LC IV must have earned a high school diploma or a certificate of equivalency. Evidence of high school equivalency, if the applicant has no college credits, and official college transcripts, if he or she claims college credits, must be furnished to the Faculty Administrator before a student can be officially admitted.

The candidate for admission must submit letters of recommendation from persons acquainted with his achievements and potential, and a personal statement which describes his past and present experience and his future goals as related to his intended academic program. He will be helped by the FA to develop an outline of his intended program, called a Program Overview.

The Program Overview must be sufficiently specific to provide evidence that the applicant has thought through his academic needs and interests, that he has taken into account such matters as the areas of study to be covered, practical experience that will be required, needed resources, skills already possessed and those to be developed, the organization of time during which the program will be undertaken, ways by which learning can be evidenced, and modes of evaluation deemed relevant by the Faculty.

LC IV thus asks the student to undergo a process of self-examination as a necessary step in admission, and as a critical step toward his or her success as an independent learner. The admissions process is thus designed to foster self-selection. The final decision to admit an applicant of course rests with the FA. In the review of documentation, interviewing, and in the decision concerning admission, he may be assisted by other faculty members and students.

2. The Award of Initial Credits

LC IV assumes that experiential learning may be equal to academic learning, and may be given equal recognition in a student's program of studies. This recognition takes two forms: a student may receive credit for previous work or skills gained in either an academic or non-academic setting; and a student can learn in the interaction between study and practice.

Accordingly, LC IV will use the following criteria for awarding initial academic credits:

- a. A minimum of three trimesters in the Lindenwood program will be required to complete an undergraduate program;
- b. A maximum of three years' credit or 27 Lindenwood credits may be allowed for a combination of previous academic credits, critical life experiences and successful completion of the CLEP (College Level Examination Program) general tests;

A maximum of two years' credit or 18 Lindenwood credits may be allowed for a combination of critical life experiences and successful completion of the CLEP tests.

Five Lindenwood course credits will be allowed if the student's score on general CLEP tests is at or above the median for college sophomores. Up to four additional credits can be earned through the successful completion of CLEP subject matter tests in fields deemed relevant by the Faculty Administrator to the student's program.

Credit for critical life experiences will require elaborate documentation describing the experiences in detail. This documentation must show the relationship of the experiences to critical or abstract modes of thought, to other academic fields, and must indicate the relevance of these experiences to the program outlined in the student's program overview. Critical life experiences, where possible, must be verified by experts who directly observed the student during the experiences. These experts may be employers or supervisors. Such documentation will not only provide the student with credits, but will be in itself a learning tool.

Thus a maximum of nine Lindenwood credits may be allowed for CLEP. Documentation of critical life experience for credit beyond the maximum allowed for CLEP must show a level of work comparable to sophomore or above quality.

3. The Program Overview

Once the student has determined the number of trimesters needed to complete his/her program of study, a meeting will be arranged during which a final agreement on the Program Overview will be reached between the student and his FA. The Overview thus becomes a contract between the student and the College. Although subject to revision, it should serve as a guide for the writing of future study plans and for coordination of

a student's entire program. Should changes of a substantive nature be desired or needed, a student must submit them to his Faculty Administrator for final approval. The Program Overview must reflect the understanding that The Lindenwood College for Individualized Education is a liberal arts college. Accordingly, Program Overviews must stress breadth and depth of knowledge, and the development of communication skills such as reading, writing, and speaking.

4. Special Considerations for the Graduate Program

1. All applications to the Graduate Program will be screened by an Admissions Committee of three faculty members at the Lindenwood campus. If an application is not approved by the Committee, the nature of the difficulty will be communicated in writing to the center from which the student is applying. If the difficulty cannot be removed, the student must be rejected. If an application is given preliminary approval by the Committee, it will then be the responsibility of the Faculty Administrator of his center to accept or reject him according to guidelines outlined above.

The Program Overview prepared by the student with the assistance of faculty will be the guide for the student's entire program of studies; its importance cannot be over-estimated.

The length of the student's program, consistent with the foregoing guidelines, will be determined by the student's approved Program Overview. That is, the student must be enrolled for the number of trimesters needed to complete the work designated in the Program Overview and approved by the faculty. The Program Overview must insure that the student achieves competence in his or her chosen field of study commensurate with graduate study.

2. The Overview should contain a bibliography directly related to the study program, a description of the practica or other field experiences to be undertaken, if such is an integral part of the program, and, in any case, prescriptions for a final product which demonstrates the student's comprehension of his chosen field. The final product should reflect the student's individuality and creativity and at the same time demonstrate the high standards appropriate for graduate work.

J. THE UNDERGRADUATE TRIMESTER

1. The Undergraduate Study Plan

The work to be undertaken for each trimester will be outlined in a study plan to be prepared in written form by the student in a two and one-half day workshop at the beginning of the term (see below). The Study Plan should reflect the learning style, background, aspirations, and needs of the individual student; it should fit also into the student's larger conception of his work as specified in the Program Overview.

Typically, the Study Plan will contain the following:

- a. The focus of the study to be undertaken;
- b. A prospectus, including a preliminary bibliography and a statement of intent to submit updated bibliographies as the work progresses, journals, papers, reports, case studies, etc., that will derive from the work or study experience;
- c. An outline of a proposed final paper or papers, or final project;
- d. A description of the requirements for certification in a particular area, if sought, and steps being taken to meet such requirements.
- e. A discussion of criteria to be used in evaluating the student's work.

2. The Portfolio

Throughout his course of study, a student is expected to maintain a portfolio containing the Project Overview, Study Plans, papers, works of art, video tapes, films, photographs, self-evaluations, journal selections, evaluations by members of the learning community and others, and any other information which is representative of the student's learning experiences and activities.

Portfolio contents provide a focus for interaction between the student, faculty, the student's individual committee (see below), and the learning community. The portfolio also provides concrete evidence for the student and his advisors of his progress during the program of study. Students will be encouraged to keep journals as part of their portfolios. In these journals students will make comments and reflect on their learning processes and on their successes and failures in meeting their educational goals.

3. Program Procedures

When the steps of application as outlined in the preceding section are completed, the student will be accepted into the program; he enrolls by paying a minimum of the first trimester tuition of \$750. At that time the student is assigned by the FA to a Faculty Sponsor and is scheduled for a weekend residency workshop.

Each student will be counseled during the trimester by a committee which includes an FA, a Faculty Sponsor, other students, and possibly Resource Persons. However, primary responsibility for developing a Program Overview and designing a Study Plan (if an undergraduate) rests with the individual student. The committee will be available to provide guidance, assistance, and feedback.

a. At the weekend residency workshop, schedules for the first weekend of the month of enrollment, committees will be formed and first trimester study plans will be designed and submitted for approval. A proposed schedule for the workshop illustrates how the learning community will assist the student in the pursuit of individualized study.

1) On Friday evening, students will present their study interests to others and begin to formulate plans for the trimester based on the previous intensive interviews with the FA, Faculty

Sponsor and Resource Persons.

2) On Saturday morning there will be convened a workshop on documentation and on various modes of learning. Students will meet with their Faculty Sponsors to begin the design of study plans.

3) During the rest of that day the student will continue work on the study plan. FA's, Faculty Sponsors and Resource Persons will be available for consultation.

4) On Sunday morning, each student will meet with his committee to present his study plan for comment and refinement.

5) During the afternoon individual students and their Faculty Sponsors will present study plans will be expected within two weeks.

b. In addition to the weekend residency workshop, students will meet one evening a week throughout the trimester with their Faculty Sponsor. Typically at these meetings, two or three of the ten students working as a group with a particular Sponsor will describe their work in progress for comment by other members of the group.

visualized in the following schedule:

c. Once a month, the entire learning community will participate in an all-day topical colloquium. The purpose of these colloquia will be to insure the breadth and depth of learning sought in a liberal arts program. They will provide a variety of viewpoints and influences, and an introduction to new fields. They may also provide an occasion to discuss and resolve matters of common concern to the Program. Finally, they may be forums to focus on problems in the outside community and on opportunities open to students and graduates to be of service.

d. A student or any member of his committee may request up to one committee meeting a month. At these meetings, students will be given special assistance in evaluating their progress toward completion of their study plans.

e. Once a year the entire community will participate in an annual week-long colloquium. This will be an occasion for students from other centers to join together for a week of seminars, lectures, workshops, presentations and special events.

f. The trimester will end with the beginning of the next weekend residency workshop. Orientation functions scheduled during the first workshop for new students will be replaced in the second and succeeding workshops by time for students to present term projects and to offer other documentation for final approval by their Faculty Administrator. Following this approval a student will begin designing a study plan for the coming trimester.

Although LC IV will be concerned with individualized study, it will provide frequent periods of contact between a student, faculty members, other students, and resource persons. The extent of this contact can be visualized in the following schedule:

TRIMESTER EVALUATIONS

| Student: | First Month frequency (days) | Second | Third | Fourth |
|--|------------------------------------|------------|------------|------------|
| Participates in weekend workshop | 1 (2½) | | | |
| Meets Weekly with Faculty Sponsor (½ day each session) | 3 (3/4) | 4 (1) | 5 (1½) | 4 (1) |
| Meets Monthly with Committee | | 1 (½) | 1 (½) | 1 (½) |
| Participates in one-day seminar | | 1 (1) | 1 (1) | 1 (1) |
| Consults with FA (aver. 1/8 week) | 3 (3/8) | 4 (½) | 5 (5/8) | 4 (½) |
| Monthly Totals | 7 (3-5/8) | 10 (2-3/4) | 12 (3-1/8) | 10 (2-3/4) |
| Trimester totals: | 39 contacts (12½ days) | | | |
| Annual Totals, including five-day annual colloquium: | 122 contacts (41-3/4 days) | | | |

The totals, of course, do not reflect time students will spend in practical or internships including the supervision received in these contexts; nor how these experiences will be integrated into their total programs.

Graduate students in LC IV will participate in the one-day topical seminars and in the annual colloquium. There may also be occasions when graduate and undergraduate students share the same Faculty Sponsor. The fact that both categories of students will be older than typical undergraduates and will usually have had considerable work experience will tend to minimize differences between them. In general, the College will seek ways in which they can interact, and attempt to utilize the skills of all participants for the benefit of the entire learning community.

K. TRIMESTER EVALUATIONS at least 36 credits satisfying all requirements for the

Close consultation throughout the trimester by the student with his Faculty Sponsor and with other members of the learning community, including the FA, will ensure that the student will know if his work is unsatisfactory, and that he will have time to improve it before the end of the term.

The student will be responsible for documenting his work, submitting it for final approval by the FA. Documentation and final products will also be accompanied by the student's evaluation of the Faculty Sponsor, and evaluation of the program during that trimester. The record will also include evaluations by the student's Faculty Sponsors and Resource Persons. Positive evaluation by the Faculty Sponsor is a necessary condition for final approval for credit, although in rare instances a negative evaluation may be reversed by the FA in consultation with the Academic Standards Committee if, in their judgment, they believe the evaluation is unfair or is outweighed by other evaluations.

The format for evaluations will be provided in detail to each student. In general, however, a positive evaluation will occur when the student has completed his or her study plan. If a student's work is unsatisfactory or incomplete, credit will not be granted. If it is apparent that a student is unwilling or unable to do quality work, he may be asked to withdraw from the program. Faculty Administrator and received the approval of the faculty of

The student's description of work completed during the trimester, and all evaluations, will form part of the student's ongoing narrative transcript and his permanent record. requirements at The Master of Arts level specified under

L. GRADUATION

1. Requirements

To be eligible for a Bachelor's degree, the student must have:

b. Completed a minimum of one calendar year's study or the number of trimesters required of the student at the time of admission.
c. Been recommended for the degree by his or her Faculty Sponsor, and received the approval of the faculty of The Lindenwood Colleges.

- a. Received at least 36 credits satisfying all requirements for the degree sought.
- b. Demonstrated a working knowledge of the English language in oral and written forms characteristic of a graduating senior in an undergraduate college of liberal arts.
- c. Documented a depth of knowledge in the student's chosen field of study, both in theory and practice.
- d. Exhibited an understanding of the inter-relation of his field of study to other fields.
- e. Completed a culminating project in the primary field of study which demonstrates the student's ability to integrate theory and practice, breadth and depth of study, and the skills to implement his or her objectives for enrolling in LC IV.
- f. Submitted a narrative description and critical evaluation of his or her work, and evaluations of program structure and instructional personnel with whom the student has worked.
- g. Successfully completed the minimum number of trimesters required of the student at time of admission.
- h. Have been recommended for the degree by his Faculty Sponsor and Faculty Administrator and received the approval of the faculty of The Lindenwood Colleges.

To be eligible for the Master of Arts degree, the student must have:

- a. Met the requirements at The Master of Arts level specified under b-f above.
- b. Completed a minimum of one calendar year's study or the number of trimesters required of the student at the time of admission.
- c. Been recommended for the degree by his or her Faculty Sponsor, and received the approval of the faculty of The Lindenwood Colleges.

Graduation will require that a student at either the undergraduate and graduate level complete his or her plans as contained in an updated and approved program overview. Therefore, the student must complete what he set out to do. This is the essence of individualized study, and a basic operating principle of the College.

2. Procedures

As indicated above, every student must complete a culminating project (the product) that effectively synthesizes his or her previous study. This project must be written although it may include other means of communication, e.g., tapes, films, slides, paintings. The project may encompass the entire senior year of study or only the final trimester; this determination will be made by the student, the Faculty Sponsor, and the Faculty Administrator.

The student will in addition be required to make an oral presentation of the final product. Usually it will be suggested that the presentation be made before final completion of the project so that the student will be able to test out his or her ideas on a critical audience before committing them to final form. This presentation will be open to the LC IV learning community and to anyone else the student may wish to invite.

When the final product is approved and all evaluations and other documents have been submitted, the Faculty Administrator who has been working with the student will submit his recommendations to the Academic Standards Committee for approval. This committee should include a minimum of three faculty members and at least one faculty member not directly connected with the center where the student has been enrolled. For example, at The Lindenwood campus center two FA's of the center and either an FA from another center or from one of the other Lindenwood Colleges.

1. GOVERNANCE This Academic Standards Committee will normally operate by consensus, although votes can be taken if a consensus cannot be reached. When the committee acts affirmatively, a recommendation for granting a degree is forwarded to The Lindenwood Colleges faculty for final approval. If the committee does not grant approval for graduation, the student will be advised of the nature of his or her deficiencies and will be given a designated time to meet these deficiencies without additional charge. It will be the responsibility of the Faculty Administrator concerned to ensure that the student is clearly informed about the quality of his or her work so that such disapprovals will be rare.

3. Records

As described above, each student will be required to maintain a narrative transcript throughout the program of study. At the end of each trimester, the Faculty Sponsor and Faculty Administrator will each review and validate the narrative. Attached to each record will be an evaluation of the student's work. Upon completion of the full program of studies, the entire record will be reviewed by the Faculty Administrator for accuracy and completeness before he recommends the student for graduation. After graduation, the record will be forwarded to the Registrar's Office for permanent storage. An official transcript in narrative form will be prepared by FA's with assistance from the Registrar to serve as the student's official record. This record will serve as basis for communication with employers, graduate schools and others as designated by the student. A copy of the student's culminating project will also be kept on file by the Colleges; in the case of graduate projects, a microfilm record will be prepared for interchange with other educational centers.

M. GOVERNANCE AND EVALUATION OF THE CENTERS

General academic and administrative policies and procedures in LC IV will conform to those of the Colleges as a whole. Where there is doubt about a procedure or policy, precedent will be sought in the Colleges.

1. Center Autonomy

Policies and procedures within each center will be determined by a governance body consisting of Faculty Administrators, Faculty Sponsors and students. Day to day decisions will be the responsibility of the Program Director.

Each center may have certain interests and emphases which may or may not be shared by other centers. Nevertheless, all centers will operate within programmatic and budgetary guidelines established by The Lindenwood College for Individualized Education.

2. Evaluation of the Centers

Faculty Administrators will meet at least twice a year on the main campus to review general College policies and the work of the preceding six months. At these times the Faculty Administrators will meet with various academic and administrative committees and councils including the Educational Policies Committee of the Colleges (EPC).

Annual visits will be made to the centers from the main campus by faculty representatives and administrators to assess the quality of work being carried on within each center. Visiting teams may consist of the Dean of LC IV, a Faculty Administrator from another center, and a faculty member or administrator from LC I, II or III. In general it might be expected that the Dean of LC IV would visit each center at least once every six months.

The visiting teams will examine student records and portfolios, program overviews, study plans, narrative transcripts, evaluations, and examples of work. They will attend at least one group function of the center. They

will examine other academic, administrative, and financial records of the center. Reports by the visiting team will be forwarded to the Educational Policies Committee and the President's Council. Any adverse findings on a center's program must be answered promptly in writing by the Faculty Administrator or Director.

3. The Educational Policies Committee

The EPC shall determine in what manner it wishes to audit LC IV. The procedures established above are designed to assist that audit.

N. A CONTROLLED EXPERIMENT

It is proposed that LC IV graduating students be compared with graduating students in other Lindenwood colleges on measures of academic achievement in a controlled experiment. Comparative scores from Graduate Record Examination, aptitude, and possibly selected achievement tests can be used to indicate the quality of the LC IV programs, and would be especially useful to LC IV students seeking to enroll in other institutions for advanced study.

O. EXPANSION OF CENTERS

The model developed here is capable of replication, and of meeting the demand for such a program which undoubtedly exists in other metropolitan centers. Policies and procedures outlined above are designed to eliminate problems of coordination and quality control which have appeared in the programs of other colleges offering "external degrees."

1. Expansion within a Center

Were the model to be limited to St. Charles and the Greater St. Louis area, expansion would consist of matching an increase of enrollment with more Faculty Administrators, Faculty Sponsors and Resource Persons. Essentially a new FA would be added with an increase of ten enrollees over the basic unit of 30 students, in anticipation of an enrollment of 60.

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Faculty Sponsors would be added as needed. There would be little risk in this system because 20 students represents a break-even point economically. This method of expansion would be applicable to any center once established.

All Faculty Administrators would be hired through central hiring procedures prevailing on the Lindenwood campus. Faculty Sponsors and administrative staff could be hired by the Director of any center. The resumes of Faculty Sponsors, however, would be required for review by the Faculty Council.

2. Adding centers

Opening additional centers would make the model accessible to more students, and increase revenue to Lindenwood.

Faculty, administration and students already exist for such expansion in Northern and Southern California (San Francisco and Los Angeles). Another logical place for expansion would be Washington, D. C., since the program could be supervised there by the Consultant to the Colleges who has experience with similar programs.

Start-up costs for such programs would be quite low. A total of perhaps \$5,000 would be required for the opening of the two offices in California; perhaps up to \$5,000 for the office in Washington, D. C., or any additional center. Such funds would cover the cost of a Faculty Administrator, his or her office, an administrative assistant, and operating costs for the limited time needed to recruit a minimum of 20 students. After perhaps three months, if sufficient students were not recruited, the center could be discontinued.

The potential enrollment in LC IV is virtually unlimited. Control of expansion could be imposed at any time that it might seem desirable or necessary.

Total Operating Costs

| | |
|-------|--------|
| 1,000 | 5,000 |
| 6,600 | 17,350 |

P. BUDGET

All funds collected in the centers will be forwarded monthly to the Controller on the main campus. Itemized accounts of receipts and expenditures will be forwarded also. Salaries for personnel and operating expenses will be disbursed from the main campus in accordance with approved budgets.

The following budget is proposed for operating a center (except on the main campus) with 30 students and 150 students.

| | <u>30 students</u> | <u>150 students</u> |
|--|--------------------|---------------------|
|--|--------------------|---------------------|

Income:

| | | |
|--|----------|-----------|
| Tuition at \$2,250 plus \$25 application fee | \$68,250 | \$341,250 |
|--|----------|-----------|

Expenses:Salaries

| | | |
|---|-------|-------|
| Faculty Administrator(s) on 12 month appointment, each with 30 students | 1,760 | 8,800 |
|---|-------|-------|

| | | |
|-----------------|-------|--------|
| Fringe benefits | 5,000 | 12,000 |
|-----------------|-------|--------|

| | | |
|--|--------|--------|
| Administrative Associate (half-time and full-time) | 15,000 | 75,000 |
|--|--------|--------|

| | | |
|--------------------------------------|--------|---------|
| Faculty Sponsors @ \$500 per student | 37,760 | 175,000 |
|--------------------------------------|--------|---------|

| | | |
|----------------|--|--|
| Total Salaries | | |
|----------------|--|--|

Operating Costs

| | | |
|----------|-----|-------|
| Seminars | 600 | 1,200 |
|----------|-----|-------|

| | | |
|------|-------|-------|
| Rent | 1,800 | 3,600 |
|------|-------|-------|

| | | |
|-----------|-------|-------|
| Telephone | 1,000 | 4,000 |
|-----------|-------|-------|

| | | |
|-----------|-----|-----|
| Equipment | 450 | 900 |
|-----------|-----|-----|

| | | |
|-----------------|-----|-------|
| Office Supplies | 550 | 1,650 |
|-----------------|-----|-------|

| | | |
|---------|-----|-------|
| Mailing | 600 | 3,000 |
|---------|-----|-------|

| | | |
|-------|-----|-------|
| Xerox | 600 | 3,000 |
|-------|-----|-------|

| | | |
|--------|-------|-------|
| Travel | 1,000 | 5,000 |
|--------|-------|-------|

| | | |
|-----------------------|-------|--------|
| Total Operating Costs | 6,600 | 17,350 |
|-----------------------|-------|--------|

| | | |
|---------------------------------------|--------|-----------|
| Scholarships at 10% of tuition income | 6,825 | 34,125 |
| College Overhead @ 25% | 17,065 | 85,325 |
| Total Expenses | 68,250 | 312,600 |
| Balance of Income and Expenses | ***** | \$+28,650 |

1. Operating on the Lindenwood Campus

There are large economies to be effected by operating on the Lindenwood campus. If regular Lindenwood faculty presently underutilized were assigned either as Faculty Administrators or Faculty Sponsors, there would be a reduction of additional instructional costs. Many operating costs, particularly seminars, rentals, and equipment, would not require out-of-pocket expenditures, although for accounting purposes they might well appear as expenses of the program. Given these factors, a center at Lindenwood might produce 15% more net income at the outset, diminishing to perhaps 10% as salary costs were met increasingly by new personnel.

2. Economies of Larger Numbers

Economies would also be effected at a center by increasing the number of students. With 150 students at a center, \$28,650 would remain after all costs were met.

The 5% written in for development and economies of scale would provide for the following expenses:

- a. Evaluation visits and additional efforts, particularly at the outset, to connect off-campus centers with the Lindenwood campus.
- b. Central administrative services, e.g., finance, registration, and records, which would require additional personnel as the program grew;
- c. Faculty development and training, including Sabbaticals.

Any additional income might be used to compensate Resource Persons, for inter-center travel, or for student activities and special events at the centers.

3. Contribution to the Colleges

With 150 students, LC IV would provide indirect costs of approximately \$85,000 to the Colleges and, if 20% for development costs were allocated, the indirect return would be \$68,000.

With 450 students, LC IV would provide indirect costs to the Colleges of approximately \$255,000 and, if 20% development costs were allocated, the indirect return would be \$204,000.

A growth considerably in excess of this figure is predictable within two years. As indicated above, once the programs have started, they will generate their own development costs.

It may seem, in summary, that public relations seeks to invade too many aspects of an institution's affairs. Not so. It does need to be aware of all of them. But essentially, its task is that of a reporter, pure and simple.

It communicates the performance of others.

If that performance is there, if the reporting is sound and imaginative, then the goal of good public relations will be achieved.

The mission will be accomplished.

FLEISHMAN-HILLARD, INC.

A Public Relations Program

THE LINDENWOOD COLLEGES

March 7, 1975

St. Charles, Missouri

Fleishman-Hillard  Opinion Research

GATEWAY TOWER, ONE MEMORIAL DRIVE, ST. LOUIS, MISSOURI 63102

The public relations firm of Fleishman-Hillard, Inc. is beginning an external communications program to assist in gaining an increased awareness and appreciation of The Lindenwood Colleges.

The elements of this activity are outlined on the following pages.

They are not based on an in-depth public relations study or a professional opinion survey of how people regard Lindenwood, who thinks what, why, and whether they are well-informed, misinformed, or uninformed.

Instead, the program stems from a series of pragmatic conclusions:

- Beyond those who are directly involved with the institution, Lindenwood is still known primarily as a small, quality, genteel private college for women. As such, its ability to survive, even the need for its survival, is questionable.

- The present programs and future thrust of Lindenwood -- the fact and promise of significant contributions to the metropolitan community and to education -- must be explained throughout Metropolitan St. Louis and beyond. An understanding of today's Lindenwood is essential to satisfactory enrollment and to attracting increased contributory support.
- The task of gaining wider and higher visibility for Lindenwood must start now if an adequate foundation of understanding is to be created by year end 1975. It cannot wait. It cannot wait for in-depth studies and surveys. It cannot wait for the colleges to build their own communications staff internally.
- Hopefully, a firm like Fleishman-Hillard is the answer, applying experienced public relations talent to the job immediately.

Program Objectives

It should be emphasized that B. Richard Berg, vice president for public affairs and finance, is a competent public relations professional, but one whose time must be devoted to general administrative duties. He has capable writing assistants in Judi Moyer and (part time) Lucy Morros, but they have minimal experience in public relations.

Fleishman-Hillard will contribute experience. But, most importantly, it will add "the hands" required for expanded communications.

It does mean that the principal objective of Lindenwood's communications program is to tell the story of the institution as it is and plans to be. No magic. No wondrous wand of skillful propagandists. Just the thorough, persistent implementation of good reporting.

Program Objectives

Years ago, FORTUNE magazine synthesized the achievement of good public relations.

Good public relations, it said, results from good performance publicly appreciated. Moreover, performance is responsible for 90 per cent of the result. Communicating a knowledge, understanding and appreciation of that performance is responsible for only 10 per cent.

This does not derogate the role of the communicator. If high standards of performance are not known, they are not appreciated. In today's society, the competition for the eyes, ears and attention of the public is so intense that effective communications has become both more difficult and more essential.

It does mean that the principal objective of Lindenwood's communications program is to tell the story of the institution as it is and plans to be. No magic. No wondrous wand of skillful propaganda. Just the thorough, persistent implementation of good reporting.

Its success will depend on high quality and imaginative communication, but in a much larger measure it will depend on the news and performance value of what the colleges are accomplishing.

The second principal objective relates to the achievement of a true image of Lindenwood.

This will be difficult. The new and the different capture the attention of the media and the public. What is normal is often not newsworthy.

At Lindenwood, career internships, community participation, the evening college, graduate study, individualized education, a community college and applied arts and sciences are the activities that constitute the most productive communications subjects.

The objective, then, is to sustain a communications regard for the Lindenwood "core," on the values of its undergraduate liberal arts colleges for women and men. This is the base upon which the "cluster" depends. Its sustained excellence is essential to a viable, quality operation overall.

Program 7 This objective may seem to be lost or overshadowed or deemphasized from time to time. It will not be. Geographically, the primary target area is the Metropolitan St. Louis region. It will be a primary concern of the Lindenwood public relations program at all times.

It is a fine notion to dream of national magazine and network stories -- and opportunities for such coverage will not be overlooked -- but the realities of the situation should be recognized. Lindenwood's programs, current and proposed, are not unique on a national scale, nor have they yet produced exceptional results.

Furthermore, if an expanded public relations program can achieve its objectives in considerable depth throughout Metropolitan St. Louis, then the educational and financial vigor of Lindenwood will be realized. National attention will help, but it is not essential.

As to the audience, a quick surface observation of Fleishman-Hilliard is that good communications undoubtedly exist at the present time "within the family" -- with students, faculty, the St. Charles community and perhaps with parents, alumni, area high school counselors and corporate personnel directors. It also has an excellent base of civic and business leadership on its various boards.

Program Targets

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On that assumption, the audience target is two-fold:

- Within the family, hopefully to increase enthusiasm and supportive activity. For example, a review of Lindenwood's recent communications indicate that they can be expanded and "tailored" more effectively to appeal to the interests and needs of each "family" audience.

- To reach out with present and new communications beyond the family and the St. Charles community to the general public and selected targets in Metropolitan St. Louis. For example, news releases to metropolitan media must contain information of areawide interest. Lists for bulletins, newsletters and other direct mail must be evaluated to be sure they include key areawide leadership in the fields of business, industry, government, private foundations, education, personnel, et al, and their content must be planned with those audience targets in mind.

The progress and significant news of Lindenwood will be reported to national media and professional journals. But they do not represent primary or realistic targets at the present time.

Coordination

Richard Berg conducts regular meetings of his communications, alumni relations and development people -- to coordinate activity, stimulate ideas and to plan, assign and implement.

Fleishman-Hillard will participate fully in these meetings.

Representatives of the firm also will conduct interview sessions with the key Lindenwood administrative and faculty leaders. PROGRAM ACTIVITIES Careful public relations efforts will benefit from their interest, suggestions and (often) participation.

Media Coverage

The news releases issued from Lindenwood are straightforward and well executed. However, the content depends on the information provided by the campus source. There is time only for verification, not enough time to research the significance of the event or announcement, nor enough time to provide coverage for the media.

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Fleishman-Hillard intends to provide this service, reviewing potential news releases, seeking out "the significant" that may appeal to metropolitan media, determining when (and providing) coverage when it seems advisable.

Lindenwood gains excellent exposure in the St. Charles newspapers. The goal is to gain increasing coverage in the metropolitan press and on commercial radio and television.

There will be time, too -- as present programs mature and reach progress milestones, and particularly as new and educationally exciting programs are introduced -- to gain special feature coverage. The competition is intense, space and time often restricted, but experience indicates that alert newspaper writers and broadcast personalities always are looking for subjects of interest.

The audience targets of Lindenwood's public relations program will be kept in mind at all times. The image -- and the fact -- of the colleges as service institutions for the area, its people, business and industry will be projected whenever possible.

The present Lindenwood media list is a comprehensive one with respect to the Metropolitan St. Louis area. On a selective basis (depending on story content) it will be expanded to include educational journals, editors of St. Louis area editorial pages, broadcast commentators, and national educational writers (primarily in New York, N.Y., and Washington, D.C.). Even though stories of significance may end up in wastebaskets, we feel this is part of the process of building an awareness of the existence of Lindenwood. It will aid direct contact when that contact becomes appropriate.

Finally, opportunities will be explored to encourage visits (sometimes on a non-story basis) of media representatives to the campus, luncheon meetings downtown, etc. Some newsmen avoid such opportunities like the plague; others enjoy them.

Publications

Initially, the services of Fleishman-Hillard will concentrate on assisting with the publications already budgeted -- the Bulletin (newsletter), Alumni News, Community Poster, Evening College Newsletter, catalog, view book, etc. They are well-conceived. They are distributed to impressive mailing lists.

Personalities

The distribution will be analyzed to be sure, for example, that the Lindenwood Bulletin is reaching the area's leaders, particularly those in the educational, civic, business, foundation and media fields.

With respect to the Bulletin -- and all of the publications will be evaluated in this respect -- it is the first blush observation of Fleishman-Hillard that each issue is planned with the news that exists. Questions of audience interest are not examined or exploited. What does a high school counselor want to know? A personnel director, civic leader, businessman?

We have had extensive publication experience and believe our assistance will be of value. In time, the need for additional publications may develop. It may be determined, for example, that an inexpensive but effective annual report for the academic year 1974-75 could have good utility as a fund raising communications tool. Or a special subject publication, like "Communications Arts at Lindenwood," may be needed. However, we believe such a development can wait until work on present publications is well under way.

Personalities

The image of an institution is an extension of its people. Their views, activities, community positions, et al are an extremely valuable ingredient in the institution's public relations program.

Fleishman-Hillard has not had the opportunity to explore this area to date at Lindenwood. We intend to do so.

The first objective is to establish the educational leadership of William C. Spencer in this region -- with his opinions on today's critical issues in higher education, his exposure and explanations of new Lindenwood programs, his involvement in the civic, professional and business life of the community.

This is not a matter of personal exploitation. The values and progress of an institution are normally and best expressed through its president.

Beyond that, the public relations potential of other members of the Lindenwood boards, administration and faculty will be evaluated. It already is apparent, in education, church relations, city government, municipal planning, etc., that the individual contributions of Lindenwood staff members are worthy of wider publicity.

Student Recruitment

The increased visibility, in general, of Lindenwood can be expected to result in added admissions interest. This is a relatively long range influence, however, and will have little effect on enrollment decisions made this spring and summer.

Meanwhile, where immediate assistance on recruitment materials and activities is indicated, it will be provided. This applies to the enrollment goals of the present programs of the colleges and to the specialized needs of new programs as they are developed.

Program Extensions

In this first public relations presentation to the colleges, based on a brief two-week relationship, it would be imprudent to attempt to detail all of the program possibilities. Fleishman-Hillard has concentrated (above) only on the immediate activities which it feels require immediate attention.

There are others. Some will require work and ideas now. Others later on. Their listing below does not reflect a lack of importance, but rather a lack of time as yet to give them the detailed consideration they deserve and will receive.

The new colleges - a rich resource for the greater public focus on Lindenwood.

Special events - ideas and coverage for the Alumni Reunion, Presidential Installation, Commencement, special interest seminars, on campus affairs.

Fund raising - critique and assistance on mailings; initial development of a pinpointed corporate, individual and foundation program for the future, the selection of targets, exploring ways to meet or communicate with them effectively in advance of actual solicitation.

The Lindenwood "Case Statement" - a critical document which should pull together Lindenwood's principal purposes, programs, priorities and needs; it becomes, among other more basic functions, the public relations policy guide; Fleishman-Hillard looks forward to sharing in its preparation and use.

The use of Lindenwood for cooperative programs (i.e., St. Luke's Hospital School of Nursing), for professional and organizational "retreats," for community seminars and meetings on campus, etc., should be publicized.

The "Community Support Campaign" in St. Charles may not be unique, but it could be a model program for this area, worthy of area media comment.

Public opinion research may be of educational interest to students in sociology and/or communications, and it is a field of Fleishman-Hillard expertise; if Lindenwood students want to learn the art, Lindenwood polls could be a community service and a means of increasing Lindenwood's visibility.

Alumni relations ... on campus communications ...
a highly selective off campus speaking program ... planning
for the 150th anniversary ... a role in the nation's
Bicentennial ...

It may seem, in summary, that public relations seeks to invade too many aspects of an institution's affairs. Not so. It does need to be aware of all of them. But essentially, its task is that of a reporter, pure and simple.

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THE LINDENWOOD COLLEGES
St. Charles, MO 63301

TO: Board of Directors - Lindenwood College for Women
Board of Overseers - Lindenwood College for Women
Board of Trustees - Lindenwood College II

RE: The Admissions Outlook

FROM: Edwin A. Gorsky
Director of Admissions

Date: March 7, 1975

The competition for students is greater now than ever before. More institutions are increasing their financial aid packages than in past years. Also, ACTIVITY, March issue, Volume XIII, number 2, of the ACT (American College Testing Program) High School Profile Report indicates the following trend. Of the graduates of high schools for the school year 1969-70, 44% indicated the need for financial aid awards. Of the graduates for the year 1973-74, 56% indicated the need for financial aid awards. Of the graduates for 1974-75, even a larger per cent of graduates are predicted to indicate a need for financial aid.

As of this date, The Lindenwood Colleges, with the increase in tuition and room/board charges, will be the highest priced of the four institutions that traditionally compete for the same students in our immediate area (Maryville, Fontbonne, Westminster and William Woods).

A second negative factor affecting Fall 1975 recruitment is obviously the strain on our present economy.

Still another negative factor, only 26,000 graduates of the 1974 senior class were identified as being able to afford \$3,000 per year education cost and having a college predictive earned grade point average of a "B" grade or higher. At the present time, there are 4,000 private institutions competing for this pool of highly desirable candidates. The year 1975 is predicted as having even a lesser number of similar candidates.

RECOMMENDATIONS FOR COMPETITIVE RECRUITMENT

The necessity for additional funded merit scholarships. Necessary to the recruitment program is the acknowledgement of a student's past accomplishments and maintaining an incentive for the high school student to strive for excellence. We will otherwise lose prospective students to our competition who are making such awards.

ADMISSIONS REPORT

| | |
|--|---------------------|
| Fall full-time student enrollment, 1973-74 | 498 students |
| 1974-75 | <u>564</u> students |

| | |
|----------|-----|
| Increase | 13% |
|----------|-----|

| | |
|--|---------------------|
| Part-time Special Student enrollment, Fall of 1973 | 398 students |
| Fall of 1974 | <u>603</u> students |

| | |
|----------|-------|
| Increase | 51.5% |
|----------|-------|

APPLICATIONS AND TUITION DEPOSITS FOR FALL OF 1975

At the present time, we are only eighteen applications behind one year ago. Also, we are only one tuition deposit behind for the same date. However, one year ago we had only processed 51 Special Student applications, presently we have processed 125, an increase of 74 applications.

Nationally reported surveys show that applications are running behind as far as 30% in many private educational institutions. Many institutions have pushed panic buttons by employing additional admissions counselors, increased scholarship aid, deferred payment programs, and many others. We, at The Lindenwood Colleges need not push the panic button. Our enrollment next year should show some increase, how much would be impossible to predict at this time.

Both the large number of graduating seniors and the impossibility of predicting the number of returning students necessitate our doing the best job possible at all times in all areas of the total admissions program.

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EAG/mb

STATEMENT OF A SUGGESTED BOARD POSITION REGARDING LINDENWOOD'S
RELATIONSHIP TO A PROPOSED COMMUNITY COLLEGE DISTRICT IN ST. CHARLES
COUNTY

Neutrality in the face of Community College development in St. Charles is not a viable position for Lindenwood in view of current financial and enrollment prospects.

Opposition to Community College development would not be consistent with Lindenwood's commitment to service to the community.

Basic position should be cooperative involvement of Lindenwood in developing a St. Charles Community College with assertion to the community of the advantage of private/public interaction to give reality to American convictions concerning higher education.

1. Lindenwood continues to affirm its commitment to baccalaureate level liberal arts education. The Community College program may be one element in the full spectrum of the colleges' educational services, but is not to be construed as a substitute for the traditional concerns of Lindenwood.
2. An objective of Lindenwood should be assertion of the nature and importance of private liberal arts education as a choice for students who wish the bachelor of arts degree and as an important ingredient in professional or vocational preparation since all graduates -- whether liberal arts or vocational -- are citizens of a nation and a world.
3. An objective of Lindenwood should be the development of a Community College - either in a consortium or contractual arrangement - which supports Lindenwood objectives and provides the community with facilities, resources and programs which it would otherwise have to develop through duplication at great cost to the taxpayer and to the legitimate aims of existing private higher education.
4. Lindenwood would be willing to contract with a Community College District to enroll students in its current undergraduate program for the first two years.
5. Lindenwood would be willing to develop a two-year associate degree program in areas that could be staffed by current faculty members and some part-time faculty for students who would come to Lindenwood through a contractual arrangement with a Community College District.

6. Lindenwood would be willing to cooperate with other educational institutions to develop a comprehensive community college program for a St. Charles Community College District in which Lindenwood would offer those programs that the college believed it could do best.

7. Lindenwood would enter into such a program with the understanding that it would continue its upper and lower division programs as a private, liberal arts college with some career emphases in selected disciplines.

8. Lindenwood would be willing to enter into a contractual arrangement at a charge-per-course per-student of approximately the proportionate allocated direct and overhead costs of such offerings.

9. Lindenwood would agree to welcome all contract students into the student life of the campus with the payment of the regular student activity fee charged other Lindenwood students.

10. Lindenwood would welcome up to 600 full-time contracted day students into such a program at this time and would attempt to adapt its faculty, facilities, and programs to the future needs of St. Charles Community College District contract students.

11. Lindenwood would be willing to accept students who successfully complete a two-year college-transfer program in the Community College contract program as upper division students in The Lindenwood Colleges on the same basis and with the same standards as those applied to Lindenwood College lower division students entering the upper division program.

A COMPARATIVE STUDY OF COLLEGE CHARGES

| | 70-71 | 71-72 | 72-73 | 73-74 | 74-75 | 75-76 | pt. time 3 hr. crs. | inc. 71-74 | Proj. % inc. 74-75 |
|----------------------|-------|-------|-------|-------|-------|--------|------------------------|---------------|-----------------------|
| Lindenwood tuition | 1,750 | 1,950 | 1,950 | 1,950 | 1,950 | 2,250* | 145 | 0 | 15.3 |
| room & board 21m | 1,150 | 1,150 | 1,150 | 1,250 | 1,300 | 1,425* | | 13.0 | 9.6 |
| required fees | 85 | 85 | 85 | 85 | 100 | 100 | | 17.6 | |
| Total | 2,985 | 3,185 | 3,185 | 3,285 | 3,350 | 3,775 | | 5 | 12.7 |
| Maryville tuition | | 1,600 | 1,600 | 1,790 | 1,950 | 2,150 | 225 | 21.8 | 10.2 |
| room & board 20m | | 1,300 | 1,300 | 1,300 | 1,300 | 1,400 | | 0 | 7.7 |
| Webster tuition | 2,000 | 2,000 | 2,200 | 2,200 | 2,400 | 2,400 | 240 | 20 | |
| room/no meals | | 630 | 630 | 630 | 630 | 630 | | | |
| Washington U tuition | | 2,520 | 2,640 | 2,880 | 3,120 | 3,350 | 120 eve. | 23.8 | 7.3 |
| room & board 20m | | 1,145 | 1,205 | 1,340 | 1,493 | 1,600 | | 30.3 | 7.1 |
| Total | | | | | | 4,950 | | | |
| Wm. Woods tuition | | 1,900 | 1,970 | | 2,060 | 2,225 | | 8.4 | 8.0 |
| room & board 20m | | 990 | 990 | | 1,175 | 1,260 | | 18.7 | 7.2 |
| fees | | | 90 | | 95 | 95 | | | |
| Total | | | | | 3,330 | 3,580 | | | |
| Westminster tuition | | 1,950 | | 2,150 | 2,250 | | | 15.3 | |
| room & board | | 950 | | 950 | 1,000 | | | 5.2 | |
| fees | | | | 60 | 60 | | | | |
| Stephens - Comp. fee | | | | | 3,975 | | | | |
| MacMurray tuition | | | | | 2,690 | | | | |
| room & board | | | | | 1,200 | | | | |
| St. Louis U. tuition | 1,750 | 1,950 | 2,050 | 2,050 | 2,200 | 2,400 | 120 eve. 255 day | 12.8 | 9.1 |
| 15m | | | | 1,070 | 1,342 | 1,430 | | | 6.5 |
| Fontbonne tuition | 1,500 | 1,600 | 1,600 | 1,800 | 1,890 | | 300 | 18 | |
| room & board | | 1,000 | 1,000 | 1,000 | 1,120 | | | 12 | |

*Proposed for consideration by the Board of Control

FINANCIAL REPORT
THE LINDENWOOD COLLEGES

| <u>Income</u> | <u>Actual 2/15/74</u> | <u>Actual 2/15/75</u> | <u>Change from prior year</u> | <u>Anticipated change fiscal year</u> | <u>Budget fiscal year</u> |
|---|---------------------------|---------------------------|-----------------------------------|---|-------------------------------|
| Tuition - resident | \$459,852 | \$481,146 | +\$21,294 | \$+ 32,503 | \$488,120 |
| day | 307,335 | 317,630 | +10,295 | + 28,303 | 333,333 |
| special | 34,934 | 48,042 | +13,108 | + 619 | 85,000 |
| Academic fees | 20,488 | 20,893 | + 405 | - 15 | 34,000 |
| Tuition - summer | 46,343 | 45,203 | - 1,140 | - 843 | 45,500 |
| campus school | 17,100 | 18,857 | + 1,757 | - 645 | 15,600 |
| evening college | 165,356 | 181,908 | +16,552 | +126,467 | 289,000 |
| TOTAL TUITION AND FEES | 1,051,408 | 1,113,679 | +62,271 | +186,389 | 1,290,553 |
| Endowment | 220,360 | 182,344 | -38,016 | - 93,343 | 250,000 |
| Gifts and grants | 55,881 | 56,248 | + 367 | + 4,869 | 125,000 |
| Miscellaneous | 31,521 | 24,132 | - 7,389 | - 409 | 70,000 |
| Income for scholarships | -- | 28,425 | +28,425 | + 1,975 | 60,000 |
| TOTAL GENERAL AND EDUCATIONAL INCOME | 1,359,170 | 1,404,828 | +45,658 | + 99,481 | 1,795,553 |
| Residence Halls | 123,434 | 141,213 | +17,779 | + 20,016 | 142,450 |
| Food service | 180,847 | 187,994 | + 7,147 | + 14,672 | 194,250 |
| Bookstore | 71,511 | 91,318 | +19,807 | + 170 | 88,000 |
| Summer - room & board | 3,135 | 3,361 | + 226 | - 135 | 3,000 |
| Conferences | 32,355 | 30,599 | - 1,756 | - 3,239 | 40,000 |
| Other enterprises/tea rm.etc. | 20,994 | 29,876 | + 8,882 | + 3,322 | 14,000 |
| TOTAL AUXILIARY INCOME | 432,276 | 484,361 | +52,085 | + 34,806 | 481,700 |
| TOTAL INCOME | 1,791,446 | 1,889,189 | +97,743 | +134,287 | 2,277,253 |
| TOTAL EXPENSE | 1,760,184 | 1,929,143 | +168,959 | +204,546 | 2,901,082 |
| SURPLUS (DEFICIT) | 31,262 | (39,954) | +71,216 | + 70,259 | (623,829) |

| <u>Expenses</u> | <u>Actual 2/15/74</u> | <u>Actual 2/15/75</u> | <u>Change from prior year</u> | <u>Anticipated change fiscal year</u> | <u>Budget fiscal year</u> |
|------------------------------------|---------------------------|---------------------------|-----------------------------------|---|-------------------------------|
| Instructional Expense | | | | | |
| Academic Departments | \$369,179 | \$373,492 | \$+ 4,313 | \$-34,192 | \$748,128 |
| Evening College | 29,431 | 67,097 | +37,666 | +74,328 | 124,608 |
| Library | 40,629 | 45,972 | + 5,343 | + 7,887 | 81,774 |
| Campus School | 7,414 | 8,882 | + 1,468 | + 1,832 | 16,791 |
| Summer Session | 29,123 | 38,530 | + 9,407 | + 6,109 | 35,943 |
| Miscellaneous | 19,817 | 11,954 | - 7,863 | + 1,367 | 34,000 |
| TOTAL INSTRUCTIONAL EXPENSE | 495,593 | 545,927 | +50,334 | +57,331 | 1,041,244 |
| Administrative Expense | | | | | |
| Administrative Expense | 182,201 | 228,670 | +46,469 | +32,135 | 322,920 |
| Student Services | 61,411 | 75,631 | +14,220 | +16,579 | 100,742 |
| Institutional Expense | 56,880 | 59,859 | + 2,979 | + 4,795 | 90,559 |
| General Expense | 160,589 | 126,219 | -34,370 | -16,196 | 174,631 |
| Maintenance & Security | 289,647 | 318,266 | +28,619 | +45,861 | 464,893 |
| Auxiliary Expense | | | | | |
| Residence Halls | 71,335 | 83,281 | +11,946 | +10,905 | 139,080 |
| Dining Hall | 73,320 | 103,507 | +30,187 | +28,276 | 165,142 |
| Bookstore | 86,704 | 95,188 | + 8,484 | + 4,474 | 89,571 |
| Conferences | 25,256 | 7,980 | -17,276 | - 1,604 | 28,000 |
| Tearoom | 7,975 | 6,931 | - 1,044 | + 419 | 14,000 |
| Summer School | 11,289 | -- | -11,289 | + 11 | 11,300 |
| Other | 11,692 | 2,722 | - 8,970 | + 410 | 14,000 |
| TOTAL AUXILIARY | 287,571 | 299,609 | +12,038 | +42,891 | 461,093 |
| Student Aid | 226,292 | 274,962 | +48,670 | +21,150 | 245,000 |
| TOTAL EXPENSES | 1,760,184 | 1,929,143 | +168,959 | +204,546 | 2,901,082 |

This is rather interesting in view of the fact
that it was distributed in the early 1970's - 3 years ago.
William C. Spencer

Franklin and Gray Associates, Inc.

(PRELIMINARY ANNOUNCEMENT)

Educational Survival in the Seventies
- What Are We In For?

Arthur C. Frankish, President
Frankish and Gray Associates, Inc.
New York

PLAN NOW TO ATTEND!

At 3 p.m. on Saturday, April 26, 1975 in the Lindenwood College Chapel
William Courtney Spencer will be installed as President of
The Lindenwood Colleges. A reception will follow in the college
library. This is an opportunity to bring a prospective donor, prospective
board member, or other civic leader to the campus to interest them
in the college and its plans for the future.
The celebration will be part of Alumni Weekend on the campus.

Forewarned is forearmed. The following points represent discussion
topics and management topics for use as the occasion requires.

Range of Current Discussions

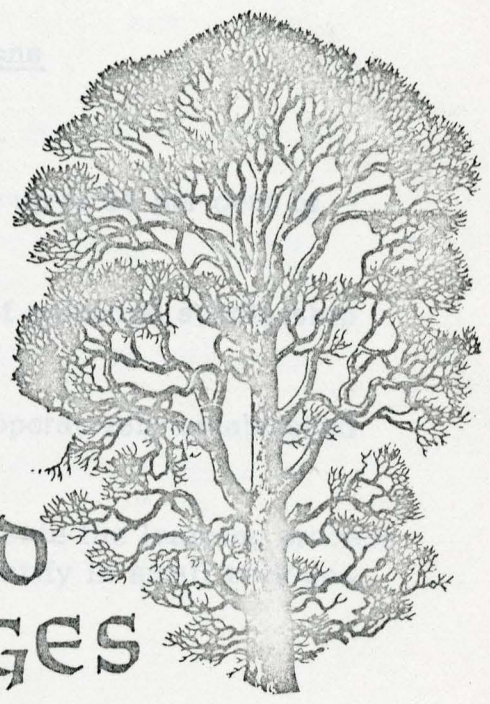
Finance

Tuition will continue to rise and compete
budgets.

Deficits will tend to relate to the amount of

and preparation increasing

Funds
will be



THE INAUGURATION OF
THE 16TH PRESIDENT OF THE
LINDENWOOD
COLLEGES

This is rather interesting in view of the fact
that it was distributed in the early 1970's - 5 years ago.

William C. Spencer

Frantzreb and Pray Associates, Inc.

Educational Survival In The Seventies
- What Are We In For?

Arthur C. Frantzreb, President
Frantzreb and Pray Associates, Inc.
New York

One of the popular sports at the beginning of a new decade is that of forecasting events of that decade. Those of us in education have seen more than our fair share of prognostications not only because of the start of a new decade but also because of the forces and issues affecting the financing of higher education. Alvin Toffler in Chapter 18 of his book entitled "Future Shock" addresses himself to forecasts in education. This chapter is must reading.

The following is a recap of speeches, reports, statements, and special articles which have been collated for about ten months. The tabulation is not all-inclusive. Each of you could add more. What is important is that herein is contained handwriting on the wall for some institutions, maybe not yours. On the other hand the old axiom says 'forewarned is forearmed.' The following points represent discussion topics and management topics for use as the occasion requires.

Range of Current Discussions

Finance

Tuitions will continue to rise and comprise up to 90 per cent of budgets.

Deficits will tend to relate to the amount of unfunded scholarship assistance.

Budget preparation increasingly will be cooperatively established and opened for inspection.

Funds for research and experimentation outside the learning process will become difficult to obtain and/or to justify in small colleges.

Two-year public colleges will begin to receive an increasing share of government and private money.

Inflation will continue. Educational costs increase at about 10-15 per cent per year; inflation costs increase at about 5-1/2 percent.

Staff and volunteer attention will be focused increasingly on the large gift prospect for both annual and special gift support.

Alumni giving must be called forth to protect the integrity of their diploma.

Deferred gift programs started early will begin to mature and save sagging deficits to some extent.

Philanthropy will be affected by IRS diminution of incentives, by unionism, by tuition-mortgage plans.

Individuals rather than foundations will be sought out for more and larger gifts. (Of \$18.3 billion given in 1970, individuals gave \$15.7 billion, foundations \$1.7 billion and corporations \$0.9 billion.)

Annual funds increasingly will be sought at high gift levels through associate programs as "commitment" gifts.

Deferred gift programs will be at high intensity but not selling tax avoidance.

Program budgeting will become commonplace for all departments and divisions.

Blackness will not continue to be a reason for giving. Service and quality performance will be first criteria.

Faculty with connections and know-how will play an increasing role in resource funding.

Increasing costs and limited resources will force increases in productivity.

Management

Presidential leadership will become more visible. Presidents must rely on sharing power and holding associates responsible as co-presidents.

Education will be viewed increasingly as a business; management goals, criteria, productivity, accountability, controls and supervision are required.

Administrators will be more willing to respond positively to student involvement because of merit of some positions and proven value of participation.

The response to student-sought changes will be more understanding of their earlier maturity and different life values.

Many private colleges will go public, go into bankruptcy, or be merged.

New living styles for students will cause massive residence-hall vacancies thus contributing to management and finance crises.

Private education will have no more than 10-15 per cent of the total undergraduate student body.

Governance will be affected by unionism.

New modes of governance will be devised.

Attempts to rebuild public confidence in higher education; campuses will become more formal political entities; less informal communities.

Fewer buildings will be constructed on present older private campuses.

Research activities will be diverted to independent organizations.

There will be more research in the art of educational management.

Greater attention will be given to the development of data for the decision-making process.

Voucher-system plans and devices will cause colleges to market themselves as educational enterprises.

Major surgery will be applied to departments, divisions and personnel because of market demand and cost benefit factors.

Trustees will be more thoughtfully enlisted, actively involved and responsive to management requirements.

Trustee responsibility will become the object of public oversight in some states.

"Evaluation" will be the new key word and process at all levels.

Faculty must be drawn or driven into a more understanding partnership with administrative resources.

Academics

The market for new faculty will ease.

Faculty will resist student involvement as new targets of concern rather than the administration.

Greater flexibility will be allowed students for course of study.

The liberal arts will become more vocationally oriented.

Faculties will become more politicized; new teachers prefer new union options.

More study will be conducted off campus.

Curriculum in most small colleges will fall further behind changing realities and other institutions with greater flexibility.

Private colleges will become more involved in continuing education.

New ways of obtaining a college education particularly through "external degrees" offered by "open universities."

Tenure and academic freedom will be reexamined and separated in practice.

Electronic teaching devices will be used sparingly despite benefits until new teachers predominate.

Faculty performance will be evaluated more critically, perhaps, even scientifically.

The intellectuals will continue to be in tension with the surrounding society.

Students

New students are vastly more politicized than present college students.

Student body polarity will omit the middle-income student as a force; i.e. well-to-do vs disadvantaged.

Scholastic ability of students in private colleges is already below that in public colleges.

Undergraduate admission will become largely unselective and graduation virtually automatic in many colleges.

Graduate schools and professions will rely on qualifying or certifying examinations for admission.

Less tolerance of poor instruction and outdated curricular patterns.

Students with parents will demand more faculty productivity and accountability.

Expanding access through open admissions programs.

The labor market will turn against the college trained.

Government

Increased support potential will move from the Federal government generally toward the individual states.

States will increasingly require justification through plans and projections, goals and effective criteria for management, finance, educational and service programs, plant and personnel.

Federal funds will not be a major factor until after 1975.

Grants will favor new, community and career-oriented colleges and programs.

Continuing debate over the role of the Federal government.

Public Institutions

Public institutions will seek and get a larger share of the philanthropic dollar; they are working harder and selling harder.

Tuition will be charged and raised periodically to close the gap between private and public institutions.

Public agencies will assume far greater control over all colleges and universities.

Quality and excellence will be found to exist in abundance.

Land-grant privilege may be extended to existing private and new institutions.

Tax-supported institutions cannot remain small.

In this chaotic world which we only dimly understand, trustee, alumni, community, and friends' support will be more critical than ever. The total potential for private philanthropy can be related to the floating iceberg; most of the potential is below the surface. It is larger and larger commitment gifts which we should be striving for without apology as well as more numbers of gifts. Individuals hold within their hearts and minds the power to release more generous gifts and can, by doing so, affect positively earlier realization of the destiny of your institution. Someone said some time ago that the greatest failure of education is the failure to educate educated people about education. The contribution of education to our nation's society as a whole and to each individual benefactor of it is far greater than the token gift support received from it. There is a long way to go but it is worth it.

Changing Courses

Squeezed for Money, A Number of Colleges Revamp Curriculums

Career Programs Are Begun, Enrolling Many Students Eager to Learn a Trade

Sale of the Academic Soul?

By ROGER RICKLEFS

Staff Reporter of THE WALL STREET JOURNAL

JACKSON, Tenn. — For generations, Lambuth College here has existed amid broad lawns and sprawling trees, offering its students Shakespeare and Milton and lots of tradition.

And now it offers Holiday Inns.

The Methodist college and the motel chain have started a program to teach Lambuth students a trade, namely how to run a hotel, motel or a restaurant. So now, in a classroom that was once reserved for the blackboard and scrawling "Bob Meadows—Introduction to Success" in big letters.

"I'm in the people business," Mr. Meadows cheerily tells one class and then proceeds to discuss such subjects as the rising cost of sheets and the growing problem of pilferage. "In business," Mr. Meadows announces, "the whole name of the game is making money."

Most students can hardly wait to learn the game. What's more, the introduction of "career education" is catching on at scores of the nation's hard-pressed liberal arts colleges as a way of building up enrollment.

Complete Overhaul

Until recently, most of these institutions largely faced their financial binds by asking alumni for more money; if students were lacking the answer was to send out more recruiters. But today, many schools have discovered that a more profitable approach is to revamp their basic structures entirely. Besides teaching students a trade, many are enrolling adult students, night students, weekend students and sometimes even high school students. Others are contracting with corporations to train employees. Still others are turning parts of their campuses into convention centers.

Of course, there are still many prestigious private colleges that continue to receive far more qualified applicants than they can accept and therefore haven't been making any drastic changes. There are also hard-pressed schools that have resisted change because of pressures to maintain the status quo—pressures such as tradition, criticism from academics that commercial intrusion is like selling a college's soul and criticism from alumni who fear they will never again recognize their old schools.

But for many schools, such as Maryville College in St. Louis, there simply hasn't been any choice. "Without all the changes, there is no doubt this place would be closed," says a Maryville official. Maryville used to be simply a liberal arts school offering traditional liberal arts courses. Today, it has a whole new array of career-oriented courses ranging from actuarial science to cardiopulmonary technology, and it says these courses have helped boost its enrollment to more than 1,000 today from 370 a few years ago.

Back to the Black

At Lambuth, James S. Wilder Jr., president, estimates that 15% to 20% of this year's 350 new students at the college came mainly for the new career-oriented programs. Besides the Holiday Inns project (part of a hotel-management major), these new programs include interior design and women in banking. Without the students, Mr. Wilder says, Lambuth "would be in a terrific deficit situation." After three years of deficits, he adds, the college returned to the black in the last academic year.

With today's concern over jobs, career programs find a ready market. Minta Jones, a sophomore who came to Lambuth mainly for the Holiday Inns program, explains: "I wanted to get right into my career rather than wasting my time." Douglas Bouck, a student from St. Louis, adds: "I felt learning from professionals would be more realistic. Holiday Inns just sounded like a name to go with." (Many students enrolled in the Holiday Inns courses say the name of the company was a far greater attraction than the college itself.)

The Holiday Inns courses at Lambuth are often taught by Holiday Inns executives. In addition to attending these classes, students serve brief internships at various Holiday Inns in the Lambuth area and also attend classes for four weeks a year at "Holiday Inn University," the motel chain's training school in Mississippi. In pursuance of their bachelor's degrees, students also take standard liberal arts courses.

A Test Case

Kemmons Wilson, chairman of Memphis-based Holiday Inns, says, "We are extremely interested in bright new personnel, and we hope to get some from this program. It's partly a chance to see who is really good." Carman Robinson, the Holiday Inns vice president for education and training, says that if results at Lambuth are "as positive as I expect," the chain might establish similar programs at dozens of colleges. "We have turned down several colleges who want to do this because we wanted to test with Lambuth," he says.

"At least 40 colleges have talked to me in the last year about setting up a corporate-college relationship," says Dennis Johnson, the educational consultant who helped arrange the Holiday Inns-Lambuth program. He also works with colleges to help them improve their recruiting efforts.

Some schools, fighting to stay alive, have gone beyond new courses and vigorous recruiting. A case in point is Cazenovia College, a two-year women's college in Cazenovia, N.Y., that nearly folded last May. Once Cazenovia's campus was filled almost entirely with young women; lately, it has also been filled with investment managers and a group of aging China-painting enthusiasts. The reason for the changed atmosphere is that the college has set aside one

dormitory and one of its two dining rooms for use as a conference center. Cazenovia's young women also share their campus with eighth-graders from the local junior high school, which now rents four classrooms in a college building.

With enrollment down to 322 from 580 six years ago, Cazenovia has also started six new career-oriented programs ranging from banking to "equine studies" (how to manage a stable and breed horses). It has rented out two offices to a cable-television business. The college playhouse, which used to offer Moliere, has been rented to a commercial movie-theater owner and now offers such fare as Walt Disney films. (Cazenovia, which gets to use the theater two weeks a year for its own drama, made the stipulation in the theater lease that no X-rated films be shown.) If the long-range success of these endeavors remains to be seen, it has nevertheless created surprise in some academic circles that the determined little college has even kept alive.

In another instance of a college looking to business, New York's Marymount Manhattan College now teaches technical writing, English composition and other topics right on the premises of Pfizer Inc., the giant New York pharmaceutical firm. Students, who can receive college credit for the courses, are often secretaries whom the company hopes to promote. Marymount Manhattan, an independent women's college, says it also teaches a sociology seminar at the Chase Manhattan Bank and hopes to expand its corporate program markedly. (Commerce literally overshadows Marymount Manhattan. In order to finance an urgently needed new classroom building, the college leased the airspace above the new structure to a commercial developer. He erected a 21-story apartment house over the classrooms.)

Dramatic Results

More prevalent among colleges venturing into commerce are the institutions, like Lambuth, that offer students career-oriented programs. And even without a Holiday Inns or another corporate link, some of these new programs are often bringing dramatic results for the colleges.

An example is Hood College in Frederick, Md. "About 40% of our freshmen indicating a major were drawn to the college by the new career-education programs," says Alan Stone, Hood's director of admissions. Partly because of the new programs, Hood says, enrollment of new freshmen soared to 310 this year—nearly triple the year before. The college says it has recovered from a sharp slump in total enrollments and now has a record 902 students.

Another example is Spring Arbor College, Spring Arbor, Mich. Ellwood A. Voller, president, says that about 30% to 40% of all freshmen and sophomores are enrolled in career-oriented programs that weren't even offered two years ago. And at struggling little Dakota Wesleyan University in Mitchell, S.D., John Kellogg, director of admissions, says that new programs in nursing and medical-laboratory technology "have made the difference" in keeping the college viable.

Drastic Transformations

As colleges seek to expand their market by offering new courses and stepping up their recruitment efforts, many are drastically transforming their student bodies as a result. Until a year and a half ago, Barat

College, Lake Forest, Ill., was primarily a residential college for 500 full-time, upper-middle-class, "college-aged" women, says Donald Hollenhorst, academic dean. Today, one-third of the students are commuters, over one-third are aged 35 or above, and many are studying at the school on a part-time basis. One of the school's new programs enrolls about 70 nurses studying part-time to obtain degrees.

The diversification of the student body isn't to everybody's liking. According to Mr. Hollenhorst, there is "quite a bit" of feeling that the unity and character of Barat has changed. "What we have now," he says, "is a couple of cultures going at the same time. There is some mix—and a significant amount of tension."

But Barat has merely diversified; in some institutions, the new special programs completely overwhelm the old ways, at least in terms of enrollments. Five years ago, La Verne College, La Verne, Calif., was just another quiet liberal arts college worried about its future. Today, it operates dozens of continuing-education centers from Hawaii to Florida. The centers mainly offer programs for teachers who want to earn graduate credits.

La Verne also contracts to teach high school subjects at military bases and on board Navy ships. It even has one program on the South Pole. Profits from all these new programs have "more than offset" the traditional college's deficit, a spokesman says, and thus have kept the old programs going. Small wonder: While the college accommodates 725 full-time undergraduates, the new programs now enroll more than 20,000 students.

Changing Opinions

As changes such as those at La Verne and Barat and Lambuth proliferate, many professors, initially for the status quo, are said to be changing their opinions. "Faculty resistance to career programs is going down," says Elden T. Smith, executive secretary of the National Council of Independent Colleges and Universities.

Maybe so. But even at Lambuth College, where career programs appear entrenched, the debate over the merits of such programs goes on. Gene Davenport, chairman of Lambuth's religion and philosophy department, argues in faculty meetings that overemphasizing career education will tend to dilute the quality of the humanities program and lead students to think that "education's primary purpose is to teach you how to earn a living." He adds: "I think we've been oversold on career education. I think we're running scared."

Mr. Wilder, Lambuth's president, has another viewpoint. Before the introduction of career programs such as the Holiday Inns classes, he says, "faculty could see enrollments in their departments drop off. They saw what this could mean." He concludes: "we're all economic creatures, no matter how idealistic we like to be."

Lindenwood II - Board of Trustees

George W. Brown
 Edward W. Cissel
 The Reverend Edward J. ... (March 7 only)
 Larry Ed...
 Walter L. Metcalfe, Jr.
 Roland T. Funder
 Thomas R. Remington
 Earl J. Wipfler, Jr.

MINUTES OF THE
 JOINT MEETING
 OF THE
 BOARD OF DIRECTORS AND BOARD OF OVERSEERS
 OF
 LINDENWOOD COLLEGE FOR WOMEN*
 AND THE
 BOARD OF TRUSTEES
 OF
 LINDENWOOD COLLEGE II

The following members of the Faculty, and Staff
were present:

St. Charles, Missouri
 March 7-8, 1975

William C. Spencer, President
 C. Edward Balog, Chairman, Faculty Council (March 7 only)

The Board of Directors and Board of Overseers of Lindenwood College for Women and the Board of Trustees of Lindenwood College II met in joint session at The Lindenwood Colleges beginning at 3:30 p.m., March 7, 1975, pursuant to call and notice given each member of the Boards in accordance with the bylaws.

The following members of the three Boards, being a quorum in each case were present:

Lindenwood College for Women - Board of Directors

- D. C. Arnold
- Mrs. K. K. Barton
- Russell J. Crider, M.D.
- Mrs. Thomas S. Hall
- Robert Hyland
- Jefferson L. Miller
- Mrs. Joseph Pulitzer, Jr.
- Victoria Smith
- Armand C. Stalnaker
- Mrs. John Warner, III
- Richard A. Young

Lindenwood College for Women - Board of Overseers

- John M. Black
- Mrs. James C. Hamill
- Paul Knoblauch
- The Reverend W. Davidson McDowell
- Mrs. J. L. Smith
- Mrs. Arthur Stockstrom
- Mrs. Horton Watkins

* - Lindenwood College for Women (Founded 1827. Chartered as Linden Wood Female College in 1853.)

Linderwood II. - Board of Trustees

George W. Brown

Edward W. Cissel

The Reverend Edward J. Drummond, S.J. (March 7 only)

Larry Edwards

Walter L. Metcalfe, Jr.

Roland T. Pundmann

Thomas R. Remington

Earl J. Wipfler, Jr., M.D.

The following members of the Administration, Faculty, and Staff were present:

William C. Spencer, President

C. Edward Balog, Chairman, Faculty Council (March 7 only)

Howard A. Barnett, Special Assistant to the President (March 7 only)

John N. Bartholomew, Chairman, Educational Policies Committee (March 7)

B. Richard Berg, Vice President for Public Affairs and Finance

Charles H. Bushnell, Superintendent of Buildings and Grounds (March 7)

Robert Colvin, Development Officer (March 7 only)

Doris Crozier, Dean, Lindenwood College for Women

Patrick F. Delaney, Dean, Lindenwood College II

Craig Eisendrath, Special Consultant (March 7 only)

Fred Fisher, Controller (March 7 only)

Edwin A. Gorsky, Director of Admissions (March 7 only)

Robert Hillard, Public Relations Consultant (March 7 only)

Elwood L. Miller, Dean, Lindenwood Evening College

Boyd Morros, Chairman, Ad Hoc Committee, Lindenwood College IV (March 7)

Mary Yonker, Assistant to the President, and Assistant to the Secretary

of the Board of Lindenwood College for Women

Mr. Hyland, Chairman of the Board of Control, called the meeting to order and introduced President Spencer. During the March 7 session a colored slide presentation was given showing where the college has been, where it is, and where we expect it to go with comments by President Spencer, Dean Crozier, Dean Delaney, Dean Miller, Mr. Morros, Dr. Eisendrath, Mr. Stalnaker, Dr. Barnett, Dr. Balog, Dr. Bartholomew, Mr. Hillard, Dr. Berg, Mr. Arnold, and Mr. Gorsky.

The meeting was recessed by Mr. Hyland at 5:30. Members of the Boards and administrative officers were joined by their spouses at the President's House for dinner at 6:00.

The joint meeting of the Boards was reconvened by Mr. Hyland at 9 a.m., March 8.

A motion was made, seconded, and passed that the minutes of the October 2 meeting be approved as distributed.

Mr. Hyland reported that the Board of Control had approved an increase in tuition for full-time students beginning with the 1975-76 year from \$1,950 to \$2,250 and an increase in room and board from \$1,300 to \$1,425. The rate for part-time students and those 25 years of age and over will be increased from \$145 for a full course to \$160. A comparative study of college charges is attached to the agenda. The Board of Control had approved the following administrative personnel changes and appointments:

Elwood L. Miller from Director of the Evening College to Dean of the Evening College

Howard A. Barnett from Vice President and Dean of the Faculty to Special Assistant to the President

Mary Yonker from Secretary to the President to Assistant to the President

Craig R. Eisendrath as Special Consultant

Robert Hillard as Public Relations Consultant

President Spencer announced that Dr. W. Dean Eckert is on leave of absence during the Spring Term to do special work in Japan with the Experiment in International Living, and that a Sabbatical has been approved for him for the Fall Term 1975 and January Term 1976. A Sabbatical has been approved for

Mrs. Teresa Welch for the 1975-76 year so that she may complete work on her doctorate. A recommendation from the Faculty Council to give academic status to the professional librarians has been approved. The Faculty Council and the Educational Policies Committee have both been reorganized. In both groups the divisional structure is emphasized rather than departmental.

Mr. Miller, Chairman of the Finance Committee, explained the financial report attached to the agenda. The Finance Committee met the morning of March 7 reviewing the endowment assets which as of February 25 total \$4,207,098, exclusive of endowment funds invested in plant and real estate.

Attached to the agenda is a "Precis of The College for Individualized Education (LC IV)" as well as a detailed preliminary report of the Ad Hoc Committee for The College for Individualized Education. The proposal to establish The College for Individualized Education is not being brought to the Board at this time for action, President Spencer noted, since the faculty has not yet acted on it; it is presented only for information. It is likely that the faculty will act on it at the next faculty meeting and if the action is affirmative, the matter will be brought to the Board for action. This College will serve many people who cannot attend college classes on campus but who wish to complete a college degree. It will be our intention to offer a program of the highest quality, and one that will provide additional net revenues.

Mr. Stalnaker, Chairman of the Committee Studying a Community College District, reported that the committee believes that neutrality in the face of Community College development in St. Charles is not a viable position for Lindenwood in view of current financial and enrollment prospects, and that opposition to Community College development would not be consistent with Lindenwood's commitment to service to the community. The basic position for a Community College should be cooperative involvement of Lindenwood in developing a St. Charles Community College with assertion to the community of the advantage of private/public interaction to give reality to American convictions concerning higher education. Following discussion Mr. Stalnaker moved, the motion being seconded and passed, that the following statement of policy be adopted by the Board of Lindenwood.

1. Lindenwood continues to affirm its commitment to baccalaureate level liberal arts education. The Community College program may be one element in the full spectrum of the colleges' educational services, but is not to be construed as a substitute for the traditional concerns of Lindenwood.
2. An objective of Lindenwood should be assertion of the nature and importance of private liberal arts education as a choice for students who wish the bachelor of arts degree and as an important ingredient in professional or vocational preparation since all graduates - whether liberal arts or vocational - are citizens of a nation and a world.

3. An objective of Lindenwood should be the development of a Community College - either in a consortium or contractual arrangement - which supports Lindenwood objectives and provides the community with facilities, resources and programs which it would otherwise have to develop through duplication at great cost to the taxpayer and to the legitimate aims of existing private higher education.
4. Lindenwood would be willing to contract with a Community College District to enroll students in its current undergraduate program for the first two years.
5. Lindenwood would be willing to develop a two-year associate degree program in areas that could be staffed by current faculty members and some part-time faculty for students who would come to Lindenwood through a contractual arrangement with a Community College District.
6. Lindenwood would be willing to cooperate with other educational institutions to develop a comprehensive community college program for a St. Charles Community College District in which Lindenwood would offer those programs that the college believed it could do best.
7. Lindenwood would enter into such a program with the understanding that it would continue its upper and lower division programs as a private, liberal arts college with some career emphases in selected disciplines.
8. Lindenwood would be willing to enter into a contractual arrangement at a charge-per-course per-student of approximately the proportionate allocated direct and overhead costs of such offerings.
9. Lindenwood would agree to welcome all contract students into the student life of the campus with the payment of the regular student activity fee charged other Lindenwood students.
10. Lindenwood would welcome up to 600 full-time contracted day students into such a program at this time and would attempt to adapt its faculty, facilities, and programs to the future needs of St. Charles Community College District contract students.
11. Lindenwood would be willing to accept students who successfully complete a two-year college-transfer program in the Community College contract program as upper division students in The Lindenwood Colleges on the same basis and with the same standards as those applied to Lindenwood College lower division students entering the upper division program.
12. Lindenwood would be willing and believes itself able to provide leadership, facilities and administration for Junior College programs needed by the community that involve types of courses not traditional for a liberal arts college if funding for those activities is available.

President Spencer and Dean Miller explained the real and growing need for Lindenwood to offer a Master's Degree in Business Administration by September 1975. A preliminary study has been made by Dr. Barnett which also showed a need for graduate programs in education. Although St. Louis University and the University of Missouri-St. Louis have approached us to set up a graduate program in business, the amount of income to us from rental of facilities would at best be small. Moreover, we believe we should not go into such an arrangement without being recognized as a full partner. Since this is impossible, we believe we must move quickly to offer graduate programs, especially in business, before our competitive advantage is lost.

Mrs. Hall moved that the administration be authorized to proceed with the accrediting agencies to consider programs at the master's degree level. The motion was seconded and passed.

Mrs. Hall moved to authorize development of a graduate program in business with the understanding that when developed we will commit or raise \$100,000 for the program. The motion was seconded and approved.

Mr. Metcalfe reviewed the history of the present organization and the legal and operational problems inherent in the organization. He noted that the present organization of the Boards will become more cumbersome if new colleges, each having its own board, are developed in the cluster. He also reviewed the legal problems in making the changes. On motion made by Dr. Crider, which was seconded and passed, the following resolution was adopted:

RESOLVED by the Board of Directors of Lindenwood Female College that there be and there is hereby recommended an amendment of Section 3 of the Charter of this corporation, being AN ACT To Incorporate the Lindenwood Female College adopted by the General Assembly of the State of Missouri and approved February 24, 1853, as amended by AN ACT To Amend an Act Entitled "An Act to Incorporate the Lindenwood Female College," adopted by the General Assembly of the State of Missouri and approved February 18, 1870, so that said Section 3 shall read as follows:

Section 3. The management of the affairs of this corporation shall be vested in a Board of fifteen (15) Directors; the persons named in Section 1 hereof shall constitute the first Board of Directors. The Board of Directors may by Bylaws change the number of Directors, either to increase or decrease such number, at any time and from time to time, and may provide therein for the manner of their election for the creation of classes of Directors and for the terms of office of Directors in such classes, provided that the number of Directors shall not be reduced below three. Vacancies occurring in the Board by resignation, death or otherwise, shall be filled by the Board.

FURTHER RESOLVED, by the Board of Directors of Lindenwood College that there be and there is hereby recommended an amendment of Section 4 of the Charter of this corporation, being AN ACT to Incorporate the Lindenwood Female College adopted by the General Assembly of the State of Missouri and approved February 24, 1853, as amended by Section 1 of AN ACT To Amend an Act Entitled "An Act to Incorporate the Lindenwood Female College," adopted by the General Assembly of the State of Missouri and approved February 18, 1870 so that Section 4 shall be cancelled in its entirety.

FURTHER RESOLVED, that the proper officers of the College and its legal counsel be and they hereby are authorized and directed to take any and all action necessary or appropriate to place in effect the foregoing amendments, including, without limitation, the filing of court proceedings to effectuate such changes and to test the legality of the amendments and any other legal relationships affected by such amendments.

The following resolution, on motion made by Dr. Crider, was seconded and

passed:

RESOLVED by the Board of Directors of Lindenwood Female College that the plan of dissolution and liquidation of Lindenwood College II Corporation, a not-for-profit Missouri corporation, and The Lindenwood Colleges Corporation, a not-for-profit Missouri corporation, upon the terms presented to this meeting, be and it is hereby ratified and affirmed.

FURTHER RESOLVED, that the Board of Directors recommends that this corporation accept the assets, subject to the liabilities, of such corporations upon liquidation and that this corporation assume the contractual obligation of said corporations, including, without limitation, contracts for the education and housing of students enrolled in Lindenwood College II.

FURTHER RESOLVED, that the proper officers of this College and its legal counsel be and they hereby are authorized and directed to take any and all action necessary or appropriate to place in effect the foregoing resolutions, including, without limitation, the filing of court proceedings to effectuate such resolutions and to test the legality of the action taken therein and any other legal relationships affected by such resolutions.

Lindenwood Colleges. A motion was made, seconded and approved to move ahead with the program of Fleishman-Hillard, Inc.

The following resolution, on motion made by Dr. Crider, was seconded and passed:

WHEREAS, the Board of Directors has determined that it is in the best interests of the College generally to consolidate the legal authority and responsibility for the operation of The Lindenwood Colleges, and

WHEREAS, the Board of Directors has determined that it is desirable and in the best interests of the College to maintain the identity of existing Colleges and divisions and to expand and extend the educational services provided by the College, and

WHEREAS, the Board of Directors has determined that such Colleges and divisions should have available the advice and support of persons with interests and knowledge related to the respective needs and objects of said Colleges and divisions.

NOW, THEREFORE, BE IT RESOLVED, that the Bylaws be amended by adding a new Section 3 to Article IV to provide as follows:

There shall be established from time to time by the Board of Directors

1. advisory or consulting boards to be known as Boards of Advisors which said boards shall relate to one or more of the Colleges or divisions
2. maintained and operated by this corporation. The duties and authorities of said Boards shall be determined by resolution duly adopted by this Board of Directors and shall include generally the authority and duty
3. to consult with and advise this Board, the administration and other ~~and other~~ constituencies with respect to the conduct, support and promotion of such colleges or divisions and in matters of curriculum,
4. student life, development and building and grounds. Such Boards shall not have the power and authority to contract for or bind this corporation in policy, legal or fiscal matters. Eligibility for nomination or election to such Boards shall not be limited by age or succession and members of the Board of Directors shall be eligible for service. Such Boards shall meet as such as determined by resolution and shall have the right, at least annually to meet jointly with the Board of Directors, but members thereof shall not have the right to vote on the matters presented to such joint meetings.

Mr. Metcalfe will initiate the necessary actions in the courts to implement these resolutions. Further necessary bylaw changes will be presented to the Board in May.

Dr. Berg called attention to the proposal (attached to the agenda) of Fleishman-Hillard, Inc., a public relations firm, to raise the visibility of The Lindenwood Colleges. A motion was made, seconded and approved to move ahead with the program of Fleishman-Hillard, Inc.

Dr. Berg noted that the Business Leaders Advisory Council, under the chairmanship of Mr. Arnold, could serve as the Advisory Board for Lindenwood College III under the third resolution above. Mrs. Warner has accepted the leadership for the Alumnae Sesquicentennial Campaign. The committee will include people outside the existing Alumnae Council. Dr. Crider will serve as chairman for the general fund-raising drive, and will appreciate any assistance from Board members. The value of the estate of Ross A. Jelkyl is \$2,400,000 with Lindenwood's share being one-sixth of the residue, estimated to be approximately \$300,000.

In reporting for the Buildings and Grounds Committee, Mr. Arnold, Chairman of the Committee, reported that the committee had discussed proposed use of the back campus (farm property) as follows:

1. Do nothing which could lead to losing the land for public purposes.
2. Sell the property which would produce little return in the present real estate market.
3. Develop the property ourselves, but this would require using financial reserves we do not have.
4. Because of primary geographic location, investigate the possibility of developing the area into a prestigious study-conference-research center. The committee is presently looking into this possibility.

Mr. Arnold continued by saying that the building needs at Lindenwood are limited. However, we do need a combination campus center-physical education complex to meet the needs of a growing coeducational student body, and we are actively seeking a donor for this project. We also need a protected area for riding students. We have obtained estimates from a contractor to build an enclosed riding arena 175 feet by 75 feet for approximately \$50,000 and to date have raised approximately \$15,000 for this facility. Mr. Arnold moved, the motion being seconded and passed, that an indoor riding rink be constructed at approximately \$50,000 when the funds are raised.

A resolution was made by Mr. Hyland, seconded, and passed unanimously that appreciation and thanks be expressed to Dr. and Mrs. Spencer for their gracious hospitality at the dinner March 7.

It was agreed that the May meeting would be held the afternoon of May 16, the day of baccalaureate, rather than on May 12.

There being no further business, the meeting was adjourned at 11:30.

Mary Yonker
Assistant to the Secretary of
Board of Directors of
Lindenwood College for Women

Approved:

Russell J. Crider, M.D., Chairman
Board of Directors
Lindenwood College for Women

Dorothy Q. Warner (Mrs. John, III), Secretary
Board of Directors
Lindenwood College for Women

George W. Brown, Chairman
Board of Trustees
Lindenwood College II

Walter L. Metcalfe, Jr., Secretary
Board of Trustees
Lindenwood College II

CELEBRATING THE FUTURE

Address delivered by
William C. Spencer
At Installation as President
The Lindenwood Colleges
April 26, 1975

The medieval pageant that we are reenacting today was an important academic event in the European university--the election of a new rector. These costumes are of course simply modifications of clerical robes worn in the monasteries, brightened with colors that distinguish the wearer's institution of preparation and field of study. The election of the rector symbolized unity in the university, emphasized the institution's distinguished history, made visible the importance of academic association, honored the new man, and provided a break in the routines of daily affairs. Incidentally, the job of the rector was simply to represent the university at ceremonies, greet visitors, call meetings to order, etc. -- a kind of early version of an honorary chairman. In the meantime the rector taught his regular classes, admonished his students, and shared with his colleagues the normal tasks assigned to everyone. But the inauguration or installation ceremony was an important one, glorifying past achievements, reciting the successes of its participants, marking for posterity a milestone in the life of the academy. Professor Bartholomew, Chairman of Lindenwood's Educational Policies Committee, informed me some weeks ago that I had to submit to the "rites of passage" to "affirm my legitimacy in this academy." As is evident, I submitted, I am honored and flattered by the attention, I have promised to be faithful and loyal to the community, and I will try to do my best. Having given this affirmation, I however ask your indulgence. In this age of bicentennials, sesqui-centennials, nostalgic utterances, and soul-searching in our national life, I prefer to look ahead, not back, to celebrate the future. I would like to talk less about capability and more about "cope-ability." While it may violate the

medieval tradition, I ask you to forgive me for not talking about past glories or present achievements.

And now, please pick up your binoculars. Focus on the future. Do you see The Lindenwood Colleges? St. Charles and St. Louis are there in the foreground, as you see; other colleges, the nation, and the world are in the background. Let me draw your attention to some particular points of interest.

I hope you will pardon my extra comments for I am really a frustrated tour guide.

You're surprised to see so many students? Yes, there are nearly 2,500 of them now attending the various colleges in the cluster. If you look closely, you will see other differences. The students range in age from 16 to over 80, some are full-time residents, some are part-time non-residents, some are here during the day, some in the evening, some spend most of their time in campus labs and libraries, some work in museums, businesses, homes, and schools in places like St. Charles, St. Louis, Los Angeles, or Washington. Some are hard-pressed to find time for their multiple employments; others have relatively more leisure for they live and study in some of the major retirement centers around the country. That group over there has expressed an initial interest in specific and rather quickly achievable vocational preparation. They are enrolled in Lindenwood College V, The College for Applied Arts and Sciences, which was developed a number of years ago in cooperation with the City of St. Charles and other educational institutions and agencies in the county. That large group over there is working on individualized study programs. They are enrolled in Lindenwood College IV, The College for Individualized Education, where they have designed all kinds of academic contracts with faculty members to gain, advance, update, or sharpen their knowledge and skills. Incidentally, focus on their faces. Note that most of them appear to be over 25 years old, but look at those determined and enthusiastic expressions. Let me pause for a footnote. Those

people from LC IV are representative of a new population of college students that in the late 1960s and early 1970s began to seek higher education opportunities other than those offered in the traditional classrooms and labs and libraries on a typical college or university campus. They are exciting and challenging people, constantly pressing the faculty for more and more counseling and assistance.

Now let's look over there at the students in front of Niccolls Hall. That building used to be a dormitory; some years ago it was completely renovated and is now a modern class and office building used by all the colleges but assigned particularly to Lindenwood College III, The Evening College. Inside are special facilities such as small amphitheatres for analyzing business case studies, clusters of terminals connected to both on-campus and off-campus computers, and the new information storage and retrieval bank tied through Butler Library into the major libraries and documentation centers of the world.

Incidentally, Butler Library some years ago had to undergo major changes; the librarians just couldn't keep up with the flood of new knowledge and information. Wasn't it Toffler who told us that "Prior to 1500, by the most optimistic estimates, Europe was producing books at a rate of 1,000 titles per year. This means, give or take a bit, that it would take a full century to produce a library of 100,000 titles. By 1950, four and a half centuries later, the rate had accelerated so sharply that Europe was producing 120,000 titles a year. What once took a century now took only ten months. By 1960 a single decade later, the rate had made another significant jump, so that a century's work could be completed in seven and a half months. And, by the mid-sixties, the output of books on a world scale, Europe included, approached the prodigious figure of 1,000 titles per day." Wow! However, if Toffler were alive today, his account would be even more dramatic; as early as 1975 the world output of books had reached more

than 1,500 new titles per day, a 50% increase in less than ten years. And even that rate has continued to accelerate. How could anyone keep up with such a flood? Anyway, Butler Library had to change to avoid becoming either inundated or obsolete. Now most library materials are available through electronic screen and print-out devices. National and international information depositories and with their interlocking computer hook-ups along with modern applications of microfilm and microfiche help the colleges keep up to date.

But let's go back to LC III. Those people in front of Nicolls Hall are mostly students of business, and most of them study and attend classes in the evening although, as more and more business firms have permitted their employees to work on varied schedules, some are attending classes in the daytime. The majority of the students are working either for a bachelor's degree or toward the Master of Business Administration that was first introduced at Lindenwood in 1975. The MBA candidates are principally liberal arts graduates who are employed by business and industrial firms in the area, who hope to advance to the top levels of management.

Here to the right, in Ayres Hall, is a group of young men. They are part of Lindenwood College II, The College for Men. Many of them, you will notice are 17-23 or 24 years old, most are full-time resident students, and all of them believe that their college is the best and most dynamic of all. They will tell you without hesitation that the right way to get educated is to join a campus community, concentrate your efforts, complete a high quality liberal arts program in not more than four years, and then move on to serve the world and yourself. Those fellows make up a diverse and interesting group, loyal to LC II, and active in serving the whole institution. Some of the older fellows don't live on campus. They do go to classes with the younger guys, and they are just as enthusiastic and dedicated to LC II and Lindenwood as anyone.

Let me add another footnote. Lindenwood's communications arts programs now, after rapid development in the middle 1970s, attract hundreds of men and women. The radio and television broadcasting programs and operations in this regional area, and the photography and film programs are among the outstanding ones in the nation. Four different theatres for students, community adults, and children are operating simultaneously. The full-developed journalism program places dozens of interns in the offices of major newspapers and magazines. As you all know, Lindenwood is especially well known for its very extensive internship opportunities in many fields.

Also notice those men from abroad. They're from a number of foreign countries, here to study everything from the English language to the problems of postal administration in Saudi Arabia.

Now turn your binoculars on Sibley Hall. Inside, the old parlor is just as it has always been, but look at the women. They are of course members of the College for Women, the founding college of this dynamic cluster. Many of them are pursuing modern variations of the traditional liberal arts programs, but many others are working in the newest member of the Lindenwood family--the Lindenwood Music Conservatory. I haven't time to tell you all the details; suffice it to say that almost all members of the great St. Louis Symphony are now active participants, whereas back in the 1970s there were a mere dozen of its members teaching here. One other point. Over the hill there stands the Fine Arts Complex with that magnificent old, yet new studio building at its center. All of those studios are now fully utilized, almost around the clock by students from all of the colleges. Some of you alumnae remember the fun we all had during the sesquicentennial celebrations of 1977, and the dedication of our new student union with its lounges, meeting rooms, gymnasium, pool, and health center. I believe some of you here helped make that student union possible: I know some

of you were responsible for the bronze plaques that preserve the memory of the little red cottages and the old brick house that accommodated the infirmary and student organization offices. Almost everyone applauded the decision to locate the student union where it is even if it meant taking down the red cottages and the old brick house. But again I'm getting diverted.

Going back to those students in front of Sibley, do you notice their diversity? Many are obviously in the 16-24 year old age group. They have that same intense loyalty to Lindenwood that is demonstrated every year on Alumnae Weekend and that was simply spectacular in the 1977 celebrations. What a marvelous community of women students to have as the core group in the Lindenwood cluster. Yes, I know, there are other women among them. They are part of a large group, 25 to 80 or more years old, who come back to study during the day, and sometimes during the evening. You recognize some faces? That's right, some of your own classmates are there; that's what lifelong education is all about. They even have their own club which regularly suggests new programs and activities and which provides us with all kinds of service and support. Over the past years the number of women and men in this group (years ago they were rather quaintly called "continuing education students") has increased from a few dozen to many hundreds. Now of course they are full-fledged members of the College for Women or College for Men; in fact for years they have constituted a very important part of the total Lindenwood student body. Back in the 1970s when lifelong education was first being talked about, some people thought that it was like those leisure-time programs offering only karate or duplicate bridge or creative cookery. Sounds funny now, considering how serious and dedicated and wide-ranging these adult men and women are. Sure they're still interested in our modern exercises and games and they still like good food, but that's about the only similarity to those earlier days.

You can put your binoculars down now; your arms must be tired. I

apologize for all the editorializing, but I knew you were interested. Sit down a minute while I add just a couple of thoughts, and then you can explore on your own.

Maybe you know the story of the exhausted father who immediately after arriving Lindenwood had a few difficult years in the 1970s making the transition to modern times. Higher education programs were in flux, costs and inflation were skyrocketing, unrealistic demands were being placed on colleges, particularly small ones, young people weren't sure they wanted to go to college or, if they did, they weren't quite sure why they were there, the knowledge explosion threatened professors with almost instant obsolescence unless they neglected students for continuous study and research, and finally publicly-supported institutions were threatening privately-supported ones while both were going bankrupt. It took a long time before citizens and legislators finally concluded that all recognized colleges and universities served the public interest, and that it was inane as well as expensive to discount the price of education at a public university when often fully-equivalent education at the private college cost no more and sometimes substantially less. However the conflict was ultimately resolved when common sense prevailed. Now, as you know, state and federal public assistance for the operation of higher education institutions is provided through education vouchers that the student uses in either a public or private college. Unsuccessful and uneconomic colleges, public and private, closed; ones that were truly serving the public interest remained and grew stronger. Those that met the needs of the new learning society and provided opportunities for lifelong learning were appreciated and supported. I'm proud that Lindenwood has met the challenge as St. Charles and St. Louis have grown and changed. The Lindenwood Colleges are continuing to grow and change to meet any challenges the future may make, while still preserving the essence of its mission that goes back those many decades to 1827 and Mary Easton Sibley. That was, as you all know, to help those individuals whose opportunities to learn were arbitrarily limited by custom or law. That concern for the individual, to help

the woman or man to become a more complete human being and thus more able to serve the world is what Lindenwood has always prized as its highest aim.

Maybe you know the story of the exhausted father who immediately after arriving home, wanting nothing more than to be left alone to read his paper, was pestered by his young son with a barrage of questions and requests. Not wanting to be unkind but to gain a moment's respite, he tore a map of the world from his newspaper, ripped the map into many small pieces, and told the child to put the puzzle together. Within three minutes the boy triumphantly appeared and showed his father the completed puzzle. Astounded, the father asked him how he had done it so well so quickly. With a childlike grin, he replied: "That's easy, Dad. On the other side was a picture of a person. I put the person together and the world came out all right." That's what we're trying to do at Lindenwood.

2. Emeritus status for John B. Moore

3. Administrative changes

4. Lindenwood College IV personnel appointments

5. Self-study for accreditation by North Central Association

6. Election of trustees to Lindenwood Retirement Plan

Doris Crozier/James F. Hood

7. Naming of art gallery for Harry Handren

8. New playing field

VI. Report of Finance Committee - Dr. Berg and President Spencer

1. Preliminary income and expenditure estimates for 1975-76

2. Selection of auditor

VII. Public relations and fund raising - Dr. Berg

VIII. Reorganization of the Boards - Mr. Metcalfe

1. Court actions

2. Bylaw changes

IX. Report of the Nominating Committee - Dr. Crider

X. Dates of Fall, January, and AGENDA meetings

JOINT MEETING

XI. Other business

OF THE

BOARD OF THE LINDENWOOD COLLEGES

XII. Adjournment

MAY 16, 1975

I. Call to order - Mr. Hyland

II. Minutes of the meeting of March 7-8, 1975

III. Report of the President - President Spencer

IV. Report of the Board of Control - Mr. Hyland

1. Approval of Lindenwood College for Individualized Instruction (LC IV)

V. Report on academic and administration matters - President Spencer

1. Approval of candidates for degrees

2. Emeritus status for John B. Moore

3. Administrative changes

4. Lindenwood College IV personnel appointments

5. Self-study for accreditation by North Central Association

6. Election of trustees to Lindenwood Retirement Plan

Doris Crozier/James F. Hood

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VI. Report of Finance Committee - Dr. Berg and President Spencer

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VII. Public relations and fund raising - Dr. Berg

VIII. Reorganization of the Boards - Mr. Metcalfe

1. Court actions

2. Bylaw changes

IX. Report of the Nominating Committee - Dr. Crider

X. Dates of Fall, January, and Spring meetings

XI. Other business

XII. Adjournment

MEMORANDUM

Date: May 16, 1975

To: President Spencer

From: Doris Crozier, Dean

DC

The following recommendations have been reported to the Faculty Council, and they concur.

1. Dr. Richard Wier

That Dr. Wier be granted a Sabbatical leave from January 1, 1976 to June 1, 1976. Supporting papers attached.

2. Gerald Victor Booth

That Gerald Booth be offered an appointment as Assistant Professor of Sociology, effective September 1, 1976; salary, \$12,000. Vita attached.

3. Robert J. White, Jr.

That Robert White, Jr., be offered an eleven-month appointment as Assistant Professor of Communication Arts; salary, \$13,000. Vita attached.

March 11, 1975

To: Doris Crozier
From: R. Wier

MEMORANDUM

RE: Sabbatical leave, January-Spring term, 1976

Date: May 16, 1975

To: President Spencer

From: Doris Crozier, Dean *DC*

The following recommendations have been reported to the Faculty Council, and they concur.

1. Dr. Richard Wier

That Dr. Wier be granted a Sabbatical leave from January 1, 1976 to June 1, 1976. Supporting papers attached.

2. Gerald Victor Booth

That Gerald Booth be offered an appointment as Assistant Professor of Sociology, effective September 1, 1976; salary, \$12,000. Vita attached.

3. Robert J. White, Jr.

That Robert White, Jr., be offered an eleven-month appointment as Assistant Professor of Communication Arts; salary, \$13,000. Vita attached.

I thus request that your office forward this request to the appropriate authorities for approval. I would be glad to consult with you on this matter at your convenience.

Per law... Dr. Wier will continue in...

March 11, 1975

To: Doris Crozier
From: R. Wier

RE: Sabbatical leave, January-Spring term, 1976

Please accept this memo as my application for a period of sabbatical leave, as defined under Section VI(A) of the current faculty constitution. I would like to request such leave for the period extending from January 1, 1976 to June 1, 1976. I would further request that I be paid full compensation for this period of sabbatical leave, as has been the practice of this institution.

As to formal eligibility for such leave, I have served continuously on the Lindenwood faculty since 1968, both in the Political Science Department and as staff member and Director of the Lindenwood Common. I have not received any other leave for any purpose during this period of service. Next year will be my eighth year of service at the College.

I have already discussed this application for sabbatical leave with my Department Chairman, Dr. D.J. Williams, and we have reviewed the teaching requirements for our department what alterations, if any, would need to be made in our departmental offerings. It is my understanding that my absence from the department for the period requested would not require a temporary replacement. The department may plan around my absence since the leave will only be for one full term.

As to my activities during my sabbatical leave, I plan to continue studies at the St. Louis University School of Law, earning credit and developing background in courses directly relevant to my teaching responsibilities in the Political Science Department, and which also appear to be of value to the proposed new program in Administration of Justice. That is, I will be taking courses in Constitutional Law, International Law, Criminal Law & Procedure and Evidence. In addition, I also hope to pursue publication of manuscripts in that field. I would thus be assuming the expense of learning and developing new skills directly related to my current teaching position, as well as gaining skills which would enhance my effectiveness as a faculty member should the proposed Administration of Justice program develop.

I thus request that your office forward this request to the appropriate authorities for approval. I would be glad to consult with you on this matter at your convenience.

Pre-law advising Dr. Wier will continue on I have

THE LINDENWOOD COLLEGES
St. Charles, Missouri 63301

April 18, 1975

Dean Doris Crozier
The Lindenwood Colleges
St. Charles, Missouri 63301

Dear Dean Crozier:

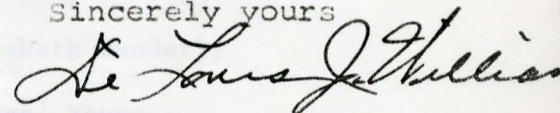
This is in response to your request for a memorandum from me concerning Dr. Wier's application for Sabbatical leave as it relates to the Political Science Department. As I mentioned in our telephone conversation yesterday, my concern has been that the unilateral proposals made by Richard might be interpreted as departmental policy or as otherwise binding on the Department; and at my request, Dr. Wier had agreed to send you a supplementary memorandum clarifying this. This was April 3.

Given our changing times, I would not make a premature judgment on the teaching needs of next January and Spring terms, but, in fact, would prefer to have the option of hiring someone, at least, part time, if it should prove to be necessary or desirable.

As for curricular matters, we do offer a basic course on the American Constitution, but apart from this, the relevance of legal skills, including courses taken for the law degree, to the teaching of political science here at Lindenwood is quite tenuous, it seems to me. I am especially concerned about this as it relates to the future development of the Political Science program: as a political scientist, I foresee very little direct impact of Richard's law degree on the character and scope of the curriculum in our small department. Finally, Richard's proposal to join the pending Administration of Justice program is another matter where, it seems to me, prior consultation would have been appropriate regarding the possible effects of this--curricular, staffing--on the Political Science Department.

As you know, I do not intend this as an evaluation of Richard's application for Sabbatical leave (a matter in which I have no role) or of personal or other benefits that might accrue from it. This is a statement from the point of view of the interests of the Political Science Department, as they refer to Richard's application. I regret very much having been put in the position of having to send this clarification when it could have been so easily avoided.

Sincerely yours



DeLores J. Williams, Chair
Department of Political Sci

Collinsville, Illinois

THE LINDENWOOD COLLEGES
Office of the Registrar

May, 1975

CANDIDATES FOR DEGREES

BACHELOR of ARTS DEGREE

Date of Graduation May 17, 1975

| | |
|-----------------------------|-----------------------------|
| Ramona Mary Arena | Edward A. Lovinguth |
| Nancy Elizabeth Barklage | Barbara A. Marentette |
| Amy Irene Basore | Yasumichi Mitsui |
| Nancy Jean Blum | Lloyd Daniel Moses |
| John Joseph Boevingloh | Margaret Susan Phillips |
| *Frances Adele Brueshaber | Janet Burns Polk |
| Carol Ann Campbell | Claudia June Feters Richner |
| Geraldine Maria Cipolla | Anita Irene Rodarte |
| Mary Katherine Cox | Anne Elizabeth Schafer |
| Rose Marie DeMoore | Mary Elizabeth Schwartz |
| Margaret Jacobson Dillender | Edythe Robin Smith |
| Susan Durning | R. Spooner Smith |
| Mary Louise Flearl | Woo Kwang Song |
| Janet Chinsky Frank | Nancy DeLiza Spangler |
| Judith Lauren Friedman | Cynthia L. Springer |
| Margaret Mary Grundhauser | Maria Judith Surillo |
| Amy Gerard Haake | Katherine Dana Tait |
| Hollis C. Heyn | Karen Ann Thierfelder |
| Sarah Wyatt Heywood | Rebecca Lu Trautmann |
| Jean Gore Hickle | Suzanne Ellen Wagar |
| George William Johnson | Judith G. Wolff |
| James R. Kaiser | Sarah Elizabeth Wunderly |
| Michael Edward Kitsch | Sandra Renee' Young |
| Dorothy Mary Koziatek | Mark James Zimmer |

*Returning Credit

CANDIDATES FOR DEGREES (cont.)

BACHELOR of SCIENCE DEGREE

Date of Graduation May 17, 1975

Jacquelyn L. Akins
 *Donna Allendorf
 Bradley Anderson
 Norman Charles Baker
 Pamela Ann Bakewell
 Richard Winslow Barker
 *Viola J. Beaudoin
 Scott Boncie
 *Marguerite W. Boster
 Donald Edward Buck
 *David McDonough Cleveland
 *John L. Dolan, Jr.
 James Langley Dunlap
 Amelia C. Dunn
 Lisabeth Durzo
 Kenneth John Duvall
 Ralph Eimerman
 Leslie English
 Nanette Clerkie Francis
 Laura Ellen Fredericks
 Barry Wayne Freese
 Daniel William Fridrich
 Janet Marie Gawronski
 Sharon F. Gebhart
 *Barton Alan Gill
 Kathleen J. Gregory
 *Paula M. Gulley
 *Returning Credit

Kenn Beck Heinlein
 Dennis Joseph Hermen
 Judith Ann Hodge
 *Marshall H. Jacobs
 *Deborah Denise James
 *Wallace E. Johnston
 Eleftherios N. Karras
 Margaret Combs Kesselring
 *Marilyn Ruth Klein
 *Douglas Lang
 *Barbara Novero Levy
 Patricia Margaret Lintzenich
 *Randy R. Love
 Craig Allison Maescher
 *Pamela S. Maxon
 David Mayden
 Deborah McCarter
 Mary McGarvey
 Helen Elizabeth Milford
 Nur Mohammad
 Casandra Kay Morgan
 John Frederick Muench
 Patrick H. Murphy
 Rebecca Anne West Newby
 Frank A. Oberle, Jr.
 David L. Oberrieder
 William Edward Ott

BACHELOR of SCIENCE DEGREE (cont.)

Rhonda Sue Palmer
*Harvey Paneitz
Jon Peter Peterson
Thomas H. Pinnell III
Jane Lynn Povich
Jenice J. Prather
Beverly R. Queathem
Stacey Ralls
*Lorain Ranft
Nancy Rapley
Dennis M. Reardon
Rolla Dean Rehkop
Cindy Rogger
*Majeed Saiedy Nami
Machael Louise Scholey
Sharon Marie Serre
Martin L. Sherman
*Joan G. Silverberg
Glenda Kay Smith
Kathleen Hutchings Starner
Christina Steffen
James L. Sullivan
Susan Tenholder
Dello Thedford
*Jacquelyn Claire Treybal
Nancy Ann Tunison
*Rosalie K. Turner
Dean Twellmann

*Returning Credit

James Francis Waicekauskas
*Diane Wegmann
Valerie Ann Welschmeyer
*Janet Hoester Wies
Janice Pate Williams
*Gregory G. Wilson

BACHELOR of MUSIC EDUCATION

Dale Martin Brown
Karen Fenier
Mary Jane Jennings

BACHELOR of MUSIC

Gwen Karen Stone

BACHELOR of FINE ARTS

Susan Carey
David A. Kelch
*Rene' Celeste Mayer
Glenn Michaels
*Gary W. Schenkel

ASSOCIATE IN SCIENCE

Charles Benjamin Holt
John H. Langston, Jr.
Virginia F. Moore

Financial report - The Lindenwood Colleges - page 2

| | A Actual 4/15/74 | B Actual 4/15/75 | C=B-A Change from prior year | D=E-F Anticipated change fiscal year | E Budget fiscal 1974-1975 | F Actual 1973-74 |
|--------------------------------|------------------------|------------------------|------------------------------------|--|---------------------------------|------------------------|
| <u>Expenses</u> | | | | | | |
| Instructional Expense | | | | | | |
| Academic Departments | \$508,251 | \$506,873 | - 1,378 | \$-34,192 | \$748,128 | \$782,320 |
| Evening College | 39,364 | 90,306 | +50,942 | +74,328 | 124,608 | 50,280 |
| Library | 47,933 | 62,380 | +14,447 | + 7,887 | 81,774 | 73,887 |
| Campus School | 9,950 | 11,799 | + 1,849 | + 1,832 | 16,791 | 14,959 |
| Summer Session | 29,158 | 38,945 | + 9,787 | + 6,109 | 35,943 | 29,834 |
| Miscellaneous | 28,797 | 14,361 | -14,436 | + 1,367 | 34,000 | 32,633 |
| TOTAL INSTRUCTIONAL EXPENSE | 663,453 | 724,664 | +61,211 | +57,331 | 1,041,244 | 983,913 |
| Administrative Expense | | | | | | |
| Administrative Expense | 237,586 | 290,654 | +53,068 | +32,135 | 322,920 | 290,785 |
| Student Services | 86,136 | 98,532 | +12,396 | +16,579 | 100,742 | 84,163 |
| Institutional Expense | 68,172 | 76,742 | + 8,570 | + 4,795 | 90,559 | 85,764 |
| General Expense | 172,951 | 147,367 | -25,584 | -16,196 | 174,631 | 190,827 |
| Maintenance & Security | 345,105 | 401,105 | +56,000 | +45,861 | 464,893 | 419,032 |
| Auxiliary Expense | | | | | | |
| Residence Halls | 99,009 | 97,539 | - 1,470 | +10,905 | 139,080 | 128,175 |
| Dining Hall | 103,511 | 120,505 | +16,994 | +28,276 | 165,142 | 136,866 |
| Bookstore | 101,536 | 126,187 | +24,651 | + 4,474 | 89,571 | 85,097 |
| Conferences | 27,634 | 8,730 | -18,904 | - 1,604 | 28,000 | 29,604 |
| Tea Room | 10,921 | 10,562 | - 359 | + 419 | 14,000 | 13,581 |
| Summer School | 11,289 | -- | -11,289 | + 11 | 11,300 | 11,289 |
| Other | 12,691 | 3,018 | - 9,673 | + 410 | 14,000 | 13,591 |
| TOTAL AUXILIARY | 366,591 | 366,541 | - 50 | +42,891 | 461,093 | 418,202 |
| Student Aid | 228,071 | 274,766 | +46,695 | +21,150 | 245,000 | 223,850 |
| TOTAL EXPENSES | \$2,168,065 | \$2,380,371 | +212,306 | +204,546 | 2,901,000 | 2,600,000 |

FINANCIAL REPORT
THE LINDENWOOD COLLEGES

| | A Actual 4/15/74 | B Actual 4/15/75 | C=B-A Change from prior year | D=E-F Anticipated change fiscal year | E Budget fiscal 1974-1975 | F Actual 1973-74 |
|---|------------------------|------------------------|------------------------------------|--|---------------------------------|------------------------|
| <u>Income</u> | | | | | | |
| Tuition - resident | \$459,477 | \$483,995 | + 24,518 | +\$32,503 | \$488,120 | \$455,617 |
| day | 307,450 | 334,820 | + 27,370 | +28,303 | 333,333 | 305,030 |
| special | 84,856 | 80,342 | - 4,514 | + 619 | 85,000 | 84,381 |
| Academic fees | 32,731 | 33,400 | + 669 | - 15 | 34,000 | 34,015 |
| Tuition - summer | 46,343 | 45,203 | - 1,140 | - 843 | 45,500 | 46,343 |
| campus school | 16,605 | 18,882 | + 2,277 | - 645 | 15,600 | 16,245 |
| evening college | 163,837 | 338,548 | +174,711 | +126,467 | 289,000 | 162,533 |
| TOTAL TUITION AND FEES | \$1,111,299 | \$1,335,190 | +223,891 | +186,389 | 1,290,553 | 1,104,164 |
| Endowment | 286,343 | 241,113 | - 45,230 | -93,343 | 250,000 | 343,343 |
| Gifts and grants | 86,840 | 81,619 | - 5,221 | + 4,869 | 125,000 | 120,131 |
| Miscellaneous | 36,684 | 29,195 | - 7,489 | - 409 | 70,000 | 70,409 |
| Income for scholarships | -- | 28,675 | + 28,675 | + 1,975 | 60,000 | 58,025 |
| TOTAL EDUCATIONAL AND GENERAL INCOME | \$1,521,166 | \$1,715,792 | +194,626 | +99,481 | 1,795,553 | 1,696,072 |
| Residence Halls | 123,184 | 142,730 | + 19,546 | +20,016 | 142,450 | 122,434 |
| Food service | 180,483 | 188,973 | + 8,490 | +14,672 | 194,250 | 179,578 |
| Bookstore | 81,117 | 104,491 | + 23,374 | + 170 | 88,000 | 87,830 |
| Summer - room & board | 3,134 | 3,361 | + 227 | - 135 | 3,000 | 3,135 |
| Conferences | 39,678 | 34,136 | - 5,542 | - 3,239 | 40,000 | 43,239 |
| Other enterprises/tea rm.etc | 21,741 | 40,878 | + 19,137 | + 3,322 | 14,000 | 10,678 |
| TOTAL AUXILIARY INCOME | \$449,337 | \$514,569 | + 65,232 | +34,806 | 481,700 | 446,894 |
| TOTAL INCOME | \$1,970,503 | \$2,230,361 | +259,858 | +134,287 | 2,277,253 | 2,142,966 |
| TOTAL EXPENSE | \$2,168,065 | \$2,380,371 | +212,306 | +204,546 | 2,901,082 | 2,696,536 |
| SURPLUS (DEFICIT) | (197,562) | (150,010) | - 47,552 | +70,259 | (623,829) | (553,570) |

MINUTES OF THE
JOINT MEETING
OF THE
BOARD OF DIRECTORS AND BOARD OF OVERSEERS
OF
LINDENWOOD COLLEGE FOR WOMEN*
AND THE
BOARD OF TRUSTEES
OF
LINDENWOOD COLLEGE II

St. Charles, Missouri
May 16, 1975

The Board of Directors and Boards of Overseers of Lindenwood College for Women and the Board of Trustees of Lindenwood College II met in joint session at The Lindenwood Colleges, in Young Lounge, May 16, 1975, at 2:00 p.m., pursuant to call and notice given each member of the Boards in accordance with the bylaws.

The following members of the three Boards, being a quorum in each case were present:

Lindenwood College for Board - Board of Directors

Mrs. K. K. Barton
Russell J. Crider, M.D.
Mrs. Thomas S. Hall
Robert Myland
Mrs. Joseph Pulitzer, Jr.
David Q. Reed
Mrs. Warren McK. Shapleigh
Armand C. Stalnaker
Richard A. Young

Lindenwood College for Women - Board of Overseers

Arthur S. Goodall
Paul Knoblauch
The Reverend W. Davidson McDowell
Mrs. J. L. Smith
Mrs. Arthur Stockstrom
Mrs. Horton Watkins

* - Lindenwood College for Women (Founded 1827. Chartered as Linden Wood Female College in 1853.)

Lindenwood College II - Board of Trustees

George W. Brown
 Edward W. Cissel
 The Reverend Edward J. Drummond, S.J.
 Larry Edwards
 Walter L. Metcalfe, Jr.
 Roland T. Pundmann
 Thomas R. Remington

The following members of the Administration were present:

William C. Spencer, President
 B. Richard Berg, Vice President
 Doris Crozier, Dean of Lindenwood College for Women
 Patrick F. Delaney, Jr., Dean of Lindenwood College II
 Mary Yonker, Assistant to the President, and Assistant to the
 Secretary of the Board of Lindenwood College for Women

Mr. Hyland, Chairman of the Board of Control, called the meeting to order.

Dr. McDowell gave the invocation.

The minutes of the March 7-8, 1975 meeting were approved as distributed.

The other major item of business, Mr. Hyland continued, considered by the Board of Control was the legal reorganization of the three corporations and the possibility of merging them into one. Mr. Metcalfe will report on this later in the meeting. The faculty is excellent and that their recommendations for restructuring of some faculty work and new plans are remarkable. He expressed appreciation for the energy of Board members.

A motion was made, seconded and passed that degrees for candidates, as attached to the agenda, be approved subject to satisfactory completion of requirements for such degrees.

Mr. Hyland reported that the Board of Control has met twice since the March meeting of the combined Boards - on April 9 for a Board of Control meeting and on May 1 with members of the Nominating Committee. In addition to routine administrative matters, President Spencer reported to the Board of Control that the faculty had unanimously approved the prospectus for the establishment of Lindenwood College for Individualized Education on April 2. Acting in the capacity as the joint Executive Committee of the two Boards, the Board of Control authorized President Spencer to proceed with the establishment of the College for Individualized Education (Lindenwood 4) and to negotiate with Dr. Craig Eisendrath to become Dean of the new college. Budget projections for the new unit indicate that it will be operating in the black in its first year of operation, with centers

Upon the unanimous recommendation of the faculty a motion was made, seconded and approved that John B. Moore be made Professor Emeritus of Economics upon his retirement at the end of the 1974-75 academic year.

A motion was made, seconded and passed that Doris Crozier and James F. How be made trustees of the Lindenwood Retirement Plan. B. Richard Berg will continue as the third trustee.

Dr. Spencer announced that Wood L. Miller, Dean of the Western College, has resigned effective July 24, 1975. A motion was made, seconded and approved to become Dean of the new college. Budget projections for the new unit indicate that it will be operating in the black in its first year of operation, with centers

at Lindenwood for the greater St. Louis area and two additional centers - one in Washington, D. C. and one in Los Angeles, California - where groups of prospective undergraduate students have already been identified. Students in Lindenwood College 4 will pay the same full-time tuition as students in Colleges 1 and 2. Tuition income for the first three trimesters has been estimated at \$306,560. Expenses for the operation of Lindenwood 4, including start-up costs and planning costs which have already been incurred, total \$268,453, with a net return to The Lindenwood Colleges of \$37,997. The enrollment of additional students in the program will of course significantly increase the net return to the colleges.

A motion was made, seconded and passed to authorize the full implementation of Lindenwood College for Individualized Education (Lindenwood 4) and to approve the interim action taken by the Board of Control.

The other major item of business, Mr. Hyland continued, considered by the Board of Control was the legal reorganization of the three corporations and the possibility of merging them into one. Mr. Metcalfe will report on this later in the meeting.

A motion was made, seconded and passed that degrees for candidates, as attached to the agenda, be approved subject to satisfactory completion of requirements for such degrees.

Upon the unanimous recommendation of the faculty a motion was made, seconded and approved that John B. Moore be made Professor Emeritus of Economics upon his retirement at the end of the 1974-75 academic year.

A motion was made, seconded and passed that Doris Crozier and James F. Hoo be made trustees of the Lindenwood Retirement Plan. B. Richard Berg will continue as the third trustee.

Dr. Spencer announced that Elwood L. Miller, Dean of the Evening College, has resigned effective July 24, 1975. A motion was made, seconded and approved

that a letter be sent to Dr. Miller expressing the gratitude of the Board for what Dr. Miller has done for The Lindenwood Colleges.

Harry Hendren, Chairman of the Art Department, died of a heart attack May 10, President Spencer reported. Mr. Hendren had a major part in the development of the Art Department and will be missed greatly. Chief of Security Erwin Gibson died of a heart attack in April. Ron Olson has been named Acting Chief of Security.

In regard to Lindenwood College for Individualized Education (LC 4), President Spencer continued, Craig R. Eisendrath has accepted the position of Dean of LC 4, effective July 1. The three centers - St. Charles-St. Louis, Los Angeles, and Washington, D. C. - will be headed up by:

Margaret McAllister, in Los Angeles, has been for a number of years heading the graduate program for Goddard College (Vermont) in the southern California area. She has a master's degree in Marriage, Family and Child Counseling with a minor in Experimental Education. She has had considerable experience as a psychotherapist and with individualized education programs.

Richard Rickert, in Washington, has been a faculty member in the Department of Philosophy at Merrimack College, Andover, Massachusetts. He holds a doctorate in Philosophy from the University of North Carolina.

Boyd Morros, in the St. Charles-St. Louis area, has been a faculty member in the Education Department at Lindenwood. Miss McAllister and Dr. Rickert will begin their work on June 1, and Dr. Eisendrath and Mr. Morros on July 1.

A motion was made, seconded and passed to approve these appointments for Lindenwood College 4.

Dr. Spencer called attention to the Self-Study Report which has been prepared for the North Central Association in regard to our request for accredita-

tion of programs at the master's degree level. A copy of this report will be sent to any Board member who wishes it.

Upon the recommendation of Faculty Council and Dean Crozier a motion was made, seconded and approved that Richard A. Wier be granted a Sabbatical leave from January 1, 1976 to June 1, 1976.

Following the presentation of a petition by President Spencer signed by 109 persons it was moved, seconded and passed that the main art gallery in the Art Building be named in memory of Harry D. Hendren, who served on the art faculty for twenty-five years.

After discussion of the fact that athletic events must be taken away from the campus because of the lack of a playing field and the fact that the St. Louis (Football) Cardinals have been talking with administrative officers about the possibility of holding their summer training program at Lindenwood, a contractor in St. Charles has indicated in writing that he would do the basic preparation of a playing field for approximately \$3,000. In order to attract more full-time men students there is a great need for a better physical education program. Although no formal action is needed until more complete figures are available concerning costs, Mr. Hyland asked for an expression of the mood of the Board members in regard to this general idea. It was moved, seconded and passed that the Board receive with interest and approbation the information given them by the President concerning the possibility of the development of a playing field, and that the President be encouraged to pursue the possibilities of working out arrangements so that they may be presented to the Board for approval.

Dr. Berg called attention to the April 15 financial report attached to the agenda. The budget for next year is in a very preliminary stage since a new budgetary procedure is being used to decentralize budgetary operations. When the budget is finalized, it is hoped that the deficit can be reduced from \$625,000 for

Dr. Crider made the following report for the Nominating Committee:

1974-75 to about \$350,000 for 1975-76. Hopefully the budget can be brought more closely into balance by the 1976-77 year. It is planned now that the budget for 1976-77 will be developed in the fall and presented to the Board in January 1976.

A motion was made, seconded and passed authorizing the employment of Boyd, Franz and Stephans to prepare the audit for the year ending June 15, 1975.

In reporting on public relations and fund raising, Dr. Berg reported that Robert Colvin, who was employed late this year as part-time development officer, has been handling the St. Charles Community Support Campaign very well and will continue as development officer on a part-time basis. Approximately \$330,000 will be received from the estate of Ross A. Jelkyl; a recent bequest in the amount of \$22,000 for scholarships has been received from Agnes J. Adams. A number of conferences are being held in Cobbs Conference Center this year. Fleishman-Hillard, Inc. is continuing to help us in our attempts to gain increased recognition in the St. Louis area.

In regard to the reorganization of the Boards Mr. Metcalfe called attention to the resolutions passed at the Board meeting in March. Court action must be taken to merge Lindenwood College II Corporation and the Lindenwood Colleges Corporation into Lindenwood Female College, but this action has not been filed formally. The original documents are quite restrictive and the judge wants to be sure all heirs of early donors are notified and all defendants are before the court. There must also be legal deaffiliation with the Presbyterian Church. In addition to the Board of Directors of Lindenwood College for Women, to be known as The Lindenwood Colleges, each individual college will have its own Board of Advisers with its own Student Life and Curriculum Committees and each will have its own aims and objectives. If court action has been finalized by the next Board meeting, bylaw changes will be submitted at that time.

A motion was made, seconded and approved to accept the report of the Nominating Committee.

Dr. Crider made the following report for the Nominating Committee:

1. The Nominating Committee and the Board of Control recommend election of the following persons to the new Board of Directors of The Lindenwood Colleges:

- Mr. D. C. Arnold X
- Mr. George W. Brown
- Dr. Russell J. Crider
- Mrs. Thomas S. Hall
- Mr. Robert Hyland
- Mr. Paul Knoblauch
- Mr. Walter L. Metcalfe, Jr.
- Mr. Jefferson L. Miller
- Mr. Roland T. Pundmann
- Mrs. Joseph Pulitzer, Jr.
- Mrs. Warren McK. Shapleigh X
- Miss Victoria Smith
- Mr. Armand C. Stalnaker
- Mrs. John Warner, III
- Dr. E. J. Wipfler, Jr.

2. The following members will continue as honorary life members of the Board of Directors:

- Mr. William H. Armstrong
- Mr. John M. Black
- Mr. Arthur S. Goodall
- The Reverend W. Davidson McDowell
- Mrs. James A. Reed
- ~~The Reverend W. Sherman Skinner~~ X
- Mrs. Arthur Stockstrom
- Mrs. Horton Watkins

3. The Nominating Committee and the Board of Control recommend election of the following persons to form the Boards of Advisers and Overseers of the various colleges that comprise The Lindenwood Colleges:

- Mrs. K. K. Barton
- Mrs. John C. Brundige
- Mr. Edward W. Cissel
- Mr. Frank E. Colaw
- Father Edward J. Drummond
- Mr. Larry Edwards
- Mrs. Thomas W. Erwin, III
- Mrs. James C. Hamill
- Mr. James W. Quillian
- Mr. David Q. Reed
- Mr. Thomas R. Remington
- Mrs. J. L. Smith
- Richard A. Young X

A motion was made, seconded and approved to accept the report of the Nominating Committee.

In regard to dates for 1975-76 meetings it was suggested that the Fall meeting might be held in connection with the celebration of Founders' Day in October, and that the spring meeting be held the day of baccalaureate which will be Friday, May 23.

RESOLUTION OF THE BOARD OF DIRECTORS OF THE LINDENWOOD COLLEGES

President Spencer reminded members of the Boards that the baccalaureate speaker May 16 would be Mrs. Rachel Stalnaker and the commencement speaker May 17 would be Mr. Armand C. Stalnaker.

A motion was made, seconded and passed that resolutions be sent by the Board to the families of those who had died recognizing the service of those individuals.

In his closing remarks Mr. Hyland stated that the college is moving forward under great leadership.

Father Drummond gave the benediction.

The meeting adjourned at 4:20 p.m.

BE IT HEREBY RESOLVED, that the Board of Directors of
The Lindenwood Colleges proclaims
for the life and work of Erwin
Mary Yonker
Assistant to the Secretary
Board of Directors
Lindenwood College for Women

Approved:

Russell J. Crider, M.D.
Chairman, Board of Directors
Lindenwood College for Women

President

Dorothy Q. Warner (Mrs. John, III)
Secretary, Board of Directors
Lindenwood College for Women

George W. Brown
Chairman, Board of Trustees
Lindenwood College II

Walter L. Metcalfe, Jr.
Secretary, Board of Trustees
Lindenwood College II

RESOLUTION OF THE BOARD OF DIRECTORS OF THE LINDENWOOD COLLEGES

RESOLUTION OF THE BOARD OF DIRECTORS OF THE LINDENWOOD COLLEGES

WHEREAS, Harry D. Hendren, Professor and Chairman of the

Department of Security,
WHEREAS, Erwin J. Gibson served The Lindenwood Colleges
faithfully and effectively as Chief of Security for more than
five years; and

WHEREAS, Chief Gibson not only founded the Lindenwood
Security Department in 1970, but also established its traditions
of fairness and service to the community; and

WHEREAS, Chief Gibson gave unselfishly of his time and
energy for the advancement of The Lindenwood Colleges and the
safety and security of its students; now

BE IT HEREBY RESOLVED, that the Board of Directors of
The Lindenwood Colleges proclaims its deepest appreciation
for the life and work of Erwin J. Gibson.

President

Adopted by the Board of Directors of
The Lindenwood Colleges May 16, 1975

RESOLUTION OF THE BOARD OF DIRECTORS OF THE LINDENWOOD COLLEGES

BOARD OF CONTROL

WHEREAS, Harry D. Hendren, Professor and Chairman of the Department of Art, served Lindenwood faithfully and effectively for twenty-five years; and

WHEREAS, he advanced the spirit of Lindenwood's service to the individual student; and

WHEREAS, his dedication to Lindenwood's progress and growth was exemplified in the growth and development of the art department, its building and programs; now

BE IT HEREBY RESOLVED, that the Board of Directors of The Lindenwood Colleges officially proclaims its appreciation for the life and work of Harry D. Hendren and declares that the exhibition gallery in the new fine arts building shall hereafter be known as the Harry D. Hendren Gallery.

President

Adopted by the Board of Directors of
The Lindenwood Colleges May 16, 1975

MINUTES OF THE MEETING OF THE BOARD OF CONTROL OF THE LINDENWOOD COLLEGES, AUGUST 7, 1975, MISSOURI ATHLETIC CLUB

AGENDA

BOARD OF CONTROL

THE LINDENWOOD COLLEGES

August 7, 1975

Present were Dr. Crider and Mr. Byland, representing the Board of Directors of Lindenwood College for Women; Mr. Brown, representing the Board of Trustees of Lindenwood College II; and Mr. Miller, Chairman of the Finance Committee of Lindenwood Colleges. President William C. Spencer and Vice President B. Richard Bots were also present.

The meeting was called to order by Mr. Byland and the minutes of the meetings of April 9, 1975 and May 1, 1975 of the Board of Control were approved as called.

1. Proposed 1975-76 budget
2. Eureka College

The estimated operating budget for The Lindenwood Colleges for 1975-76 was presented by Mr. Miller. Mr. Miller requested some more detailed information about specific areas, which Mr. Byland agreed to send him.

3. Resignations of:

Father Edward Drummond (from Board of Advisers or Overseers)
Richard A. Young (from Board of Advisers or Overseers)
Mrs. Warren Shapleigh (from Board of Directors - may serve on Board of Advisers or Overseers)

President Spencer read a letter from Mr. Brown regarding modest salary increases which have been incorporated in the 1975-76 budget. Mr. Brown moved that the estimated budget be approved along with the salary increases recommended by the President.

4. Fleishman-Hillard, Inc.
5. Missouri Department of Higher Education Reporting Form for FY 1974-75.

President Spencer reported that letters of resignation have been received from Father Edward Drummond, who is moving from the city and is resigning from the Board of Trustees of Lindenwood College II and does not believe that he will have time to serve on the Board of Advisers of one of the colleges; Mr. Richard A. Young, whose term on the Board of Directors of Lindenwood College for Women has expired, asked to be removed from consideration for membership on any of the Advisory Boards of the colleges, since his business keeps him from attendance at regular Board meetings; Mrs. Warren Shapleigh submitted her resignation from the Board of Directors of The Lindenwood Colleges and has indicated that she may have time to serve on one of the Advisory Boards. Dr. Crider moved that the resignations be accepted and that appropriate letters of appreciation be sent to Father Drummond, Mr. Young and Mrs. Shapleigh for their service to the colleges and that President Spencer be authorized to invite Mrs. Shapleigh to serve on one of the Advisory Boards. The motion was seconded by Mr. Brown and passed.

MINUTES OF THE MEETING OF THE BOARD OF CONTROL OF THE LINDENWOOD COLLEGES, AUGUST 7, 1975, MISSOURI ATHLETIC CLUB

Present were Dr. Crider and Mr. Hyland, representing the Board of Directors of Lindenwood College for Women; Mr. Brown, representing the Board of Trustees of Lindenwood College II; and Mr. Miller, Chairman of the Finance Committee of The Lindenwood Colleges. President William C. Spencer and Vice President B. Richard Berg were also present.

The meeting was called to order by Mr. Hyland and the minutes of the meetings of April 9, 1975 and May 1, 1975 of the Board of Control were approved as mailed.

The estimated operating budget for The Lindenwood Colleges for 1975-76 was reviewed by the Board and Mr. Miller requested some more detailed information about specific areas, which Mr. Berg agreed to send him.

President Spencer read a proposed letter to members of the faculty and staff regarding modest salary increases which have been incorporated into the budget. Mr. Brown moved that the estimated budget be approved along with the salary increases recommended by the President. The motion was seconded by Mr. Miller and passed.

President Spencer reported that letters of resignation have been received from Father Edward Drummond, who is moving from the city and is resigning from the Board of Trustees of Lindenwood College II, and does not believe that he will have time to serve on the Board of Advisors of one of the colleges; Mr. Richard A. Young, whose term on the Board of Directors of Lindenwood College for Women has expired, asked to be removed from consideration for membership on one of the Advisory Boards of the colleges, since his business keeps him from attendance at regular Board meetings; Mrs. Warren Shapleigh submitted her resignation from the Board of Directors of The Lindenwood Colleges and has indicated that she may have time to serve on one of the Advisory Boards. Dr. Crider moved that the resignations be accepted and that appropriate letters of appreciation be sent to Father Drummond, Mr. Young and Mrs. Shapleigh for their service to the colleges and that President Spencer be authorized to invite Mrs. Shapleigh to serve on one of the Advisory Boards. The motion was seconded by Mr. Brown and passed.

President Spencer was authorized to review the contract with Fleishmann Hillard, Inc. adopted at the February 12, 1975 meeting and take whatever action seemed appropriate.

Mr. Hyland introduced the possibility of developing a major new facility on the campus which would combine a sports complex, a student center and an entertainment center for the campus and the metropolitan area. The concept of a combined commercial-educational venture would utilize revenues derived from the commercial operations of the center to provide needed recreational and cultural facilities for the campus. The possibility of a long term contract to provide training facilities for a major professional sports team was discussed as the basis for the first phase of the project. President Spencer reported on interviews with architects who specialize in air support structures and was authorized to explore the cost of a preliminary feasibility study with the Shaver Partnership (a Kansas architectural firm with extensive experience in air support structures, which has agreed to affiliate with a local architectural engineering firm). The study would develop basic design concepts and test the economic feasibility of the project. The Board agreed to hold a conference call meeting to review the Shaver proposal.

The Board also agreed to authorize the Chairman and the President to pursue negotiations with the owners of the sports team to develop at Lindenwood facilities that might be financed by net revenues from contracts. Mr. Brown emphasized that these facilities in "Phase One" of the project should relate to the larger development of the sports-entertainment-student center complex, and to any development of luxury condominiums and a corporate research conference center. Careful consideration must be given to access roads, parking and related services.

The meeting was then adjourned.

Respectfully submitted,


B. Richard Berg
Acting Secretary

Mr. Berg discussed staffing requirements for the conduct of the proposed bi-annual
MINUTES OF THE MEETING OF THE BOARD OF CONTROL OF THE LINDENWOOD COLLEGES,
NOVEMBER 11, 1975, NOONDAY CLUB
Individuals, and discussed specific proposals for Board consideration.

Present at the meeting were Mrs. Hall and Mr. Hyland, representing the Board of Directors of Lindenwood College for Women; Mr. Brown, Mr. Metcalfe and Mr. Pundmann, representing the Board of Directors of Lindenwood College II; Mr. Miller, Chairman of the joint Finance Committee of the Boards; and President Spencer and Vice President Berg, representing the administration of the colleges.

The meeting was called to order by Mr. Hyland and the minutes of the Board of Control meeting of August 7, 1975 were approved on a motion made by Mr. Pundmann which was duly seconded and passed.

The report of the auditors, Boyd, Franz and Stephans, was distributed to the Board members along with copies of the current operating budget. Following discussion of the audit report and the operating budget, Mr. Miller moved that the budget be formally adopted. The motion was seconded by Mr. Brown and passed.

Mr. Metcalfe reported on the progress of Board reorganization. He expects to have the request to amend the charter of Lindenwood Female College filed with the St. Charles County Circuit Court before the end of the year. Mr. Jeff Fisher, from his office, is on campus today completing research on the original gift instruments creating the various endowment funds of the colleges.

Mr. Hyland reported on the negotiations with the St. Louis Football Cardinals and stated that he expected that we would have a contract following the Cardinals' game with Washington next Sunday.

Mr. Miller agreed to seek the financing required to construct a football playing field as soon as the signed contract from the Cardinals was in hand.

The proposed Lindenwood Center was then discussed along with analysis of the feasibility study prepared by the Shaver Partnership. The consensus of the Board was that, while the project seemed desirable, it would not be possible to finance the center at the level required. The need for the facilities proposed in the center was recognized, and Mr. Hyland agreed to pursue the possibility of a partnership or other arrangement which might make the financing of the project possible. The Board agreed to continue consideration of the project in the hopes that portions of it might be feasible or that the project might be phased over a period of time.

The need for the Colleges to develop additional and new sources of revenue to balance its operating budget was emphasized by President Spencer.

Mr. Berg discussed staffing requirements for the conduct of the proposed Sesquicentennial Capital Fund Campaign. The Board suggested that President Spencer and/or Mr. Berg interview representatives of three or four fund-raising firms or fund-raising individuals, and recommend specific proposals for Board consideration.

SEPTEMBER 17, 1975

Respectfully submitted,



B. Richard Berg
Acting Secretary

President - Mr. Hyland

- III. Minutes of the meeting of May 16, 1975
- IV. Report of the President - President Spencer
- V. Report on current status of reorganization of Boards - Mr. Metcalfe
- VI. Report of Finance Committee - Dr. Berg
- VII. Report of the Board of Control - Mr. Hyland
- VIII. Other business
- IX. Benediction

ENROLLMENT REPORT
 THE LINDENWOOD COLLEGES
 September 17, 1975

AGENDA
 JOINT MEETING
 OF THE
 BOARDS OF THE LINDENWOOD COLLEGES
 SEPTEMBER 17, 1975

| | <u>Fall Term 1974</u> | <u>Fall Term 1975</u> |
|--|-----------------------|-----------------------|
| I. Invocation | | |
| II. Call to order - Mr. Hyland | | |
| III. Minutes of the meeting of May 16, 1975 | 253 | 223 |
| IV. Report of the President - President Spencer | 309 | 249 |
| V. Report on current status of reorganization of Boards - Mr. Metcalfe | 104 | 113 |
| VI. Report of Finance Committee - Dr. Berg | 503 | 579 |
| VII. Report of the Board of Control - Mr. Hyland | 28 | 28 |
| VIII. Other business | | |
| IX. Benediction | | |
| <hr/> | | |
| TOTAL Full Time Students | 564 | 560* |
| TOTAL Part Time Students | 607 | 788 |
| TOTAL Headcount | 1,171 | 1,348 |
| ON CAMPUS Full Time Equivalent Students | 902 | 916 |
| OFF CAMPUS Full Time Equivalent Students | 0 | 115 |
| TOTAL FULL TIME EQUIVALENT | 907 | 1,030 |

* 75 students admitted/ 18 paid as of 9-17-75
 (deadline is October 1, 1975)

** Exclusive of students enrolled in Lindenwood College 4

ENROLLMENT REPORT
 THE LINDENWOOD COLLEGES
 September 17, 1975

| | <u>Fall Term 1974</u> | <u>Fall Term 1975</u> |
|--|-----------------------|-----------------------|
| Resident Students | 255 | 223 |
| Full Time Non Residents | 309 | 249 |
| Special Students (part-time day) | 104 | 113 |
| Evening College Students | 503 | 579 |
| MBA Program students | 28 | 28 |
| St. Lukes School of Nursing | 0 | 79 |
| Lindenwood College 4 (Individualized) | 0 | 75* |
| <hr/> | | |
| TOTAL Full Time Students | 564 | 560** |
| TOTAL Part Time Students | 607 | 788 |
| TOTAL Headcount | 1,171 | 1,348 |
| ON CAMPUS Full Time Equivalent Students | 907 | 916 |
| OFF CAMPUS Full Time Equivalent Students | 0 | 115 |
| TOTAL FULL TIME EQUIVALENT | 907 | 1,030 |

* 75 Students admitted/ 18 paid as of 9-17-75
 (deadline is October 1, 1975)

** Exclusive of Students enrolled in Lindenwood College 4

PRELIMINARY

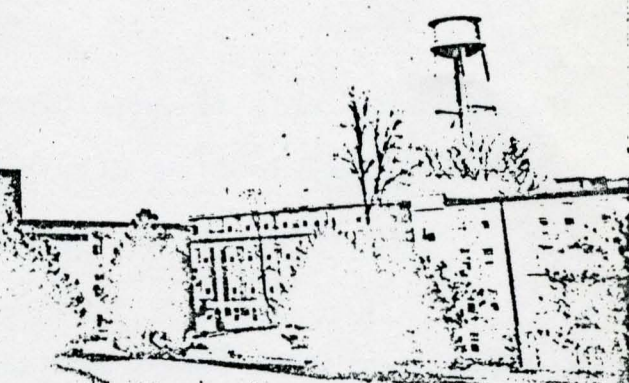
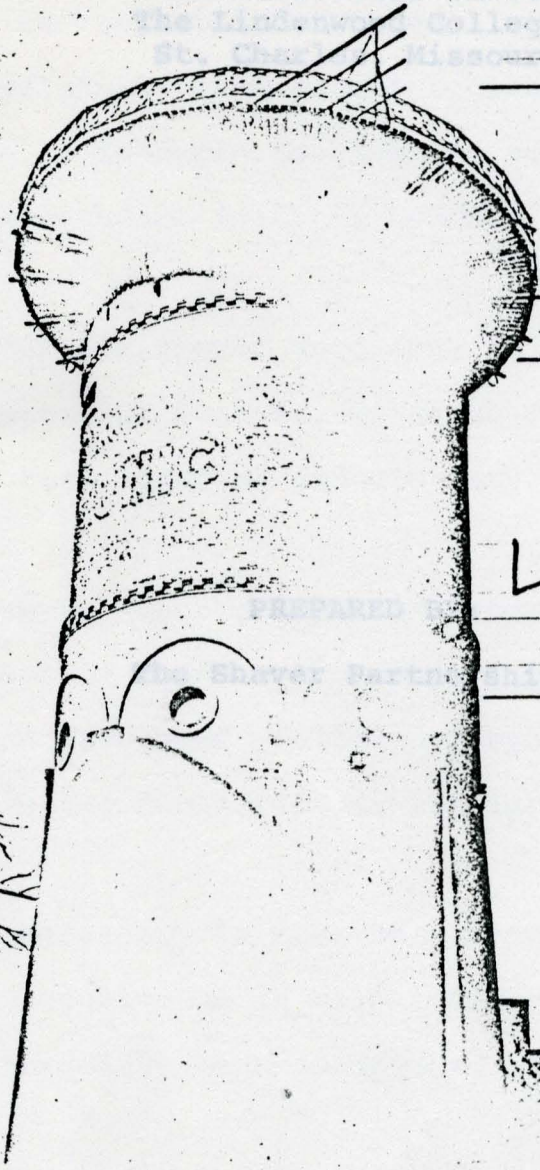
FEASIBILITY STUDY

for

AN
ACTIVITIES
CENTER

@

THE
LINDENWOOD
COLLEGES



prepared by
THE SHAVER PARTNERSHIP

A FINANCIAL FEASIBILITY STUDY PROPOSAL

for

**AN ACTIVITIES CENTER
The Lindenwood Colleges
St. Charles, Missouri**

PREPARED BY:

The Shaver Partnership

CONSULTANTS:

**DON JEWEL
Event & Facility Consultants**

**RAY VAN DE WALLE
DR. DAVID GREENBERG
Recreation/Financial Consultants**

RATIONALE

It has been our objective to conduct within a highly limited time frame, a preliminary examination regarding the desirability to proceed with an in-depth feasibility study of the proposed Lindenwood Colleges Student Activity Center.

In view of the designated deadline, it has not been possible to interview potential lessees, research past performance records of existing facilities or execute many of the normal procedures.

We have, however, made preliminary inquiries on the local level, completed certain tests nationally, compiled potential activity estimates and developed preliminary operational costs on the basis of existing facilities of similar size.

It has been necessary to make many assumptions at this point and substantial adjustments in calculations will be required when program factors have been determined.

The information submitted in this report is based on a proposed activities facility operating primarily as a commercial entity. It has been presumed that it will be operated as a profit center and that management may enter into promotional agreements when desirable.

It is further assumed that the facility will offer approximately 20,000 seats for concerts, basketball, circuses, etc.; 10,500 seats for football and 8,500 seats for soccer. If a plan to locate the soccer (football facility) out-of-doors is considered, then a separate financial study is appended. (See Exhibit A).

It is understood that no events requiring a permanent ice surface can be conducted in the facility.

On the basis of information currently available, we have encountered no negative factors which would discourage further development of project plans.

Specifically...

- A - There would appear to be a need for additional public assembly and indoor recreational facilities in the Greater St. Louis area.
- B - Responsible individuals currently involved in promotional activities have offered encouragement.
- C - Most entertainment events in the area appear to be well-supported.
- D - National economic indicators pertaining to the entertainment and recreational field are favorable.

E - Tentative revenue and expense projections are of a positive nature.

Of concern is tentative events schedule which currently lacks a primary lessee such as a professional basketball team or similar tenant. This is, however, offset to some degree by the high volume of contemporary music or rock concerts presently seeking facilities in the area.

SUMMARY

Initial studies have been conducted to provide a preliminary, but in-depth, appraisal of the feasibility of this project. All factors appear favorable and we are extremely confident that they can produce documentation confirming the financial feasibility and viability of this project. Further, factors appear favorable that a funding package can be produced to insure a successful completion of the project.

LINDENWOOD COLLEGES ACTIVITIES CENTER

PROJECTED FACILITY USES

STUDENT/COMMUNITY ACTIVITIES

Campus Store/Post Office

Office/Conference Areas

Health Center

Class Meetings

Seminars

Dances

Recreational

Tennis

Handball

Racquetball

Squash

Volleyball

Badminton

Swimming

Diving

Gymnastics

Basketball

Jogging

Music/Drama Events

Conventions

Exhibits

Banquet/Speeches

Commencement Activities

Community Meetings, i.e.

Kiwanis

Rotary

Chamber of Commerce

COLLEGE PHYSICAL EDUCATION/ATHLETICS

Basketball

Track & Field

Health Center

Intra-Mural Sports

Swimming/Diving

Wrestling

Gymnastics

Indoor Practice for:

Golf

Baseball

Softball

Soccer

Hockey

SPECTATOR ACTIVITIES

| Activity | Capital Cost (\$) | Gross Income (\$) | Oper. Cost (\$) | Debt Ret. (\$) | Net Profit (\$) |
|------------------------------------|-------------------|-------------------|-----------------|----------------|-----------------|
| Basketball | | | | | |
| Professional | | | | | |
| College | | | | | |
| High School | | | | | |
| Holiday Tournament | | | | | |
| Football | | | | | |
| Professional Exhibitions | | | | | |
| Small College | | | | | |
| High School | | | | | |
| Soccer | | | | | |
| Professional | | | | | |
| College | | | | | |
| Concerts | | | | | |
| Rock | | | | | |
| Contemporary | | | | | |
| Middle of Road (MOR) | | | | | |
| Country-Western (CW) | | | | | |
| Blue Grass | | | | | |
| Gospel | | | | | |
| Classical | | | | | |
| Family Shows | | | | | |
| Closed-Circuit Television | | | | | |
| Horse Shows | | | | | |
| Rodeo | | | | | |
| Motorcycle Races | | | | | |
| Motorcross | | | | | |
| Track & Field | | | | | |
| Tennis | | | | | |
| Professional | | | | | |
| Tournaments | | | | | |
| Volleyball | | | | | |
| Professional | | | | | |
| Tournaments | | | | | |
| Square Dances | | | | | |
| Religious Meetings | | | | | |
| Revivals | | | | | |
| Circuses | | | | | |
| Carnivals | | | | | |
| Pageants | | | | | |
| Food Functions | | | | | |
| Boxing | | | | | |
| Wrestling | | | | | |
| Professional | | | | | |
| High School | | | | | |
| And..... | | | | | |
| PROJECTED ANNUAL NET PROFIT | | | | | 233,825 |

LINDENWOOD COLLEGES....PRELIMINARY FINANCIAL FEASIBILITY ANALYSIS....ST. CHARLES, MISSOURI

| Activities Center (20,000 Seats) | Capital Cost \$ | Gross Income \$ | Oper. Cost \$ | Debt Ret.* (Princ. & Int.) \$ | Net Profit (Oper. Bal.) \$ |
|---|--------------------|--------------------|------------------|-------------------------------------|----------------------------------|
| TENNIS (8 courts) | 1,200,000 | 400,000 | 120,000 | 120,000 | 160,000 |
| HANDBALL (6 courts) | 300,000 | 180,000 | 60,000 | 30,000 | 90,000 |
| SWIM CLUB (25 Meters x 8 Lanes) | 550,000 | 150,000 | 95,000 | 55,000 | - |
| CONTROL/SERVICES Book Store, Post Office, Conference Areas, Faculty/ Student Offices, Lockers/Showers, Snack Bar, Pro Shop, Etc. | 300,000 | 30,000 | 24,000 | 30,000 | -24,000 |
| ST. LOUIS CARDINALS TRAINING CENTER | 300,000 | 125,000 | 100,000 | 30,000 | -5,000 |
| ARENA (Seating For) Soccer/8,500 Football/10,500 Basketball/Concerts/ Circuses/Etc./20,000 Costs Building - \$5,100,000 Sitework - \$1,200,000 4,000+ Car Parking | 6,300,000 | 1,432,125 | 839,300 | 630,000 | -37,175 |
| TOTALS | 8,950,000 | 2,317,125 | 1,238,300 | 895,000 | 183,825 |
| | | | | Plus Student Fee | 50,000 |
| | | | | PROJECTED ANNUAL NET PROFIT | 233,825 |

* Based on 9% - 25 Year Payoff

RECREATIONAL ANALYSIS

(Based upon 8-court Tennis, 6-court Handball and 25-Meter Swimming Pool of 8 lanes and 1-Meter Diving)

This facility should generate 1800 members, broken down as follows:

| | |
|-----------------|--------------|
| Men | 700 |
| Women | 800 |
| Juniors | 90 |
| Family (70 x 3) | 210 |
| | <u>1,800</u> |

Facility should charge annual membership fee plus hourly court charges. Suggested fees:

Annual Membership Fees

| | |
|----------|----------|
| Adults | \$ 85.00 |
| Students | 65.00 |
| Juniors | 15.00 |
| Family | 130.00 |

Court Time

Prime Time

| | |
|----------|----------|
| Adults | \$ 12.00 |
| Students | 10.00 |

Non-Prime Time

| | |
|----------|---------|
| Adults | \$ 9.00 |
| Students | 7.00 |

This fee schedule should generate a fee income of \$730,000.00 less an operational cost of \$275,000.00; resulting in a net profit of \$455,000.00/year available for payment of interest, principal, etc.

Income and costs are based on 85% utilization of tennis and handball facilities on a 14-hour day and a 36-week season.

ARENA ANALYSIS

(Based upon arena floor being sized for soccer, which would provide the capability of a total seating capacity of 20,000)

Rental Income

| | | |
|------------------------|----------------|----------------|
| Rock Concerts (1) | \$225,000 | |
| Other Lessees (2) | <u>270,000</u> | \$495,000 |
| <u>Concessions</u> (3) | | 307,125 |
| <u>Parking</u> (4) | | <u>630,000</u> |
| | | \$1,432,125 |

Notes:

- 1 - Assuming rental fee on 30 concerts with average of \$75,000 gross receipts (15,000 spectators x \$5.00/ticket) Maximum Rental Fee - \$7,500.00
- 2 - Based on 90 events at average \$3,000 rental fee.
- 3 - Based on a net 35% of gross receipts; average attendance of 10,000 persons at 120 events; 75¢ per capita; plus an additional \$24,000 from vending machines and other sources.
- 4 - Based on a net of 75% of gross receipts; average of 3,500 autos for 120 events; \$2.00 fee.
- 5 - Estimated net rental revenue.

ARENA OPERATIONAL COSTS
(Based on 20,000 Seats)

| | |
|------------------------------|---------------|
| Personal Services & Benefits | \$567,000 |
| Administrative Expense | 56,300 |
| Maintenance Supplies | 30,000 |
| Utilities | 162,000 |
| Contract Services | <u>24,000</u> |
| | \$839,300 |

Notes:

- 1 - Labor and other reimbursable charges billable to lessees are not calculated in expense projections.
- 2 - No figures have been included for furnishings replacement, refurbishment or new equipment reserves.
- 3 - No calculations have been included for professional services such as architectural, legal, accounting, public relations, training or consultants.
- 4 - No figures are included for debt service or repayment.

EXHIBIT A

Information contained hereafter is based upon:

1. Reducing total seating capacity to 10,000.
2. Reducing size of arena floor to 100' x 200' which will be adequate for all events previously mentioned except soccer or football.

LINDENWOOD COLLEGES....PRELIMINARY FINANCIAL FEASIBILITY ANALYSIS....ST. CHARLES, MISSOURI

| Activities Center (10,000 Seats) | Capital Cost \$ | Gross Income \$ | Oper. Cost \$ | Debt Ret.* (Princ. & Int.) \$ | Net Profit (Oper. Bal.) \$ |
|---|--------------------|--------------------|------------------|-------------------------------------|----------------------------------|
| TENNIS (8 courts) | 1,200,000 | 400,000 | 120,000 | 120,000 | 160,000 |
| HANDBALL (6 courts) | 300,000 | 180,000 | 60,000 | 30,000 | 90,000 |
| SWIM CLUB (25 Meters x 8 Lanes) | 550,000 | 150,000 | 95,000 | 55,000 | - |
| CONTROL/SERVICES Book Store, Post Office, Conference Areas, Faculty/ Student Offices, Lockers/Showers, Snack Bar, Pro Shop, Etc. | 300,000 | 30,000 | 24,000 | 30,000 | -24,000 |
| ST. LOUIS CARDINALS TRAINING CENTER (Includes Outdoor Fd.) | 500,000 | 125,000 | 100,000 | 50,000 | -25,000 |
| ARENA (Seating for 10,000) <u>Costs</u> Building - \$3,700,000 Sitework - \$ 950,000 3,000+ Car Parking | 4,650,000 | 1,036,500 | 563,900 | 465,000 | 7,600 |
| TOTALS | 7,500,000 | 1,921,500 | 962,900 | 750,000 | 208,600 |
| Plus Student Fee | | | | | 50,000 |
| PROJECTED ANNUAL NET PROFIT | | | | | 258,600 |

* Based on 9% - 25 Year Payoff

-12-

ARENA ANALYSIS

(Based upon arena floor being sized for concerts, basketball, rodeos, etc., which would provide the capability of a total seating capacity of 10,000)

Rental Income

| | | |
|------------------------|----------------|----------------|
| Rock Concerts (1) | \$225,000 | |
| Other Lessees (2) | <u>180,000</u> | \$405,000 |
| <u>Concessions</u> (3) | | 181,500 |
| <u>Parking</u> (4) | | <u>450,000</u> |
| | | \$1,036,500 |

Notes:

- 1 - Assuming rental fee on 30 concerts with average of \$50,000 gross receipts, Maximum Rental Fee - \$7,500.00
- 2 - Based on 90 events at average \$2,000 rental fee.
- 3 - Based on a net 35% of gross receipts; average attendance of 5,000 persons at 120 events; 75¢ per capita; plus an additional \$24,000 from vending machines and other sources.
- 4 - Based on a net of 75% of gross receipts; average of 2,500 autos for 120 events; \$2.00 fee.
- 5 - Estimated net rental revenue.

ARENA OPERATIONAL COSTS
(Based on 10,000 Seats)

ENROLLMENT REPORT

THE LINDENWOOD COLLEGE

September 17, 1975

| | |
|------------------------------|---------------|
| Personal Services & Benefits | \$378,000 |
| Administrative Expense | 46,300 |
| Maintenance Supplies | 19,600 |
| Utilities | 108,000 |
| Contract Services | <u>12,000</u> |
| | \$563,900 |

Notes:

- 1 - Labor and other reimbursable charges billable to lessees are not calculated in expense projections.
- 2 - No figures have been included for furnishings replacement, refurbishment or new equipment reserves.
- 3 - No calculations have been included for professional services such as architectural, legal, accounting, public relations, training or consultants.
- 4 - No figures are included for debt service or repayment.

** Exclusive of Students Enrolled in Lindenwood College 4

ENROLLMENT REPORT
 THE LINDENWOOD COLLEGES
 September 17, 1975

| | <u>Fall Term 1974</u> | <u>Fall Term 1975</u> |
|--|-----------------------|-----------------------|
| Resident Students | 255 | 223 |
| Full Time Non Residents | 309 | 249 |
| Special Students (part-time day) | 104 | 113 |
| Evening College Students | 503 | 579 |
| MBA Program students | 28 | 28 |
| St. Lukes School of Nursing | 0 | 79 |
| Lindenwood College 4 (Individualized) | 0 | 75* |
| <hr/> | | |
| TOTAL Full Time Students | 564 | 560** |
| TOTAL Part Time Students | 607 | 788 |
| TOTAL Headcount | 1,171 | 1,348 |
| ON CAMPUS Full Time Equivalent Students | 1,907 | 916 |
| OFF CAMPUS Full Time Equivalent Students | 0 | 115 |
| TOTAL FULL TIME EQUIVALENT | 907 | 1,030 |

* 75 Students admitted/ 18 paid as of 9-17-75
 (deadline is October 1, 1975)

** Exclusive of Students enrolled in Lindenwood College 4

CONFIDENTIAL

CONFIDENTIAL

MINUTES OF THE
JOINT MEETING
OF THE
BOARDS
OF
THE LINDENWOOD COLLEGES*

The Board of Directors of The Lindenwood Colleges, honorary life members of the Board of Directors, and the Boards of Advisers and Overseers of the various colleges met in joint session at The Lindenwood Colleges, in Young Lounge, September 17, 1975, at 3:00 p.m., pursuant to call and notice given each member of the Boards in accordance with the bylaws.

The following members of the Boards, being a quorum, were present:

Board of Directors

Russell J. Crider, M.D.
Robert Hyland
Paul Knoblauch
Walter L. Metcalfe, Jr.
Roland T. Pundmann
Mrs. Joseph Pulitzer, Jr.
Victoria Smith
Armand C. Stalnaker
Mrs. John Warner, III
E. J. Wipfler, Jr., M.D.

Honorary Life Members

Arthur S. Goodall
Mrs. James A. Reed
Mrs. Arthur Stockstrom
Mrs. Horton Watkins

Boards of Advisers and Overseers

Mrs. K. K. Barton
Edward W. Cissel

* - The Lindenwood Colleges. Founded in 1827 and chartered in 1853 as Linden Wood Female College.

The following members of the Administration were present:

William C. Spencer, President
B. Richard Berg, Vice President
John N. Bartholomew, Dean, Lindenwood Evening College
Doris Crozier, Dean, Lindenwood College for Women
Patrick F. Delaney, Jr., Dean, Lindenwood College for Men
Craig R. Eisendrath, Dean, Lindenwood College for Individualized
Education
Edwin A. Gorsky, Director of Admissions
Mary Yonker, Assistant to the President and Assistant to the
Secretary of the Board of Directors

Mrs. William C. Spencer, Don Jewell, of Event & Facility Consultants, and William Zalken, Chairman of the Board of Total Communications, Inc., also attended the meeting.

Mr. Hyland, Chairman of the Board of Control, called the meeting to order and asked that each person pause for one minute in silent prayer before starting the deliberations.

On motion made, seconded, and passed the minutes of the May 16, 1975 meeting were approved as distributed.

President Spencer reported that the enrollment picture for this fall is good although there have been some shifts from resident to non-resident students and from full-time to part-time, reflecting the economy and the changing nature of students. The total full-time equivalent students has increased to 1,030 for 1975 from 907 for 1974 with the total headcount increasing to 1,348 from 1,171 in 1974. Dean Crozier said that in the women's college the number of resident students has decreased slightly with an increase in non-resident. Dean Delaney said that although the total enrollment in the men's college is down slightly, the number of resident students is about the same as last year. The decrease in non-resident students reflects a shift from full-time to part-time students and the fact that the senior class is small because of a small number of entering students four years ago. Dean Delaney also reported that a two-year contract has been signed with St. Luke's Hospital whereby Lindenwood faculty will provide instruction to

St. Luke's Nursing School students on St. Luke's premises for college level courses. Seventy-nine students are presently registered and will take from one to eight courses during the year. President Spencer then introduced John N. Bartholomew as the new Dean of the Evening College. Dean Bartholomew reported the enrollment in the Evening College will probably show an increase of 100 students. There is much interest in the MBA program with twenty-eight students presently enrolled. Dean Eisendrath reported that enrollment in Lindenwood College for Individualized Education will not be complete until October 1. It is predicted there will be 100 students enrolled in the three centers - St. Charles-St. Louis, Los Angeles, and Washington.

The date for the North Central review, President Spencer announced, has not yet been set but it is expected the team will be at the college sometime between October 15 and November 15 to look at the entire Lindenwood program and, in particular, at the MBA program.

Mr. Goodall has arranged a small meeting next week, President Spencer continued, to discuss ideas in regard to the development of the north campus combining a prestigious conference center and a luxury condominium development for people over 65; both features would produce revenue for the college.

Mr. Hyland, on behalf of the Board, expressed great appreciation to Mrs. Spencer for the fine work she had done in editing the catalog.

Mr. Metcalfe reported that court action in regard to reorganization of the boards has not been finalized since all heirs of early donors must be notified and defendants, if any, must be identified to make certain that all land, buildings, endowments, etc. can flow legally from the former Lindenwood Female College to the new Lindenwood Female College as its powers are enlarged and the Lindenwood College II Corporation and The Lindenwood Colleges Corporation are dissolved.

Dr. Berg, reporting for the Finance Committee, said that the auditors are still working on the audit report. Copies will be sent to Board members when it is complete. The budget for the 1974-75 year projected a deficit of \$623,829; however, the audit will show a somewhat smaller deficit of \$599,602. The final budget for 1975-76 is still in process since income (enrollment) figures are not complete. At the moment the deficit projection is \$461,058 but it is hoped that this will be reduced when final figures are available. This deficit projection is based on very modest income estimates and generous expenditure estimates.

The Board of Control met in August, Mr. Hyland reported. The resignations of Father Drummond and Mr. Young from the Boards of Advisers and Overseers and the resignation of Mrs. Shapleigh from the Board of Directors were reluctantly accepted. Mrs. Shapleigh, however, has agreed to serve on one of the Boards of Advisers and Overseers. Copies of the three letters of resignation are attached. Letters of appreciation for their service were sent by President Spencer to Father Drummond, Mrs. Shapleigh and Mr. Young.

At the May Board meeting, Mr. Hyland continued, the possibility of accommodating the Football Cardinals at Lindenwood during their summer training program was discussed and approved in principle. We expect to have in hand from the Cardinals, as soon as the NFL labor difficulties are settled, a 10-year contract for the use of Lindenwood's facilities.

As an outgrowth of the Cardinals project, Mr. Hyland continued, another idea began to develop. That idea was to develop a major new facility which would combine a student center, a sports center, and an entertainment center on the Lindenwood campus. We are presenting this idea today for thought and discussion by Board members. During August members of the Board of Control interviewed architects from Kansas and Texas who had had extensive experience with this type of facility, and Dr. Spencer traveled to California, Illinois, Maryland, and

New York to examine various related campus and non-campus facilities, and to talk with officials connected with them. The Shaver Partnership, in Salina, Kansas, was finally chosen to conduct a feasibility study and to prepare preliminary sketches and models.

President Spencer commented that institutions with operating deficits can only reduce these deficits by increasing fees from students, obtaining massive gift support from individuals, corporations, etc., or by increasing revenue from other sources. There is a limit to how much tuition and fees can be increased, and massive gift support is unlikely. Dr. Spencer presented the thesis that the real endowment of Lindenwood probably lies in the land it possesses. Divesting ourselves of any land would therefore intensify our problem and increase our risk of failure. Planting corn or wheat which only produces an income of a few thousand dollars a year is probably not a productive use of that land. Part of this land might better be used for a prestigious conference center combined with luxury accommodations (apartments or condominiums) for people over 65. This simply illustrates our need to produce more revenue from the land we possess.

President Spencer noted that reducing a deficit is similar to losing weight. The first 5 pounds is easy; the next 5 pounds is harder. Reducing a deficit by several thousand dollars is not too difficult, but eliminating an entire large deficit is very difficult without crippling the program. The preliminary feasibility study approved by the Board of Control was designed to determine if a student activity center combined with a revenue-producing sports complex and an entertainment center would make a substantial contribution toward balancing our budget while simultaneously enriching our programs and services to students.

Copies of the preliminary feasibility study prepared by The John Shaver Partnership were distributed. A copy of the study is attached to and made a

part of these minutes. Mr. Hyland pointed out that, with the preliminary information in hand, a decision must be made concerning next steps. Mr. Don Jewell, Event & Facility Consultant from Portland, Oregon, one of three consultants used by Mr. Shaver, was introduced as was Mr. William Zalken, who for many years has handled bookings for the St. Louis Municipal Opera and who is now Chairman of the Board of Total Communications, Inc. in St. Louis.

A model of a building with a seating capacity of 20,000 enclosing a soccer-football field, and a model with a seating capacity of 10,000 were exhibited. The smaller center would be accompanied by an outdoor soccer-football field. Estimated total cost of the large center would be \$9,000,000; the smaller center and outdoor field would cost \$7,500,000. A map showing the proposed location of the center and the location of the outdoor playing fields was shown. It was pointed out that this facility should in no way be confused with the Community Center idea which was discussed by the Board several years ago. This would be entirely a Lindenwood project, and all revenues would come to Lindenwood.

Mr. Jewell remarked that he had to date made only a very cursory examination of the feasibility of such a center. He had not had the time nor the authority to expose to potential lessees the details of the project or where it might be located. In talking with people at the St. Louis Arena and Kiel Auditorium there were no "caution flags;" the outlook for such a building was favorable.

Mr. Zalken noted that his experience shows that recreation areas bring students to colleges as well as contribute to the community. St. Charles is an area which is growing and will continue to grow for some time. Booking good attractions should be no problem.

Dr. Spencer emphasized that unless deficit operations cease, the college will gradually decline. Against that risk are the risks related to producing additional income. If we go forward with this project, of course there is a risk that it will not succeed. We must be assured that the risk of going into the project is

less than the risk of not producing additional revenue by this means. The preliminary feasibility study suggests that the smaller arena with outside fields can produce revenues that would wipe out our deficit, but we must be sure that the risk accepted for this gain is as low as possible. When the final feasibility is completed, one of the principal items to be considered must be the question of financing; the college obviously cannot provide funding for this facility.

Mr. Hyland then asked for reactions from each member of the Board. These reactions were generally positive; many questions were asked which hopefully will be answered in the final feasibility report.

Mr. Goodall moved that no decision be made for thirty days. There being no second, Mr. Goodall withdrew his motion.

Mr. Hyland asked for a positive decision concerning the Cardinals pointing out that the completion of a contract with the Cardinals in no way obligates the Board to move ahead with the proposed Lindenwood Center.

It was moved, seconded, and passed to give the Board of Control authority to approve a contract with the Football Cardinals.

On motion made by Dr. Crider, seconded by Mr. Knoblauch, the following resolution was adopted without dissent:

RESOLVED, that the officers are authorized and directed to engage The Shaver Partnership, with the assistance of other consultants, at a total cost not to exceed Thirty Thousand Dollars (\$30,000), to complete a feasibility study of the projected Lindenwood Center suitable for presentation to financing sources.

Mr. Hyland asked members of the Board to keep information about the projected Lindenwood Center confidential.

The meeting adjourned at 5:15 after a silent reflection on the day's decisions.

Mary Yonker
Assistant to the Secretary

314-434-8675

MRS. WARREN SHAPLEIGH
1310 MASON ROAD
SAINT LOUIS, MISSOURI 63131

June 18, 1975

Dr. William C. Spencer
President
The Lindenwood Colleges
Saint Charles, Missouri 63301

Dear Bill,

It is very flattering to be invited to serve on the new Board of Directors of The Lindenwood Colleges. I just wish that time and previous commitments were of no matter so that I could accept.

Association with friends at Lindenwood is a source of pleasure and personal enrichment for me and I hope that may continue; but for the present, in view of my frequent absences from St. Louis and long standing commitments to elementary and secondary education (now early childhood education as well), it would not be realistic for me to plan to attend as many meetings of Lindenwood committees as indicated by the example of the past two years.

If called upon, and whenever and if qualified to serve, I shall try to be supportive of Lindenwood, but membership on the Board of Trustees is more of a responsibility than I am able to assume at present.

With very best wishes for a pleasant summer, I am

Sincerely yours,

Jan



SAINT LOUIS UNIVERSITY

OFFICE OF THE EXECUTIVE VICE-PRESIDENT

June 3, 1975

221 NORTH GRAND BOULEVARD
ST. LOUIS, MISSOURI 63103

Dr. William C. Spencer
President
The Lindenwood Colleges
St. Charles, Missouri 63301

Dear Bill,

Thank you for your letter of May 30 with its invitation to indicate which College I would prefer to serve as a member of the Boards of Advisers and Overseers.

Walter Metcalfe was kind enough to call me when the nominations were being prepared that were to be submitted on May 16 at the meeting of the trustees. I told him then of my continuing concern about the contribution I was able to make. First, as a Jesuit, I had no personal financial resources. Secondly, since I was retiring this June from Saint Louis University and my academic position there, I seriously doubted whether I would be in a position really to assist Lindenwood very much in academic terms.

After our Board meeting at Lindenwood I have been assigned as of August to our Jesuit Provincial's staff. With that assignment, my doubts have grown to a certainty. The duties of my new post will hinder me from making what small contribution I might otherwise have been able to make at the academic level.

This letter is becoming needlessly long, but I did wish to indicate why I must resign my formal relationship with the Lindenwood Colleges.

My leave-taking is with regrets and a prayer. My regrets are that I will miss the meetings, the friends, and the intellectual stimulus of watching the Colleges move forward under your leadership. And I will miss the gracious welcome your wife gave your guests and hers each time the Boards met at Lindenwood.

My prayer is that God will bless and guide for His purposes everyone connected with Lindenwood Colleges for all the years ahead.

Cordially yours,

E. J. Drummond, S.J.
Executive Vice President

EJD/paf

BEMIS COMPANY, INC.

800 NORTHSTAR CENTER

MINNEAPOLIS, MINNESOTA 55402

R. A. YOUNG
PRESIDENT

June 6, 1975

Mr. William C. Spencer
President
The Lindenwood Colleges
St. Charles, Missouri 63301

Dear Bill:

I enjoyed very much our visit at the last Board Meetings and thought the commencement exercises were particularly impressive this year.

Since our meeting I have been thinking a great deal as to what contribution I can continue to make to Lindenwood College from this rather remote location. In the naming of a new Board of Directors I think that all of your choices are good and proper.

So far as the Board of Advisers and Overseers is concerned, I understand their function is to deal with such matters as personnel, curriculum and other related matters of the various colleges and I feel that I am particularly unqualified to make any meaningful contribution in these areas. I, therefore have concluded that the appropriate thing for me to do is to tender to you my resignation from the Board of Advisers and Overseers so that you can get some other qualified person in this area from the very beginning of the new setup.

I do this very regretfully as I have been rather closely associated with Lindenwood throughout my Father's tenure on the various Governor Boards, as well as my own tenure for the past ten years. However, under the circumstances, it is the best and appropriate thing for me to do. I would appreciate your passing this letter on to the proper people so that this resignation can be considered at your next meeting.

I wish you and everyone involved the best of success in your new undertaking at Lindenwood College and all the Youngs will forever have a very soft spot in our hearts for Lindenwood.

Sincerely,

Dick

R. A. Young

RAY:vv

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