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An Institutional Assessment (September 1974-September 1978)

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AN INSTITUTIONAL ASSESSMENT
(SEPTEMBER 1974 - SEPTEMBER 1978)

BACKGROUND

In August and again in October 1974, William Spencer, upon invitation of Robert Hyland, at that time Chairman of the Board of Control and now Chairman of the Board of Directors of The Lindenwood Colleges, visited the campus to be interviewed as a candidate for the presidency. In conversations with members of the Board of Control, he learned, among other things, that Lindenwood was suffering from the serious financial difficulties common to many small private liberal arts colleges.

However, Spencer concluded after hearing the ideas and sensing the attitudes of Board members, administrators, faculty, alumni, students and community leaders, that this college seemed to hold greater promise for future success than the other three institutions for which he was then a presidential candidate.

On his first visit, Board members responded positively to Spencer's inquiries about the support they were prepared to give a new president in fund-raising and in undertaking institutional reorganization and innovation. They agreed with him on the importance of preserving the Colleges' valuable identity as a liberal arts institution.

Some preliminary steps had already been taken in the direction of self-renewal, to bolster the college financially and make it more responsive to current needs. In 1972, a program of evening courses had been initiated, and continuing education students were enrolled in daytime classes. An effort was being made to strengthen ties with the St. Charles community.

In addition, the Board of Control had commissioned the highly qualified management consultant team of Thomas Jordan and Daniel McFadden to draw up an institutional assessment, and to provide guidelines for Lindenwood's future course of action. A copy of this document (Appendix A), with a note from Hyland, was

mailed to Spencer in mid-September. Although it was dated August 31, Spencer immediately recognized the report as the source of many of the forward-looking ideas expressed to him by Board members and Richard Berg on his first visit, and he surmised that the authors had communicated these ideas in conferences or conversations, and that Board members had seen preliminary reports.

The consultants' recommendations coincided remarkably with Spencer's own convictions concerning appropriate action to strengthen Lindenwood. Subsequent conversations, chiefly with the Chairman of the Board, reaffirmed the Colleges' endorsement of the report's recommendations. On September 23, although Spencer did not know it at the time, at a meeting of the Board of Control, Dr. Russell J. Crider had "moved that the institutional assessment of the Colleges prepared at the request of the Board of Control...be used as a tool by the Board of Control in plotting necessary courses of action." (Appendix B) The motion was seconded and passed.

The report (Appendix A) did not minimize the gravity of Lindenwood's fiscal problems: "For the Lindenwood Colleges, death is inevitable, unless those who share its life recognize its peril." It warned that the Colleges' own projections for enrollment, fund-raising and deficit figures indicated that it should close its doors in March 1976 "unless those responsible substantially solve its deficit problems..." (p.1). However, it went on to say, on p.2, "The Board of Control must accept an active role and meet its fiduciary responsibility," and on p.1, that "to banish the grim reaper from its campus...The Board of Control must...raise \$3,000,000 for survival or \$5,000,000 for a degree of strength.

Neither did it minimize (see p.2, all paragraphs) the difficulties a new president would face in leading faculty and staff to accept major institutional changes. "The person the...Colleges need would not accept the job under the present conditions," and therefore, before seeking a new president, the Board of Control

must...make major decisions and take steps so that "this individual has an opportunity to fully steer the institution out of its present morass." The steps the Board must take were: (1) to meet with faculty and gain their cooperation and understanding of the need to change, as well as (2) state "its support for a major reorganization of the campus administrative structure." The statement in paragraph 1 that "The Board is the one group that can rise above the individual interests of particular faculty and staff," refers to the fact that a president may be regarded by a faculty as seeking to weaken the faculty's power as he carries out administrative reform, but the Board is thought of as impartial. The last two sentences of item 2 on the same page suggest that only a solid front, with Board and president acting in unity and accord, is likely to discourage faculty from pushing for short-sighted, parochial and self-serving action.

In spite of the negative factors, Spencer's willingness to consider the presidency was importantly influenced by Board members' strong verbal assurances of support, their apparent endorsement of the J/McF report, the Colleges' present course of action, Board members' acceptance of the need for reorganization and innovation, and pledges of cooperation by members of the campus and St. Charles communities. Spencer was encouraged by the additional facts that (1) Lindenwood's location provided access to the urban resources necessary for enrollment increase, cultural enrichment, a pool of talent for obtaining adjunct faculty, internships, employment for graduates, and corporate and private financial support.

On October 2, at a meeting attended by the Board of Directors and Board of Overseers of Lindenwood College for Women and the Board of Trustees of Lindenwood College II, the Spencers were formally introduced. According to the minutes (Appendix C), Spencer noted that, if he were elected, "acceptance of the Board's invitation would require from them (the Board) a major commitment and an act of

faith in the future of Lindenwood. Because the continued strength and welfare of a college depends as much on the involvement of its Board members as on its administrators, he asked the members, during their final deliberation on his formal election, to make individually and collectively the same solemn commitment that he and Mrs. Spencer were being asked to make...Mr. and Mrs. Spencer left the meeting."

After the Spencers left, following some discussion, Crider moved that Spencer be asked formally to be president of Lindenwood. Roland Pundmann seconded the motion, which was passed unanimously.

"...Hyland said that in regard to the commitment of the Board to the new president, it would be necessary...for each Board member to support the president actively...It was decided that a formal resolution would be out of order at this time, since most of the Board members had expressed this to...Spencer personally."

Hyland informed those present of the institutional assessment commissioned by the Board of Control and prepared by Jordan and McFadden during the summer. He then read to the Boards some sections of that report. These sections are officially recorded in the minutes of the meeting. (Appendix C, pp.3-8).

In relation to some of the report's recommendations, Hyland then said that the Board of Control would "choose Board members to work with appropriate staff members on the following task forces:

1. Mission of the Colleges
2. Fund-raising
3. Community College district
4. College farm"

The J/McF institutional assessment was at that time "Confidential to the Board of Control." However, it seems in retrospect that it would have been useful, and not in any way dangerous, to have distributed copies of the complete document to all Board members before or during the October 2 meeting. It contained much

background information vital to any trustee's understanding of the Colleges' situation. Board members could have been trusted to respect the confidentiality of its contents. However, in response to an informal inquiry made during November 1978, a number of individuals who were Board members in 1974, who were present at the October 2 meeting, and who are still members of the Board, could not recall ever having seen the original institutional assessment. Some were under the impression that what they had heard at the meeting was the complete report rather than a series of excerpts. As far as it is possible to determine, no faculty members (other than Berg and Howard Barnett) ever saw the report, nor were they informed of its contents nor its existence.

Naturally, the report was too long to be read at the October 2 meeting of the Boards. However, a perusal of the unedited document with the omitted sections outlined in black (see Appendix A), suggests that some of the omitted sections are quite significant.

For example, the excerpts did not include the sections setting forth the qualifications for the president that Board members present were about to elect (p. 3), the monumental goals he would be expected to achieve (p. 3), nor the numerous warnings of the severe problems he was bound to face (such as p. 13, paragraph 5, last sentence). The statement that, "Without the Board's backing, no administrator could undertake the massive reorganization required to bring Lindenwood into the 1980s," (p. 2, item 2) might have alerted members of the Boards that their responsibility to the new president was of the same extraordinary magnitude as were his challenges.

Strong, unequivocal statements concerning fiduciary responsibility of the Board of Control (p. 2, first sentence), and recommendations that it take the initiative in forming support groups of influential leaders to spearhead capital development in St. Charles and St. Louis were left out.

Omitted are unpleasant realities such as criticism of the "absurd" organization of the Colleges' academic departments (p. 18) and the analysis of the faculty's entrenched resistance to change as well as its unawareness of the precariousness of the Colleges' condition (pp. 11, 12, 13, 14).

Some recommendations which were read at the meeting seem very apt today. For example, "It is absolutely necessary that the faculty understand both the critical situation that Lindenwood faces, and also that with commitment, dedication and facing up to hard decisions, the College can...survive..." (p. 11) and "The Board should state its support for major reorganization of the campus administrative structure." (p. 2). To implement this process, Item 1, p. 2, recommends that the Board, before seeking a new president, should arrange for "Representatives of the Board and elected representatives of the faculty (no more than six from each group) (to) meet and discuss the Colleges' financial problems and share information." A careful examination of the records shows that this was not done. It is interesting, today, to speculate on the effect that attention to this recommendation in 1974 might have had upon recent events.

Since Spencer was not in the room during the reading of the excerpts, he did not know the nature of the omissions before he accepted the presidency, and in fact had assumed from the beginning that all Board members were reasonably informed of their commitments as these commitments had been represented to him.

Later in the day on October 2, Hyland wrote to Spencer offering him the presidency. In the letter the president's salary and benefits were detailed, and the final paragraph read, "We have been seeing candidates for almost a year, and you and Evie have demonstrated superior insight into the value of liberal education in a world of changing demands. We recognize also, as you have so ably stated, that you cannot carry all the burdens of the Colleges alone, and we pledge you our support in carrying out the work of the Colleges."

Believing that his personal mandate was clear and manageable, that the future directions of the Colleges were specific and accepted as outlined by Jordan/McFadden, and that he would have full and active support from the members of the Board and its chairman, Spencer accepted the appointment on October 7, and Mrs. Spencer also dedicated herself to the commitments and responsibilities of a full-time working partner to the president.

THE TASKS AHEAD

Spencer's tasks, as stated in the J/McF report (Appendix A, pp.3-4) were:

(1) to strengthen town and gown relations in St. Charles and St. Louis, thus gaining the support of leaders in both communities; (2) to build a favorable position for Lindenwood in respect to a proposed public community college district; (3) to improve radically the management of the institution and its assets; and (4) to develop an academic program that retained the special dimension of an excellent liberal arts college but responded to the practical needs of the St. Charles community and today's students. (5) With strong Board support, he was charged with the responsibility to reorganize the administrative structure of the Colleges.

The Board (p.2), for its part, having elected a president, would: (1) act quickly on basic decisions of program; (2) raise \$3 to \$5 million within eighteen months to two years, led by a development council whose chairman would be a member of the Board of Control (pp. 26-27); (3) establish and strengthen the relationship of Lindenwood and the St. Charles and St. Louis communities by forming and working with support groups of outstanding leaders (pp. 7 and 9); (4) meet with faculty for the purpose of creating understanding of the fiscal crisis and sharing information; and (5) clearly indicate its backing for the major reorganization of the campus administrative structure (based on "one faculty and one facility") that "was required to prepare Lindenwood to survive into the 1980s."

WHAT WAS ACCOMPLISHED

The ensuing four years at Lindenwood have, for the most part, been marked by enthusiastic, high-spirited progress. Nearly all the goals assigned to the president have been accomplished.

The Spencers have placed a high priority on improvement of faculty morale, knowing its importance in a period of change and adjustment. They strove to cultivate a campus climate of affection and trust by very frequently entertaining faculty and staff in their home, supporting faculty members' efforts and interests, and personally being as friendly as possible. Mrs. Spencer founded the Women's Association for the Lindenwood Community (WALC), which brought faculty, emeriti, and staff together socially and in service projects, and provided activities to welcome newcomers.

The Spencers also frequently entertained alumni, student groups and organizations, attempting to become personally acquainted with the entire student body in this way, and extended a blanket invitation to all student clubs to use the president's house for parties and meetings.

Spencer talked with students, at their request, at "Town Halls," which usually focused on controversial matters such as the Cardinals' field, the community college issue, the creation of Lindenwood 4, the change in food service management, etc. He answered all questions frankly and honestly. These issues were all Board-approved, but Spencer bore the brunt of criticism.

During Spencer's administration, all decisions pertaining to faculty matters were duly processed by the Faculty Council or Educational Policies Committee or by vote of faculty at faculty meetings. All policy matters under Board jurisdiction were referred to the Board for approval.

Corresponding by number to the order of "The Tasks Ahead" as listed on page 7, the following comments are pertinent:

1. "Town and gown" relationships have been considerably strengthened during the past four years. Academic response to community needs and encouragement of adult enrollment, as well as development of attractive activities in theatre, art, music and sports have brought thousands of area people to the campus as students, consultants, members of "Friends" groups, enthusiastic supporters, and donors. The development of Cobbs Conference Center has introduced many more. Both of the Spencers have devoted all of their available volunteer time to organizations in St. Charles and St. Louis which might help to bring new supporters to the Colleges. They have each promoted Lindenwood by fulfilling numerous speaking engagements. They have traveled throughout the country to meet and cultivate alumni and other prospective donors. Every individual and group that might possibly become helpful to Lindenwood has been invited to their home. In 1977-78 following a recommendation made by John Leslie, development consultant, the Spencers held 19 business "cultivation luncheons" at their home, which helped to bring Lindenwood three new Board members and several volunteer consultants, as well as gifts and grants. At Spencer's request, Board members have introduced him to potential "friends" of the Colleges, and these also have been entertained at the president's house.

The Colleges' burgeoning business programs have brought influential corporation executives to the campus both as students and instructors, and the medical services programs have strengthened ties with Washington University and the medical profession in St. Louis. A sizable increase in the number and quality of internships has strengthened Lindenwood's reputation in the metropolitan area, as has the L4 program.

Concerted, succesful efforts to generate media publicity have greatly increased the Colleges' visibility in St. Louis and St. Charles, especially during the past year. "Summerstage" brought this coverage to an all-time high.

Recognition of Lindenwood's 150th birthday, in the Spring of 1977, after an entire year had been spent planning it under the chairmanship of Berg, succeeded as an alumni reunion, but did not involve civic leaders nor cultivate donor support as the J/McF report had recommended (p. 10). Its focus was on public relations with alumni, stressing their nostalgic memories of Lindenwood. Mrs. Spencer was eager to obtain the participation of area people as well as Lindenwood people. She also wanted to demonstrate to the campus community its own ability to raise money, to provide a morale-building experience, and at the same time to highlight Lindenwood's future as well as its past. Thus she conceived the idea of initiating and leading a Sesquicentennial Fair, in October 1977, with a "Yesterday, Today and Tomorrow" theme to benefit the much-needed student center. The fair has since become an annual event. Mrs. Spencer, also, on her own initiative, organized a mail solicitation campaign to benefit the student center, wrote and designed the promotion literature, and, with the assistance of the Development Office, handled the operation of the campaign while she was acting as chairman of the fair.

Community support groups in the arts have been formed (Associates of the Fine Arts and Friends of the Theatre) which have begun to cooperate with the Friends of Music in joint events and projects. A Magrigals support group has recently been organized. All of these groups are flourishing and helping the Colleges in the way recommended by J/McF and John Leslie. In football, the "Linebackers" perform a similar service. The growing St. Charles community support group, under Colvin's leadership, conducts fund drives, and students are performing development services through the new Sibley Society. Crider accepted, expressing

2. The issue of the community college overlaps that of town and gown in that academic offerings responsive to community needs have helped to make the public see Lindenwood as a preferable alternative to a community college.

During 1974-76 Spencer worked with GROWTH, INC. on this problem. Also, as a member, and currently chairman, of the Advisory Committee to the Missouri Coordinating Board for Higher Education (CBHE), and sole representative since 1975 of the independent colleges and universities on the state's Master Planning Committee, Spencer has become strategically positioned to influence higher education developments in the state, and to cement working relationships between Lindenwood and St. Charles County. The referendum for a community college was defeated in 1977, but the creation of such an institution remains a distinct, perhaps inevitable, possibility within five to ten years. In 1978, as a result of Spencer's efforts, Lindenwood is in a far more secure position of influence that it was in 1974. In December 1978 he was able to prevent the establishment of courses in St. Charles public school facilities by the St. Louis Community Colleges that would be in direct competition with Lindenwood.

As a member of the executive board and currently as president of the Independent Colleges and Universities of Missouri (ICUM), Spencer has fostered the development of the Missouri Student Grant Program, which currently provides \$7,500,000 to students attending Missouri higher education institutions. The majority of this financial aid goes to students attending private institutions.

3. The task of radically improving the management of the institution and its assets involved major development efforts, and Spencer had expected Board initiative and leadership in this area (see Appendix A, p.2). However, it became apparent that he would have to take the first steps. In January 1975 he asked Dr. Crider to chair and lead a fund-raising committee. Crider accepted, expressing

some doubt that he would be able to do the job. Richard Berg's primary responsibility was for coordinating development and public relations, and Robert Hillard, of Fleishman-Hillard, was engaged in 1975 as a development consultant. Unfortunately, Hillard's contribution was a disappointing one. To lighten Berg's load, Spencer asked Mrs. Spencer to produce a catalog in the spirit of the "new" Lindenwood, and subsequently hired a writer and publications director, and relieved Berg of supervisory responsibility for plant operations and the controller's office. Robert Colvin joined Berg's staff as a part-time development staff member.

In 1976, Institutional Management Consultants, headed by John Leslie, was engaged to draw up a development plan for Lindenwood. Leslie recommended that another full-time development person be hired immediately on a contingency basis, while the firm conducted a study and drew up a long-range plan. Philip Severin was engaged to fill this post. However, Berg's lack of leadership and organization in the affairs of development, publications, and alumni affairs became increasingly evident as he directed his attention farther and farther from campus responsibilities.

The Leslie report, together with the very helpful volunteer consultant services of Al Fleishman, was substantive and valuable. Upon their advice, after Berg's departure in April, 1978, an intensive search began for a first-quality director of development. The Leslie study involved a wide-ranging survey of potential donors and sources of support for Lindenwood. William Weber served Leslie as a volunteer, conducting about half of the requisite interviews and assisting in other ways. When completed, the Leslie report advised that Lindenwood

was not yet ready for a full-scale development drive (mainly because it was still thought of in St. Louis as a small college for women), but drew up a five-year plan. It was recommended that the first year (1977-78) be devoted to an intensive effort to further promote the institution's visibility and new image by means of media, public events, personal contacts, a new slide-tape show, superior publications, the improvement of alumni files and other development-resource files, and the business "cultivation lunches" described under "town and gown." All these recommendations have been followed. Leslie's recommended procedures for the 1978-79, under the new Director of Development and Public Relations, Jeffrey Nemens, include direct-contact solicitation to support the operations budget, continuously stepped-up efforts to promote Lindenwood's image, and the mapping-out of a specific campaign for 1979-80. Nemens and Spencer are at present engaged in the implementation of these recommendations.

Management of Lindenwood's physical plant has been greatly improved under the planning and supervision of William Weber, Director of Operations. He reformed the institution's extravagant practice of outside contracting for services without competitive bids, and succeeded during 1977-78 in paring the operations budget by \$16,000, through reorganizing personnel assignments and instituting more efficient practices.

The extended use of campus facilities for additional revenues now includes an ever-growing utilization of Cobbs as a conference center, a summer horseback-riding camp, use of the football field by St. Louis U., local high schools and other events (with food concessions providing a large source of income) as well as by the Cardinals; a much-enlarged summer session and evening college, theatre performances and rental of the cafeteria by community and business groups.

Renovation of existing buildings to provide space for new programs and for a student union have been carried out as recommended by J/McF.

Frank Hetherington, appointed Director of Admissions in August 1978, substantially upgraded the organization of the admissions operation, mapping out and pursuing specific goals, determining which regional areas to focus on, and improving office procedures.

4. Academic Programs: Priority has been given to improving and supporting the existing liberal arts curriculum and the recommended emphasis (Appendix A, p.21, paragraph 3) has been placed on undergraduate "programs of selective eminence," in Communications, Theatre, Fine Arts, Equitation, as well as popular new courses of study such as Business and Health Sciences (as featured in the 1978 recruitment-admissions brochure, "Lindenwood is...")

More specifically, the following new programs, all requiring a liberal arts basis, have been established to meet community needs: The College for Individualized Education (I4); an MBA and other graduate programs in business, including Women in Management; a large-scale summer program in teacher education tailored to the requirements of area school systems; health profession programs including a B.S. in Nursing, the Bachelor of Medicine (with \$180,000 in federal funding); an English as a Second Language (ESL) program initiated when Spencer brought 40 Middle Eastern students to the campus, and now well established with increasing enrollment; greatly expanded adult continuing education offerings; development of graduate-level studies in theatre; an expanded program in broadcasting, currently adding AM to its FM capacity.

With these additions, enrollment increased in four years from 980 to 1736.

5. Reorganization of the administrative structure, though of necessity brought about more slowly, has closely corresponded to the recommendations of the J/McF report. In 1975, the Evening College was given official status. On March 7, 1977, following two years of effort by the Board attorney, the St. Charles County Circuit Court approved a new corporate structure for Lindenwood Female College, making possible the dissolution of Lindenwood College II and The Lindenwood Colleges (actually, the Board of Control) and transferring their rights and responsibilities to Lindenwood Female College (to be known henceforth as The Lindenwood Colleges.) Accordingly the Board of Control was replaced by an Executive Committee of the new single corporation. This declaratory judgment made it possible in 1977-78 to proceed with the organizational and administrative restructuring recommended nearly three years earlier in the J/McF report. In the summer of 1978, the Evening College and I4 were grouped under a single administration headed by Dr. John S. Burd. It should be noted at this point that the J/McF report had strongly recommended a two-college structure, comprising one coeducational undergraduate institution for liberal arts, and one professionally oriented institution designed mainly for adult and graduate students.

As to departmental reorganization, the J/McF predictions of difficulty proved all too true. The humanities faculty were persuaded to reorganize under two departments in 1976, but faculty resistance to this type of change was still so entrenched that the plan was phased out. If the J/McF report had been available, its recommendations followed, and staunchly supported, the final outcome might have been different.

SUPPLEMENTARY COMMENTS

Use of the Colleges' "farm" was not one of Spencer's specific responsibilities, but it is perhaps of interest here.

In the spring of 1975 Hyland approached Spencer about the possibility of using the campus as a training camp for the St. Louis Football Cardinals. After the team's managers surveyed the campus, it was decided that a stadium would have to be constructed if the training camp project was approved. Hyland and Spencer expressed enthusiasm for this, pointing out that it would enhance Lindenwood's visibility in the metropolitan and St. Charles area, attract male students and produce revenue. Hyland expressed confidence to Spencer and the Board of Control that financial support could be arranged. In various stages over a period of months, the Board approved the project. The stadium and parking lot now occupy part of the "farm" acreage. A covered riding ring, the renovation of Butler Hall, and improvement of campus roads and walks were finally included at Spencer's urging in this capital improvement project.

The use of the remaining farm land is currently under discussion.

CONCLUSION

It is important to note that Lindenwood is not the same institution it was four years ago. The student body has nearly doubled in size, and the average age of students has risen accordingly. Less than one third of the student population is enrolled in the combined women's/men's college. A 1974 full-time and part-time faculty of 90 has grown to 125 in 1978. However, it is interesting that 31 of the full-time voting faculty members whose opinions were surveyed by Jordan McFadden in 1974 still represent the majority of today's 49 voting faculty members. All of the students who approached trustees in the summer of 1978 are 18-22 year old liberal arts students associated with the combined women's/men's college. It should also be noted that student governance officers, especially early in the academic year, do not necessarily reflect the opinions of even that student body. Very few students are interested in spending the time or the effort needed

for these positions. Candidates often have to be cajoled into running, and there are as a rule few candidates for each office. Moreover non-teaching administrators (except the President and the deans), part-time faculty and staff members have no vote at faculty meetings, nor have their opinions been heard or considered in the light of recent developments.

RECOMMENDATIONS

This report has described and documented, as accurately and objectively as possible, events from September 1974 to September 1978 relating to Lindenwood's organization and management, especially as they apply to the responsibilities and activities of the President and the Board of Directors. The analyses and recommendations presented in 1974 to Jordan and McFadden that were adopted by the Board as a guide for the future and that constituted a job description for the new President are, with few exceptions, as relevant in 1979 as they were in 1974. A careful and thoughtful reading or rereading of that report should be undertaken by every member of Lindenwood's Board of Directors. Time is Lindenwood's enemy; "letting the situation remedy itself" or simply "keeping the lid on" are not realistic responses to Lindenwood's difficulties.

It is with a deep sense of loyalty to Lindenwood, and an intense desire to see her succeed in spite of her problems, that the following specific recommendations are offered:

A. The members of the Board of Directors

1. should meet immediately with the elected faculty members of the Faculty Council and the Educational Policies Committee to present information on the financial state of the College, to outline what must be accomplished over the next two or three years if the College is to survive, to review the roles and responsibilities of the Board, the administration, and the faculty, to describe the tasks and expectancies that the Board has assigned to the President, and to reassure the faculty representatives of the Board's sense of concern and responsibility for Lindenwood's future. The President and senior administrators should be present as observers.

2. should immediately use their personal contacts and influence to attract a number of outstanding and influential corporation and civic leaders to membership on the Board.
3. should immediately elect a fund-raising committee to work directly with the President and administration to generate substantial new gifts and grants. At least \$500,000 of unrestricted income for each of the next five years is required until Lindenwood can achieve a fully balanced budget that includes provision for debt service, compensation for deferred plant maintenance, and the beginning of a modest capital reserve fund.

B. The Administration

1. should immediately prepare recommendations for Board consideration to expedite reorganization of the administration to implement the concept of one institution and one faculty.
2. should continue to extend and refine cost control procedures over all aspects of academic and non-academic operations including utilization and operation of buildings and grounds, purchasing, contracted services, and wage and salary administration.
3. should actively seek opportunities to provide educational services to student groups not currently served or inadequately served such that students, community and Lindenwood will tangibly benefit.

C. The Faculty

1. should, in cooperation with the administration, simplify Lindenwood's academic structures, reduce the number of departments, eliminate or reschedule courses with tiny enrollments, and redefine faculty teaching loads.
2. should develop new academic programs to serve new student constituencies, and to extend and adapt present programs to serve larger numbers of students.

- D. The Board of Directors, administration, and faculty should cooperatively formulate a new set of guidelines for faculty and staff salaries and benefits.

August 31, 1974

portions not read and recorded at the joint meeting of the Boards on Oct. 2, 1974, are outlined in black.

Appendix

Exceptions: cover, memo from Mr. Hyland, title page, table of contents, list of persons interviewed (p. 33) and authors' vitae (p. 34) are unmarked.

Pages 6, 7, 10, 8 were read in their entirety

The Lindenwood Colleges
of
St. Charles, Missouri

AN INSTITUTIONAL ASSESSMENT

We are enclosing a report about
Lindenwood Colleges which most
certainly will be of interest to you.

Mr. Walter Newciffe, our attorney,
and I will call you on
September 17.

Submitted to
The Board of Control

by

Thomas F. Jordan
Daniel H. McFadden

August 31, 1974

THE LINDENWOOD COLLEGES OF ST. CHARLES, MISSOURI:

AN INSTITUTIONAL ASSESSMENT

ROBERT HYLAND

Dr. Spencer

We are enclosing a report about
Lindenwood Colleges which most
certainly will be of interest to you.

Mr. Walter Metcalfe, our attorney,
and I will call you on Tuesday,
September 17 to elaborate.



R.H.

September 12, 1974

THIS REPORT IS CONFIDENTIAL UNTIL RELEASED BY THE
BOARD OF CONTROL OF THE LINDENWOOD COLLEGES.

CONTENTS

Introduction.....1

The Board of Control.....2

The President.....3

THE LINDENWOOD COLLEGES OF ST. CHARLES, MISSOURI:.....5

AN INSTITUTIONAL ASSESSMENT

The City and the Colleges.....6

The Greater St. Louis Area.....8

The Sesquicentennial Celebration.....10

Communication.....11

The Faculty and Administration.....12

The Students.....14

The Lindenwood Colleges: An Alternative Model.....15

Administration of the Academic Program.....18

Recruitment and Admissions.....20

Selected Eminence in the Arts
for The Lindenwood Colleges.....22

The Religious Dimension at Lindenwood.....24

Institutional Development.....26

Alumni.....28

The Lindenwood Farm Property.....29

Alternate Use of Facilities.....30

Conclusion.....32

Appendices:

I. Persons Interviewed.....33

II. Authors' Vitas.....34

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PREPARE

CONTENTS

Introduction.....	1
The Board of Control.....	2
The President.....	3
The Junior College.....	5
The City and the Colleges.....	6
The Greater St. Louis Area.....	8
The Sesquicentennial Celebration.....	10
Communication.....	11
The Faculty and Administration.....	12
The Students.....	14
The Lindenwood Colleges: An Alternative Model.....	15
Administration of the Academic Program.....	18
Recruitment and Admissions.....	20
Selected Eminence in the Arts for The Lindenwood Colleges.....	22
The Religious Dimension at Lindenwood.....	24
Institutional Development.....	26
Alumni.....	28
The Lindenwood Farm Property.....	29
Alternate Use of Facilities.....	30
Conclusion.....	32
Appendices:	
I. Persons Interviewed.....	33
II. Authors' Vitae.....	34

PREFACE

The year 1977 will be the 150th Anniversary of the founding of The Lindenwood Colleges. Today Lindenwood is an irreplaceable asset whose potentiality for future service should not be lost. Not only can the institution resolve the crisis with which it is confronted, but it can move ahead with strength and stability. This report calls upon all segments of the Lindenwood constituency--the Boards, the administration and faculty, the alumni, and the communities of St. Charles and the Greater St. Louis area--to dedicate themselves with open hearts and decisive action to this task.

There is no intention of assigning credit or blame in this report for the current status of the Colleges; no group or individuals should feel that criticism is directed at them. Only those who fail to fulfill their future responsibilities will bear any onus for the loss of something of special importance to the lives of future generations.

This report is direct and without apology. Because of the shortness of the institutional assessment, some factual information may have been misconstrued by the writers; however, the major recommendations are stated with conviction.

The report was prepared in segments so that each topic could be distributed for discussion or considered separately by the Board.

The writers were authorized to provide six service days (three days each) on the campus and two service days to prepare a report. In addition to this, the writers spent one day in research and preparation, contacted a number of knowledgeable individuals with no formal association with Lindenwood, and found it necessary to devote additional time to this report, without requesting additional fee.

The writers came to The Lindenwood Colleges without prejudice and without being influenced by anyone. They were met with candid openness, and a depth of interest and a quality of individual character that were extraordinary. It is with deep professional and personal concern for The Lindenwood Colleges and all those whose lives are touched by it that this report is submitted to you.

INTRODUCTION

For many people, the inevitability of death is never accepted, even when the grim reaper stands at their door. For The Lindenwood Colleges death is inevitable, unless those who share its life recognize its peril. The clock cannot be turned back to more secure times and to educational patterns no longer viable: the stark fact is that The Lindenwood Colleges, unless the institution substantially solves its current fiscal problems, should make a decision to close by March 1, 1976. Without significant change in its deficit pattern, it could, at that date, no longer justify spending the endowment principle. Further, lead time before the actual closing must be allowed to give its students at least one semester's notice, and the faculty and staff a year's notice and relocation or separation allowance. This drastic judgment is fully justified by an examination of enrollment, fund raising, and deficit figures. With some approximation, the Colleges have enough liquid assets to function for 2.7 years (the sale of the Farm property could add perhaps two more years); but its responsibilities to alert students and provide for employees would dictate its announcing a closing in May of 1976. This statement is based in great part on the Colleges' own projections.

Yet what The Lindenwood Colleges must accomplish in the next eighteen months to two years to banish the grim reaper from its campus is remarkably modest. Specifically, the Board of Control must take the following steps:

1. Act quickly on some basic decisions of leadership and program.
2. Raise \$3,000,000 for survival or \$5,000,000 for a degree of strength.
3. Move firmly to establish and strengthen the relationship of Lindenwood and the St. Charles community.
4. Build a strong institutional position in order to negotiate a beneficial contractual arrangement with the proposed community college district.

The purpose of the following recommendations is to bring The Lindenwood Colleges to a position of sufficient strength so that in three years it can freely consider its options and directions.

THE BOARD OF CONTROL

The Board of Control must accept an active role and meet its fiduciary responsibility. It is the one group that can rise above the individual interests of particular faculty and staff. It is the one group that can deal with the well-being of the institution as a whole. However, in assuming active leadership, it is well to remember that the faculty and staff are dependent on Lindenwood for their living and feel the immediacy of a threat to their livelihood.

The Board should take steps and make certain decisions before a new president is sought. The person that the Board and two colleges need would not accept the job under the present conditions. Major decisions must be made so that this individual has an opportunity to fully steer the institution out of its present morass.

1. Representatives of the Board and elected members of the faculty (no more than six from each group) should meet and discuss the Colleges' financial problems and share information.
2. The Board should state its support for a major reorganization of the campus administrative structure, based on the rationale that there is "one faculty" and "one facility." The present structure is cumbersome, inefficient, and rests on a series of myths that for a large part serve particular parochial interests. While the actual reorganization should await the coming of a new president, the Board must clearly indicate its backing of this type of major change. Without the Board's backing, no administrator could undertake the massive reorganization that is required to prepare Lindenwood to survive into the 1980's.
3. The Board should take action to suspend Section IV of the Faculty Constitution, on "Faculty Having Administrative Responsibility." All responsibilities that are now assigned to the "departments" should be reassigned at the divisional level.
4. The Board should seek an opinion from outside legal counsel regarding any legal constraints imposed by the charter.

THE PRESIDENT

The selection and retention of a new President for The Lindenwood Colleges is of utmost importance.

Certainly this selection should be made on the basis of the role that must be fulfilled in the next three years. The retention of someone who cannot respond in an extraordinary way to these responsibilities will be catastrophic to the Colleges.

It is recommended that a job description based on the responsibilities to be met be written immediately. One staff member (recommended is Dr. Berg) should be assigned on a full-time basis to write this description with counsel from the search committee, and he should devote himself to the search process until it is completed.

The job description should not be based on a traditional academic profile, but rather on a radical recasting of the role. The person selected must be able to demonstrate unusual energy, self-confidence, fiscal awareness, leadership, and practical and intellectual appreciation of the academic world.

At the end of two years, this person must bring the institution to a position where it can, from strength, consider its options. To accomplish this, he or she must do the following:

Bring the Colleges and the City of St. Charles to a full appreciation of their mutual self-interest.

Gain the support of a substantial number of the leaders of Greater St. Louis.

Know and guide the processes necessary for the best possible arrangements to gain public support for options concerning junior-college relationships.

Improve radically the management of the institution and its assets.

Develop an academic program that retains the special dimension of an excellent liberal arts college but responds to the practical needs of the St. Charles community and today's student.

This is not a job for an ivory-towered President. Because of this, it is recommended that the Colleges seek an individual

who is not a "pure academic" but one who has experience in meeting major fiscal or managerial challenges. The kind of person sought is someone who has demonstrated administrative and academic leadership in a university and who wants to accomplish something extraordinary so he or she can move on to the presidency of a major university, high political office, or a corporate presidency. The other possibility is a ranking corporate executive with an excellent education who finds that the challenge of The Lindenwood Colleges would be both fulfilling and rewarding. He must be willing to change careers and devote his entire energy to the task for three years.

The individual should be given a three-year contract, and salary should not be limited. It is strongly suggested that the search be concentrated in the Greater St. Louis area because of the nature of the crisis and the shortness of time: someone who is known and respected in the area would have a special dimension of value. This could be a difficult assignment, but that is not a consideration. The Colleges must do it.

One way of approaching the problem would be for the fully committed Board, when it has researched the market, to approach a major industry, such as Monsanto, McDonnell Douglas, or Ralston Purina, a St. Louis bank, or the Danforth Foundation, and state that they must have a top executive for a minimum of two years to lead the Colleges in this period. An alternative to this is to select a President who can fulfill outside and academic responsibilities and then borrow an executive to manage the institution. It is also possible that an executive with substantial personal or retirement funds may leave his or her position early to undertake this extraordinary service.

If for any reason the Presidential search fails in its efforts by December 1, 1974, it is the recommendation of this report that the Board "buy" a top-flight executive, with extensive understanding and appreciation of the academic world, with as much money as it takes for a two-year period.

THE JUNIOR COLLEGE

Certainly the overriding external factor affecting Lindenwood's future is the projected creation of a junior college. Opinions as to the time when it may come into being vary from two to five years.

In the two-year pool of secondary school graduates in 1974 and 1975 in St. Charles County, there are approximately 1,525 students. An estimate of those going to college who would attend Lindenwood is approximately 380.

Regardless of the projection of future population growth in the area, these writers, if they lived in St. Charles County, would not vote to create a multi-million dollar junior college plant and operation within the next three to five years. There is a strong indication that local taxpayers would share this view, unless a concerted campaign was carried out to win their support.

This situation certainly is to the advantage of Lindenwood if it will continue to be alert and respond to the needs of the area. It has been stated that Lindenwood now provides a high percentage of the offerings that would comprise a junior-college curriculum; if true, this fact should be given more public notice.

Consequently, it is strongly recommended that a program be launched to "sell" St. Charles County on a contractual agreement for providing junior-college service to students of the area. Stressed would be the great savings to the taxpayers and quality education with diversity for the student. In this way Lindenwood would control the development of the junior-college movement in the area, and it would be for the benefit of all--not in the least, Lindenwood.

Dr. Berg and Dr. Miller could provide invaluable service in advancing this arrangement.

THE CITY AND THE COLLEGES

At this point, if the City of St. Charles and The Lindenwood Colleges do not recognize their mutual importance and dependency, an awareness and acceptance of this fact must be firmly established within six months. For St. Charles to willingly lose a cultural and intellectual asset that would be irreplaceable is, for these writers, unthinkable. Junior colleges provide service without a dimension of, in a word, class. For Lindenwood to become a faceless junior college would be to defraud generations of future students of the St. Charles area and the northeast population corridor of Greater St. Louis.

There is an evident faith that St. Charles County will continue to grow at a rapid pace. This feeling of movement and pride in the community is generated by the belief that "when the bridge comes in," the county will grow. It is up to the leadership of the Colleges to create some interest and excitement, and further demonstrate that Lindenwood is not the Lindenwood that people knew ten years ago. If the institution acts, the opportunity is there to firmly establish its value to the community and involve its leaders in the survival of The Lindenwood Colleges.

Lindenwood has made laudable first efforts to be responsive to the needs of the city and area students. These efforts must be intensified with study and decision, and immediate steps taken to further demonstrate the concern of Lindenwood for St. Charles. At the same time, the faculty of the Colleges must be reassured that the dimension of quality of its academic programs will not be diminished in valuable and historic areas of its basic liberal arts college, but that reality and reason dictate that man does not live by great books alone. Nonetheless, the future intellectual enrichment of the citizens of the area and their families cannot be sacrificed to assure practical training devoid of creativity or cultural appreciation.

It is obvious from interviews with leaders of the St. Charles community that they are impressed with the new openness and sensitivity of the Colleges to the needs of the area. This courtship, though perhaps short, must move quickly to perpetual vows.

Of special and immediate importance is that a small group of distinguished citizens of St. Charles be formed to address themselves to the task ahead. Dr. Russell Crider is an individual of great respect and dedication who should lead in the formation of this group. Certainly, these writers were impressed by the caliber of the individuals on the Board from St. Charles and are confident of their affirmative response to this recommendation. The culmination of the work of this group, along with the entire Board and the college community can mark, at the time of the Sesquicentennial celebration, a new era for St. Charles and the Colleges.

Leadership of St. Louis in the future. St. Louis has always appreciated and supported those institutions that provide educated citizens and valuable employees, as well as the individuals who give leadership to those institutions. This is stated even though the spectre of Monticello College hangs heavily in the minds of St. Louisans. However, St. Charles is not Alton, and the Missouri is not the Mississippi. St. Charles can become more of a Georgetown for St. Louis than Alton, and there is enough mutuality of interest, free-way directness, and the possibility of a strong St. Charles community base to project that the rubrics in the matter of Monticello do not apply to Lindenwood.

The funds needed for The Lindenwood Colleges are not great in comparison to its value. This report calls upon those Board members from the St. Louis community to respond to the commitment of the City of St. Charles and The Lindenwood Colleges to assist in meeting the challenge of the next three years. This task of great importance is not financially impossible, nor endless. With the full commitment of town and gown, it is believed that selected individuals of wealth, corporations, businesses, and foundations will respond to a sufficient degree to provide the needed financial support.

In our candid opinion, when the Danforth Foundation did not make a challenge grant to The Lindenwood Colleges, it was fully justified in its action. The vacuum of leadership, the lack of mission definition, and the town and gown separation were sufficient reasons. However, a challenge grant would be quite possible if the committed leaders of the St. Charles community and of Lindenwood would go to a foundation such as Danforth with a plan demonstrating the importance of the Colleges to the future of the area and Greater St. Louis, and with the assurance of unified commitment of all to achieve it. An affirmative response could also be elicited from

major businesses and corporations and some national foundations, **THE GREATER ST. LOUIS AREA** who could recognize the urban and cultural loss of a diminished Lindenwood.

In a decade, the cultural, intellectual, and educational contributions of The Lindenwood Colleges will be of even greater significance than they are today. Population growth and development of the northeast corridor from St. Louis will demand opportunities for the people who will work and live in the greater metropolitan area. To lose Lindenwood as a regional center could project greater demands on the leadership of St. Louis in the future. St. Louis has always appreciated and supported those institutions that provide educated citizens and valuable employees, as well as the individuals who give leadership to those institutions. This is stated even though the spectre of Montecello College hangs heavily in the minds of St. Louisans. However, St. Charles is not Alton, and the Missouri is not the Mississippi. St. Charles can become more of a Georgetown for St. Louis than Alton, and there is enough mutuality of interest, free-way directness, and the possibility of a strong St. Charles community base to project that the rubics in the matter of Montecello do not apply to Lindenwood.

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major businesses and corporations and some national foundations, such as the Ford Foundation, who could recognize the urban and cultural loss of a diminished Lindenwood.

After the formation of a St. Charles group of committed and respected citizens, then it is recommended that as an extension of the interest of the St. Louis area Board members, a similar small group of leaders from that area be formed. This is a one-at-a-time process, with quality rather than quantity of members the hallmark. The Chairman of the Lindenwood Board of Control is a man of the greatest respect in St. Louis; with a President who can command respect and the backing of the St. Charles community, this group can succeed.

Although it should not detract from addressing full effort to resolve the present problems of The Lindenwood Colleges, within six months an individual should be assigned or retained to project a plan for the Sesquicentennial celebration. The plan should not be based on, in a word, crass promotion, but on projecting a quality image of the Colleges and the City. Specific objectives of the celebration could include the following:

- a. To gain a broader and richer appreciation of the City and Colleges in the Greater St. Louis area.
- b. To bring pride to alumni, friends, students, and past donors.
- c. To demonstrate how a college and a city utilized their resources to preserve and strengthen a priceless heritage.
- d. To encourage donor confidence and attract leadership.

Time does not permit the full development of this undertaking here, but the Sesquicentennial does provide an excellent instrument to turn problems into opportunities.

THE SESQUICENTENNIAL CELEBRATION

This observance of the founding of Lindenwood provides an opportunity to project the roles of the St. Charles and St. Louis groups beyond a crisis situation to an appealing event with significant historic importance. Those who would be asked to join these groups would be in effect the civic endorsers of this celebration. On this basis many outstanding citizens would be pleased to join these sesquicentennial committees, which would then be the basis of a broad support group.

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COMMUNICATION

The lack of communication among all segments of the Lindenwood constituency has compounded problems. No one feels that he or she has a grasp of the reality of the situation. Particularly the faculty has suffered from this. It is absolutely necessary that the faculty understand both the critical situation that Lindenwood faces and also that with commitment, dedication, and facing up to hard decisions, the Colleges can not only survive but prosper.

This is also true relative to the Boards of the Colleges and other interested individuals. A "Gerald Ford" approach to this problem and one that inspires positive action is recommended. For example, to announce publicly or to students that if Lindenwood does not raise funds it will go out of business, only serves to discourage student enrollment, as well as donor investment, in the Colleges. Rather, what is required is a positive plan and a committed leadership setting out to assure Lindenwood of the strength it needs.

Nursing old hurts, protecting debilitating self-interest, and commitment to dead branches can only lead to the decay of Lindenwood. It was the conviction from the interviews that friends and alumnae of the old Lindenwood should be given more credit for the ability to adjust and appreciate the new (but properly structured) Lindenwood, than one might imagine. Theirs is a treasured heritage, but with a concerted effort to gain their understanding, the loyalty and interest of most alumnae can be considered a substantial asset in the critical period ahead.

departments is absurd. However, the faculty involved would resist giving up their prerogatives.

The faculty council is too large; therefore, very little is actually accomplished.

The quality of the student body has declined noticeably over the last three years.

There is a fear that the success of the business and evening programs will diminish the importance of the liberal arts program.

THE FACULTY AND ADMINISTRATION

The following comments are a summary of the concerns expressed by members of the Lindenwood faculty and administration in discussions with these writers.

The major theme that recurred in all was the concern for the lack of leadership by the Board, the faculty, and the administration. Specific concerns expressed by a number of faculty and members of the administration follow:

While President McClure has served admirably to still the waters over this past year, his presence has also allowed the Boards and the faculty to postpone confronting the seriousness of the problems that face Lindenwood.

A new president would make a difference; however, the -- expectations are so high and the resistance to change is so entrenched that it will be difficult for a new person to make an impact on the institution in time.

There is an evident need for more budget-planning information and open communication between the Boards and the faculty.

The joint committee is too large and lacks shared interests. Attendance at its meetings has been very poor. A less cumbersome arrangement is badly needed.

The present two-college, men-women organizational structure is unwieldy and makes little sense. It results in the institution's being top heavy.

The academic organization with seventeen to twenty departments is absurd. However, the faculty involved would resist giving up their prerogatives.

The faculty council is too large; therefore, very little is actually accomplished.

The quality of the student body has declined noticeably over the last three years.

There is a fear that the success of the business and evening programs will diminish the importance of the liberal arts program.

The setting up of a community college with separate facilities would spell the end of Lindenwood.

The day student has not been made comfortable on campus.

The University of Missouri at St. Louis is an octopus that threatens the good relationship that has been built up between Lindenwood and the University of St. Louis. Lindenwood has to take the initiative.

The writers observed that members of the college community identify closely with Lindenwood, look to Board leadership, and are quite anxious for the institution to gain some direction. They look to the arrival of a new president as providing this leadership and want the appointment to be made as soon as possible. The writers have a concern that those interviewed are looking for the president to solve his or her particular problem and that a feeling of mutual interest is lacking. Furthermore, it seemed that many view the present decline of Lindenwood simply as part of a nationwide decline of private liberal arts colleges, and are not able to appreciate the Lindenwood variables.

All of those interviewed, with the exception of one or two, recognized that the future of Lindenwood lies with the St. Charles area. They realize that the days, if they ever did exist, of a national constituency based on women's education are gone. However, they are reluctant to confront the hard decisions regarding necessary reorganization and changes in the academic program.

The faculty are understandably anxious since they realize the opportunities to gain employment in other institutions are minimal and see their livelihood tied closely to the destiny of Lindenwood. It seems that there is a direct correlation between this faculty concern and the detailed and lengthy faculty constitution. In sum, basic to the survival of Lindenwood is the ability of the Board to build good communications and trust, and to secure cooperation of the faculty in undertaking the major changes that are necessary for Lindenwood to cope creatively with a changing environment.

THE STUDENTS

Comments of Lindenwood students may be summarized as follows:

The students came because of the smallness and charm of the campus and the personal approach of the admissions office and the faculty. They stayed primarily because it is so easy to develop identification with Lindenwood.

They were quite pleased with the quality of the education that they received at Lindenwood and the closeness of relationships with faculty and students.

They viewed this last year as a year "to heal" and perceived a strong need for a consistent philosophy so that the institution could pull itself together.

They saw the present two-college structure as a means of protecting vested interests.

They pointed out that the Lindenwood lady in the charter does not exist and that women students at Lindenwood are now very career oriented, support women's rights, wear casual dress, and would resist social rules--the old ideas simply no longer exist.

They commented that the Presbyterian tradition is no longer of any importance to the campus, and that if it were revived by the administration, it would be met with student resistance--both passive and active.

The main issue that students strongly agreed upon was that day students were orphans at Lindenwood, and there was a need to provide a "welcome" and a sense of belonging for them. They believe that the campus is now "quite boring," and there is a need for a Campus Center that would bring both the day and the resident students together.

THE LINDENWOOD COLLEGES: AN ALTERNATIVE MODEL

The immediate problem that faces Lindenwood is lack of leadership. But even with the arrival of a new president and the increased involvement of the Board, the question will remain, why should Lindenwood survive? Who cares if Lindenwood should fail? It seems the fate of Lindenwood is tied to the community of St. Charles and the expected growth in this area. It is necessary that Lindenwood begin to interface with the community and serve the St. Charles area. This means a re-thinking of the philosophy of the school and a restructuring of the academic program so that it can respond effectively to local needs. The present two-college structure based on the separation of the sexes and some legal assumptions regarding the original charter that may or may not be valid is sort of a missing link in the evolution of Lindenwood from what it was prior to 1966 to what it will have to become in order to compete in the last half of this decade.

This two-college structure rests on a number of myths that have very little basis of support. The structure is top-heavy, confusing, and inhibits necessary change. What these writers would propose is a two-college structure based not on separation of the sexes but on distinctiveness of programs. These writers recommend that the Board view the college as one faculty and one facility. While a complete movement away from liberal arts program would be impossible to implement and would result in a loss to St. Charles, major changes are necessary. What these writers would like to suggest is a two-college model comprised of a liberal arts college and a professional college.

A liberal arts college would continue the Lindenwood tradition of providing a liberal arts program; however, the existing fragmented departmental structure that is a molecule thick would be eliminated, and the existing three divisions--natural sciences, humanities, and social sciences--would be strengthened. These divisions would have direct responsibility for developing programs of "selected eminence." All programmatic personnel and budgets decisions would be made at the divisional rather than the departmental level. The college would develop a program to serve a broad region and conduct some selective recruiting out of state. It would be a co-ed college with a modern curriculum, and yet it could carry on Lindenwood's name and tradition.

The second college would be devoted to undergraduate professional education and would have an evening program and selected graduate programs, e.g. M.B.A. in business and possibly a master's in human services or social work. This college would be geared to serve the immediate St. Charles area and would give identity and legitimacy to the successful business and evening programs which Lindenwood now conducts. It would be very foolhardy for The Lindenwood Colleges to count on the establishment of a junior college in St. Charles County. On the other hand, it would be just as irresponsible not to plan for this eventuality. Consequently, this professional school should be given the charge to develop roots in the community through providing continuing education and adult education, and meeting local business and industry needs.

It is important for the Board, faculty, and the alumni to clearly understand that linkages will not be made with the community simply on the basis of public relations and civic pride. Changes in the basic academic program at Lindenwood are necessary in order to serve the local region and involve citizens of St. Charles County in the institution. The immediate problem is that the applied programs, business programs, and the evening school are being operated through the back door. As one faculty member put it, "We wouldn't have the business and evening programs if we didn't need the money." There is a lack of faculty acceptance and institutional legitimacy. In addition, although the number of residential students has declined and the day students have increased, there have been little real efforts to welcome the day students to the campus.

These writers recommend that the following steps be taken to enable the institution to relate to its host environment:

1. That a distinct professional college that would house the business, evening, and applied social science programs be established.
2. That an existing building be designated and renovated to meet the needs of the business and evening programs.
3. That an existing building be designated and renovated to serve as a campus union to accommodate the day students and to provide a sense of sharing in the college community.

13

These steps would signal to the St. Charles community that Lindenwood is serious about responding to the community, is able to make changes, and is prepared to survive in the difficult years ahead. Professional and liberal arts colleges coexist on many campuses, and we believe this is a most rational organizational structure for Lindenwood.

"Expenses or Close," does not adequately describe the situation that Lindenwood faces. While the faculty ratio could be reduced from the present 11:1 (the University of California at Santa Cruz, which is an outstanding liberal arts college with eleven Ph.D. programs, presently has an 18:1 student/faculty ratio) with some selective reductions, the answer for Lindenwood does not lie with extensive slashes in academic or support programs. While the new president must have the backing of the Board to make selective cuts, the answer lies in the organization of the academic program and better use of existing faculty.

In reviewing the course offerings, it appears that the workload is unevenly distributed. The problem is that workload is measured in the number of courses taught, and the enrollment in these courses varies from less than five to more than forty students. These writers suggest that a more equitable measure of faculty workload would be to view workload in terms of student credit hours--credit value of the course times the student enrollment in the course. Again, the administration could temper this measurement in terms of institutional priorities, but it would serve to give a better picture of what now is a maldistribution of the workload.

Another major step is necessary to begin to fashion coherent programs as an alternate to the present situation where each "department" provides courses that may or may not be integrated into a total program. The logrolling that develops from each of the seventeen to twenty "departments" deferring to the other in the type and number of courses is both inefficient and ineffective. An organization based on one- and two-person departments is absurd. These "departments" should be dissolved, and the faculty organized along divisional lines with program, personnel, and budget responsibilities at the divisional level, so that rational program development and effective resource utilization can take place.

This is a sensitive matter but absolutely vital to any effective response by the institution. This will necessitate

ADMINISTRATION OF THE ACADEMIC PROGRAM

The item that appeared in St. Charles Banner-News over a year ago under the headline, "Lindenwood's Choice: Cut Expenses or Close," does not adequately describe the situation that Lindenwood faces. While the faculty ratio could be reduced from the present 11:1 (the University of California at Santa Cruz, which is an outstanding liberal arts college with eleven Ph.D. programs, presently has an 18:1 student/faculty ratio) with some selective reductions, the answer for Lindenwood does not lie with extensive slashes in academic or support programs. While the new president must have the backing of the Board to make selective cuts, the answer lies in the organization of the academic program and better use of existing faculty.

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19
20

rewriting the Faculty Constitution along divisional lines. However, these writers are convinced that no legitimate questions of academic freedom are involved.

The administrators of Lindenwood should address themselves to the real reasons why students should come to Lindenwood and why they leave--that is, the reasons of the students, not the Colleges--and why others did not come at all. The Colleges must then work to develop further positive circumstances to procure and retain students. No promotion or fund raising can succeed unless the students react not only favorably but enthusiastically to the Colleges.

Just as in fund raising, the business of attracting and retaining students should be the responsibility of everyone concerned with The Lindenwood Colleges. Anyone of college age or nearing it who comes to the campus should be given time even by the casual passerby. If a prospective student visits the campus to ask for information, he or she should not be handed a packet of information and dismissed. Each should be seen by someone from the Colleges, given a tour, and shown special interest; this should be reported to the admissions office. All assistance possible should be given to the admissions director, Edwin Gorsky, who has shown dedication and expertise in this area. Particularly the faculty should welcome the opportunity to personally call upon or influence students and sources of students.

The promotion of the Colleges through a professionally directed campaign is a factor in the strengthening of the institution; however, it should not be considered the panacea. Proposals should be sought from successful professionals in this field, and their plans critically evaluated. Funds and efforts in this area should not be disproportional to other areas of equal importance such as fund raising, political and community relations, and academic program enrichment.

The goals expressed by Mr. Gorsky are laudible. In three to five years he foresees the FTE total in the 700-750 range, head count at 1,200-1,250, and an increase in the resident population to 50-55, in-state/out-of-state ratio. If these goals are attained, they will not by themselves solve Lindenwood's problems, but they will turn the institution around.

It appears to these writers that Mr. Gorsky has a good comprehension of what has to be done and how to go about it. While the administration has excellent faculty support, it is important that the questions surrounding the

RECRUITMENT AND ADMISSIONS

The administrators of Lindenwood should address themselves to the real reasons why students should come to Lindenwood and why they leave--that is, the reasons of the students, not the Colleges--and why others did not come at all. The Colleges must then work to develop further positive circumstances to procure and retain students. No promotion or fund raising can succeed unless the students react not only favorably but enthusiastically to the Colleges.

Just as in fund raising, the business of attracting and retaining students should be the responsibility of everyone concerned with The Lindenwood Colleges. Anyone of college age or nearing it who comes to the campus should be given time even by the casual passerby. If a prospective student visits the campus to ask for information, he or she should not be handed a packet of information and dismissed. Each should be seen by someone from the Colleges, given a tour, and shown special interest; this should be reported to the admissions office. All assistance possible should be given to the admissions director, Edwin Gorsky, who has shown dedication and expertise in this area. Particularly the faculty should welcome the opportunity to personally call upon or influence students and sources of students.

The promotion of the Colleges through a professionally directed campaign is a factor in the strengthening of the institution; however, it should not be considered the panacea. Proposals should be sought from successful professionals in this field, and their plans critically evaluated. Funds and efforts in this area should not be disproportional to other areas of equal importance such as fund raising, political and community relations, and academic program enrichment.

There is confidence that the program will improve under the goals expressed by Mr. Gorsky are laudible. In three to five years he foresees the FTE total in the 700-750 range, head count at 1,200-1,250, and an increase in the resident population to 50-50, in-state/out-of-state ratio. If these goals are attained, they will not by themselves solve Lindenwood's problems, but they will turn the institution around.

It appears to these writers that Mr. Gorsky has a good comprehension of what has to be done and how to go about it. While the admissions operation enjoys excellent faculty support, it is important that the questions surrounding the handling of applicants and files between the admissions office, the Colleges' office, and the evening program be resolved. Centralized storage of student records is highly desirable.

These writers believe that the decision to combine a student-aid operation with admissions is an excellent one. It will strengthen the recruitment process and will give the admissions office a greater influence on retention of students after their first year. It is recommended that the present aid policy that "attempts to meet every student's needs" be closely reviewed and refashioned to support the admissions program. Serious consideration should be given to using institutional student aid funds, approximately \$250,000 per year, to support the recruitment program, with 40-50 percent of these funds restricted to first-year grants.

The major difficulty faced by the admissions program in reaching its goals can be traced to the lack of an institutional sense of priorities and mission. In today's market an admissions program that hopes to recruit effectively out of the local region must put its resources behind three or four of its strongest programs. Discussions with the admissions staff indicate that the communication, theater and studio arts, and equitation programs attract the most interest. These programs can be effective when they are backed with a "practical" liberal arts program and when the campus characteristics of smallness and the attractiveness of the physical setting in St. Charles are emphasized. But this will take work and must be supported by a public relations effort. There can be little doubt that the admissions program was weak and haphazard in the recent past.

There is confidence that the program will improve under Mr. Gorsky; however, increased enrollment in and of itself is not the answer to Lindenwood's problems. The belief that all that is needed is 300 or 400 more students, and everything will balance out is at best misleading. This view, without major changes and effective leadership backed strongly by the Board, will lead the institution to die by inches.

22

SELECTED EMINENCE IN THE ARTS
FOR THE LINDENWOOD COLLEGES

As a matter of academic need and practical public attraction, the Colleges must have at least one or several special programs that are exceptional and recognized. In any area there may be competition from major institutions; however, there is no reason that The Lindenwood Colleges, through the special individual attention for which its faculty is known, cannot win a special respect and recognition.

A possible such area is Communications. Without reflection on present staffing, a valid appraisal must be made of its operation and accomplishments, and an excellent and special program written and followed. This should not be done by a faculty member of the Colleges. Again, this cannot be developed in this report, but certainly the implications should be recognized.

For many important reasons, it is strongly recommended that a Council be established with top representatives of the communications industry that would employ future graduates of this department. The reasons for this are obvious: Such a council gains the interest of influential national and local media leaders, while providing invaluable direction and counsel (without cost); established sources of funds, equipment, and student internships; and an employment edge for graduates.

Another area in which the Colleges can not only gain attention but also involve St. Charles leaders in its life is through the effective use of the studio arts programs and the fine arts building. An entire paper could be written about this, but the basic suggestion is that this program and its building be developed so that it provides a social-cultural asset to the community. Briefly stated, it is a splendid place for social occasions with a cultural dimension or a place where those who seek cultural enrichment can be intellectually quenched.

Here, again, it is suggested that a Fine Arts Council be formed to provide a resource to the community that it does not have at this time and that is unlikely to be established in the future. The council membership could include individuals with deep interests in the arts from the Greater St Louis

23

area, a group of outstanding St. Charles area cultural leaders, and respected regional professionals in the fine arts (curators, artists, collectors). Both Mrs. Joseph Pulitzer and Mrs. Warren McK. Shapleigh could provide invaluable counsel in these areas and leadership in the formation of the council. Certainly, it would be hoped that those who become involved in this program would recognize the importance of Lindenwood and become eventual donors. The Loretto Hilton Theater at Webster Groves has brought both public appreciation and financial support to that institution.

This recommendation should be given immediate attention: The Lindenwood Colleges must have some such effective conduits to gain public recognition and to attract students. Even if this were desirable, it is not possible under the present circumstances. Furthermore, the importance to alumni and the older constituency of this tie has waned considerably, and therefore this element is not a decisive one in retaining their loyalty.

Concisely stated, if the Presbyterian Church retains proprietary interest in the Colleges, this situation will be greatly adverse to the resolution of the institution's problems. Certainly, an appreciation of the past and certain other basic moral values should remain as a lively heritage in the Colleges, but now Lindenwood must become an institution without a formal tie to the church.

Historically, one of the blind spots of American public education has been in the area of religious studies. In recent years, however, most have come to realize that this vital segment in a total educational program can no longer be excluded. In this same period the ecumenical movement began the process of building bridges of understanding among the leaders of many faiths, bringing hope that these groups would no longer expend their energies in dogmatic dogfights, but rather address themselves to ills of the world.

This context provides an opportunity for The Lindenwood Colleges, and it is recommended that the institution greatly encourage the religious groups with valid credentials to establish liaison with Lindenwood, participating in its life in various ways such as providing an adjunct part-time teacher or a chaplaincy.

THE RELIGIOUS DIMENSION AT LINDENWOOD

Certainly the legal relationship with the Presbyterian Church should be given immediate scrutiny. The interest of the church has resulted in little attention or financial support to Lindenwood in recent years, and the great majority of individuals interviewed felt this relationship held a negative value to them. These writers discern negligible Board, faculty, student, or administrative support for reviving the Presbyterian tie. It would be impossible to reverse this campus opinion unless Lindenwood could begin to exclude students who did not fit "the proper mold." Even if this were desirable, it is not possible under the present circumstances. Furthermore, the importance to alumni and the older constituency of this tie has waned considerably, and therefore this element is not a decisive one in retaining their loyalty.

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Certainly today's student is looking for a spiritual meaning in a confusing world, and Lindenwood could serve them well in this area of basic concern. However, to attempt to stretch the overarching rubric of affiliation with the Presbyterian Church across the Colleges would be counter-productive. What can be done is to encourage interested faculty and students to organize religious activities that have an ecumenical flavor.

the Lindenwood constituency. This includes alumni, the Boards, and friends, foundations, and businesses in the St. Charles-Greater St. Louis area. A relatively minimum degree of success could assure the Colleges enough strength and stability to be in a good position to consider its options in the coming years. This amount could range from three to five million dollars.

The vacuum of leadership has made the previous fund-raising efforts nearly impossible. The lack of definition of mission and a coherent case statement has been the result.

The following recommendations are basic to a successful fund-raising effort:

1. That a preliminary statement of mission and a case statement be written immediately. This can change with many factors but will provide a base.
2. That a realistic definition of total minimum needs be clearly stated: needs, which if met, will bring the Colleges through the next three years.
3. That no new building construction need be considered. Appeals for funds should be for renovation of facilities to support program reorganization, e.g. professional building, campus union.
4. That a Development Council be established with representatives of the Colleges' constituency, including the Boards, alumni, St. Charles, and Greater St. Louis.
5. That the Colleges retain a fund-raising counselor either from a professional firm or from a major institution to assist the Director of Development.
6. That immediate attention be given to building a valid prospect file, particularly with extensive information concerning sources of funds that would result in major gifts and have some rationale for supporting the Colleges. Faculty, the alumni office,

administrators, Board members, and St. Charles leader should establish this file.

INSTITUTIONAL DEVELOPMENT

Fund raising should be the concern of all for whom the existence of Lindenwood is important.

The funding needs of The Lindenwood Colleges are attainable.

Directly stated, there is substantial wealth to draw on in the Lindenwood constituency. This includes alumni, the Boards, and friends, foundations, and businesses in the St. Charles-Greater St. Louis area. A relatively minimum degree of success could assure the Colleges enough strength and stability to be in a good position to consider its options in the coming years. This amount could range from three to five million dollars.

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administrators, Board members, and St. Charles leaders should be seen on a person-to-person basis to establish this file.

The fund-raising director, Mr. Smith, has the demeanor and the commitment to fulfill his role. The purpose of the outside counselor would be to add a dimension of experience and reassurance, to provide credibility to his recommendations, and at times to be a mediator or bridge with the President or Board.

The deferred-giving program and the promise of eventual bequests is most important, but at this time in the history of Lindenwood, almost all efforts should be directed toward securing spendable interim funds.

Full and open cooperation must be expected between the alumni office and the development office; their individual interests cannot be alien to one another. Representatives of both functions have demonstrated their deep commitment to this and to the future of The Lindenwood Colleges.

It is strongly recommended that a dedicated member of the Board accept the responsibility as Chairman of the Development Council with the full assurance of help from all concerned with the Colleges.

Other projects come to our minds, as we are sure will also occur to those in the alumni office. An excellent example is the "key persons" program, an effective new program of that office, whereby alumni volunteer to assist in student recruitment.

Sustained efforts should be devoted to gaining a greater degree of loyalty on the part of the elderly alumnae of means. Whenever possible they should be visited. Should there be faculty members those alumnae hold in particular esteem, such teachers should be asked to visit them (expenses paid) to reassure them and whenever possible to secure a gift or pave the way for an eventual bequest. If there are several alumnae that are particularly close to the present Acting President, perhaps he would make a number of personal telephone calls to seek their generous support.

The writers have one caution: "The alumnae wouldn't like that" should not be used as a rationale to protect parochial interests and impede necessary program changes.

THE LINDENWOOD FARM PROPERTY
ALUMNI

It is the strong recommendation of this report that the Farm Lindenwood has taken an excellent step ahead with the re-establishment of a good alumni program. Its staff is respected and can do much to win back and sustain alumni interest. Its on-going program should be given encouragement and support.

It is particularly important that this office expend considerable effort in evaluating the files to establish a blue-ribbon list of alumnae most able to give to the Colleges. Briefly stated, the President and the alumni office should put special stress on these individuals. For example, it may be more important for the President or the alumni director to visit five alumni individually in Chicago, rather than giving a reception for twenty-five.

A special recommendation is that the alumni office establish a list of the twenty most outstanding and respected graduates of The Lindenwood Colleges. A concerted effort should be made to have them understand the Colleges' problems and promise. It is then suggested that a booklet be produced with an individual picture and statement from each stating the value of the Colleges and their faith in its future, and further, asking for loyalty and support.

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THE LINDENWOOD FARM PROPERTY

ALTERNATE USE OF FACILITIES

It is the strong recommendation of this report that the Farm property be sold as soon as possible and the funds invested in solid, high-interest paper. The Board should sell the Farm because it must put the academic interests of the institution above those of real estate. It must shore up the budget and provide some margin of operating expenses to allow a five-year time period in which to turn the institution around and get it on a break-even budget. Furthermore, it can hardly claim financial exigency and release tenured faculty when it has large real estate holdings.

As to the arguments in favor of retaining the Farm, the feeling that as the St. Charles area develops, the land will become more valuable is probably at best questionable. As the area population grows, it is possible that the usage of this land could be restricted to park and recreation purposes, and the Board could find its value decline accordingly. Future leaders of the Colleges can only be critical of a sale of the Farm if the institution has the luxury of existence at that time. To discuss future usage and development ignores the present jeopardy of the Colleges.

Should there be a strong feeling that this land should be retained, then it is suggested that funds be raised by interested individuals to purchase it from the Colleges and hold it in trust for future resale at a reasonable price to the institution, should it acquire a tax base. Certainly, the Colleges can also hold the mortgage on the land and secure an assured high interest rate.

In any event, the institution should divest itself of the concern for future use of the land and make this asset a liquid one. It is suggested that Board members such as Mr. George W. Brown and Mr. Armand C. Stalnaker be asked to provide active direction in this matter and be given special powers in seeking purchasers and financing for the sale.

and publicity for Lindenwood, should be considered. Additional programs in arts and crafts in the evening and summer would allow for community participation. Such activities could also secure income from those who would live on campus.

There does not seem to be the feeling that alternate use of facilities is necessary on the part of those who could make this could be that they are unable to accept or are unaware of the jeopardy of their positions. Also, there is not an

ALTERNATE USE OF FACILITIES

In dealing with a financial crisis or ongoing stability, a total funding concept should always be of paramount consideration. The money that sustains a college comes from many sources: tuition, auxiliary services, gifts, endowment, and so forth. It is of basic importance that Lindenwood maximize returns in all these areas. Its campus and plant are impressive and extensive, and many programs lend themselves to outside sources of income.

Some efforts have been made to develop a conference center, and, no doubt, through lack of time and personnel, this thrust has not been more fully developed.

Great thought should be given to attracting income through the alternate use of facilities of the Colleges when they are not in academic use. The following are illustrations, which no doubt have already come to the minds of administrators of the Colleges, but the press of their duties prevented developing them further:

1. A Horse Camp: There would seem to be potential for greater use of this facility, and it is suggested the directors of that program give immediate attention to planning for such activities. Children, as well as horses, can be boarded there for summer camp, and other complementary programs can be offered to them, such as theater arts. It is the opinion of these writers that the equitation program should be continued at Lindenwood, but as fathers of children who ride horses, they are convinced that the program could provide greater income.
2. The Fine Arts building is an impressive facility but could be used to a much greater extent to provide income. A summer institute for sculpturing or painting, with a name or two to encourage attendance and publicity for Lindenwood, should be considered. Additional programs in arts and crafts in the evening and summer would allow for community participation. Such activities could also secure income from those who would live on campus.

There does not seem to be the feeling that such alternate use of facilities is necessary on the part of those who could make these programs possible. The only reason for this could be that they are unable to accept or are unaware of the jeopardy of their positions. Also, there is not an appreciation of the fact that operations of the Colleges must be trimmed as lean as possible without cutting the artery, that severe economy in essentials is demanded, and that non-essentials must be eliminated.

In this short and intensive survey, the writers may have put stress in areas that, with several months' reflection and reexamination, they would find to be less important. However, there is great conviction regarding the major recommendations stated in this report.

The time and circumstances under which it is written do not make it possible to include some supporting material. The writers have conscientiously avoided filler material, which would have made the report more voluminous, but less direct.

* * *

We are greatly impressed with the quality of concern for Lindenwood and the priceless value of the institution. We are also convinced that together you can achieve a great and lasting good which will bring rare personal satisfaction to each of you. You are indeed the new Founders of the institution, and generations to come will benefit from your unselfish dedication to preserve and strengthen The Lindenwood Colleges of St. Charles, Missouri.

Respectfully submitted,



Thomas F. Jordan



Daniel H. McFadden

August 31, 1974

APPENDIX I CONCLUSION INTERVIEWED

Perhaps this report went far beyond the original charge to its writers. Because the vacuum of leadership has affected adversely every element of Lindenwood's life, what might have been a review of a function or a program became greatly complex and demanded considerable attention.

In this short and intensive survey, the writers may have put stress in areas that, with several months' reflection and reexamination, they would find to be less important. However, there is great conviction regarding the major recommendations stated in this report.

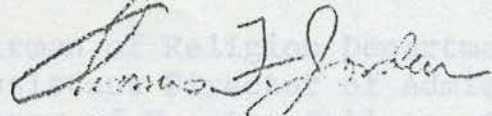
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Faculty and Staff

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Dr. James Hood, Chairman of Summer Session
Dr. Esther Johnson, Chairman of Religious Activities
Ms. Sandra Lovinguth, Assistant Secretary
Dr. Elwood Miller, Director of Business Department
Dr. John Moore, Chairman of Department
Mr. Boyd Morris, Education
Dr. Belores Williams, Chairman of Guidance Department
Ms. Mary Yonkas, Secretary to President, Financial Aid

Respectfully submitted,



Thomas F. Jordan



Daniel H. McFadden

Students

Sue Groom, class 1975
August 31, 1974, class 1974

Jeff Kleinmann, class 1974

APPENDIX I: PERSONS INTERVIEWED

Members of the Board, Alumni, and Community

Mr. William H. Armstrong
 Mrs. Dorothy Barklage
 Mr. George W. Brown
 Russell J. Crider, M.D.
 Mrs. Russell J. Crider
 Mrs. Folsta B. Gibbons
 Mr. Robert Hyland
 Mr. Donald Meyers, St. Charles Banner-News
 Mr. Jefferson L. Miller
 Mr. Roland T. Pundmann
 Mrs. Warren McK. Shapleigh
 Mr. Thomas W. Smith
 Mr. Armand C. Stalnaker

Faculty and Staff

Dr. Howard A. Barnett, Vice President and Dean of Faculty
 Dr. B. Richard Bing, Vice President for Public Affairs and Finance
 Dean Doris Crozier, Women's College, Sociology
 Dr. Patrick Delaney, Dean of Lindenwood II, Chairman of Biology Department
 Dr. Dean Eckert, Chairman of Faculty Council, Art
 Mr. Edwin Gorsky, Admissions Director
 Mr. Harry Hendren, Chairman of Art Department
 Dr. James Hood, Chairman of History Department, Director of Summer Session
 Dr. Esther Johnson, Chairman of Religion Department
 Ms. Sandra Lovinguth, Assistant Director of Admissions
 Dr. Elwood Miller, Director of Evening College, Chairman of Business Department
 Dr. John Moore, Chairman of Economics Department
 Mr. Boyd Morros, Education Department
 Dr. DeLores Williams, Chairman of Political Science Department
 Ms. Mary Yonker, Secretary to President, Financial Aid

Students

Sue Groom, class 1975
 Cindy Essenpreis, class 1974
 Vicky Kern, class 1974
 Jeff Kleimann, class 1974

APPENDIX II: AUTHORS' VITAE

Thomas F. Jordan has been a professional planning, public relations, and fund-raising executive for twenty-five years. Presently, he is a consultant to three institutions of higher education, one of which is a women's college that has just become co-educational. In addition, Mr. Jordan is consultant to charitable organizations, an international research organization in Belgium, and a national foundation. He has served as Vice President of the University of San Francisco; Director of Priority Needs Campaign, St. Louis University; and Managing Director of a professional fund-raising firm in New York and London, England. He was appointed a founding trustee of the recently emerged American Alumni Council and the American College Public Relations Association. He is a graduate of St. Louis University and resides in San Francisco, California.

Daniel H. McFadden is Assistant to the Chancellor for Academic Planning at the University of California, Santa Cruz. Before coming to Santa Cruz, Dr. McFadden served as Assistant Vice-Chancellor for Public Affairs at the University of Pittsburgh where he worked extensively with legislative and community relations. He has worked as an assistant city manager and served five years as an officer in the Air Force. Dr. McFadden is recognized for his accomplishments in the areas of legislative and community relations, in which he serves as a consultant and workshop director. He is a member of a number of civic planning committees. Dr. McFadden holds a Ph.D. in higher education-public affairs from University of Pittsburgh and resides in Santa Cruz, California.

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