

REPORT OF THE PRESIDENT

PLANNING THE FUTURE

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BACKGROUND

Four years ago there were fewer than 900 students enrolled in The Lindenwood Colleges. This year there will be nearly 1800 students enrolled. The change is especially significant when one analyzes the composition of the student body. There has been growth in the traditional full-time undergraduate population but it has been modest. The dramatic increase has been in the adult (over 25) population, both as full-time and part-time students. These students are enrolled in The Evening College, Lindenwood 4, the "continuing education" group in The College for Women, and the health programs and projects within The College for Men. In the "continuing education" category are a number of women over 60 years of age, including one degree candidate who is 76.

Over the same period of time the annual expenditure budget has grown from \$2.7 million with a deficit of \$553,570 to a balanced budget of \$4.2 million. Accumulated losses on current operations over the period have totaled nearly \$2 million. Hopefully these deficit years are now past, and Lindenwood can again move ahead strongly.

Putting together the enrollment and financial facts just cited suggests these observations:

1. The traditional college student body, 18 - 24 year old full-time residents, will at best grow slowly if we can continue to enlarge our share of a declining population. In Missouri this decline will be 9% by 1985 and 30% by 1995.

2. The growth of adult students will continue and probably accelerate. While the 18 - 24 age group will decline in numbers, the over 25 age group will increase more than 70% by 1995.
3. The "new frontiers" in higher education are to be found primarily in the adult population. Not only will this population rapidly increase in number, but there is evidence of "return to college" or "go to college" movements among adults that will increase the percentage of the total adult population enrolling in college courses and programs.
4. There is research evidence that persons who remain active, both physically and intellectually, live longer. This evidence, when coupled with increasing life expectancy and increasing desire among older adults for educational opportunities, helps to explain the rapid growth of Lindenwood's enrollment, and provides a guideline for future development.
5. The high motivation characteristics of adult students combined with their maturity and experience, are strong stimuli for creating dynamic academic programs; these simultaneously enrich opportunities and offerings for younger students. There is evidence that when younger and older students study and attend classes together both age groups benefit.
6. As year around, day and evening, work-week and week-end academic programs exist side by side, the financial strength and flexibility of the institution is improved, the base for faculty-staff compensation is broadened, and the efficient use of institutional facilities and equipment is enhanced.

7. One of the most important elements of economy is to establish a range of academic programs and activities that maximize the use of an institution's human and physical resources (i.e., special course offerings or conference programs that produce revenues from rental of facilities, provide extra compensation to faculty for instructional leadership, offer service jobs to aid students financially, and promote a positive image of the institution among the general public and with the media).

THE PRESENT

Over the past few years Lindenwood has been rapidly evolving from a single purpose college (liberal arts for women) to a multi-faceted institution serving many constituencies, from an almost exclusively residential college to a community-based institution responsive especially to local and metropolitan education needs, from a college for general arts and science education to an institution with strong professional-vocational orientations within the context of liberal arts, from a college focused on the education of young people just out of high school to an institution enrolling students of all ages. These evolutions, some deliberately fostered and others primarily responses to changing situations and needs, point the way toward the future. On the other hand, it probably is impossible both academically and financially to sustain Lindenwood in its former state, regardless of the values that are and have been associated with the earlier and less complex organization. Recognizing the inevitability of change we must nevertheless preserve the distinctiveness of Lindenwood, -- its tradition of personal attention, its relatively small size, its sense of community and its concern for quality.

Planning the future is of course an imprecise art, but it is perhaps the only way to preserve the past while building on the present.

THE FUTURE

Some directions for the future are already clear; others, less clear, can be predicted with reasonable confidence.

1. Constantly increasing interest among prospective students in graduate programs will require our thoughtful attention. These programs will have to be built carefully on the base of existing faculty abilities and interests, of realistically obtainable library, laboratory, classroom, and other physical resources, and of available financial support for start-up costs. In some instances, where an immediate need or a sizable potential student body is evident (i.e., the MBA program) we may have to provide modest initial funding for a new program from current operations budgets, and anticipate a quick return on our investment to balance expenditure and income.
2. The State of Missouri is steadily increasing educational licensing requirements for the various professions, especially modernizing and extending the professional preparation of teachers, school administrators, health personnel, et al. To meet these needs, most particularly for St. Charles teachers and administrators, Lindenwood must continue to expand services through graduate and specialized area programs (learning disabilities, etc.). Otherwise UMSL, Kirksville, or other public or private institutions will be encouraged to establish major extension programs in St. Charles.
3. The new Bachelor of Medicine program, inaugurated this fall, further enlarges Lindenwood's opportunities in the health professions. It builds on our fine relations and cooperative programs with St. Luke's Hospital, and extends them to the St. Louis City Hospital system and the Washington

University School of Medicine. The sizable grant this year from the U. S. Government (HEW) to foster this development is evidence of its need. Lindenwood now has the basic faculty, facilities, and relationships on which to build other health programs. The most promising possibilities are for the preparation of medical nurse practitioners, the development of a school of nursing in collaboration with a major teaching hospital, and the establishment of a center for the study of gerontology focused at first on health care of the aged. These possibilities have already been discussed tentatively with medical leaders in the metropolitan area.

4. The strong and growing enrollment of adult women (and a few men) in our regular undergraduate programs provides us with an opportunity to extend and enrich general academic offerings. These women are highly motivated, serious students, and are eager to help us develop new courses and programs. Lindenwood is giving and must continue to give thought and attention to this population.
5. The rapid growth of both enrollment and programs in Lindenwood 4 attests to its vitality. Its procedures and operations are rapidly achieving stability within the Lindenwood "one institution" concept, and further growth seems promising. Internal growth of the existing four centers seems realistic, and it may be desirable and feasible to develop one or two additional centers.
6. The growth of business administration programs, day as well as evening, graduate and undergraduate, has been most gratifying. The MBA program, as it begins its third year, has already grown to 135 students. Nearly half of the 1700+ students enrolled in Lindenwood have elected business as a major field of study. The challenge to meet their needs, and to

develop new programs and projects in business administration and related fields is high on the priority list. We are undertaking new initiatives to promote business administration programs for the many women executives (banking, insurance, etc.) who eagerly desire and are being offered opportunities in the corporate world.

Three developments that provide a combination of new instructional opportunities, expanded services to the community, increased revenue, and constructive leadership and innovation by Lindenwood deserve special treatment. The financial health of Lindenwood is dependent to a significant degree on its ability to use its human and physical resources as fully as possible. For example, using classrooms more hours of the day and evening, or over weekends and during summers, supports the budget by producing revenues that otherwise would be unavailable, and by more fully employing resources that otherwise would be unused. New developments must capitalize on existing or easily expandable personnel, program, and physical resources.

1. The construction of the new stadium facility, still in early stages of utilization, has enabled Lindenwood to upgrade its physical education and athletics programs, attract secondary school groups and teams to the campus, increase the use of campus facilities during the summer months, obtain much wider recognition in the metropolitan area, and develop new sources of needed income. Having the St. Louis Football Cardinals, local high school football teams, and regional marching band competitions on the campus are illustrations of how a combination of objectives can be achieved.
2. The newest development is the expanded program in theatre. This new programming thrust is designed to stimulate wider participation by Lindenwood students in high quality theatre presentations. It also will

offer new opportunities for involvement of interested St. Charles and St. Louis citizens, promote the wider recognition and reputation of Lindenwood, and produce new revenues. It is the forerunner of a full-scale professional summer theatre season (similar to a summer stock theatre) to be inaugurated in 1978. Lindenwood students will thereby have opportunity to develop their talents in real-life situations working with seasoned professionals. Jelkyl Center, a superb professional facility otherwise unused in summers, will become productive on a year round basis. Summer buffets in the dining room and picnic facilities under the trees will further utilize our existing resources.

3. The Lindenwood Hills project is in an early planning stage. The goal is to create an intergenerational living-learning community. Using up to 60 acres of undeveloped campus land the plan is designed to achieve a number of objectives:
 - a. To extend Lindenwood's educational services to persons sixty years and older;
 - b. To enrich Lindenwood's courses and programs through the participation of mature and experienced persons as students and instructors.
 - c. To assist students who need real-life training situations (health professions, communications, teaching, business, etc.) and work opportunities (all types of personal and support services) to finance their education.
 - d. To develop and utilize Lindenwood's land as a perpetual living endowment for the institution. Residents of Lindenwood Hills, like all residents at Lindenwood, will lease, not own, their accommodations;

Lindenwood Hills residents will however purchase a lifetime lease rather than a term or annual lease. Monthly fees to cover all Lindenwood Hills operating costs including health care, tuition and academic fees will be continually adjusted to current economic conditions.

- e. To maximize the use of Lindenwood's existing central facilities (chapels; libraries; painting, drawing, sculpture, print-making, ceramics, and photography studios; music and dance studios; theatre, science and social science laboratories; greenhouse; playing fields; stables; dining rooms; and various meeting and recreational facilities).

The Lindenwood Hills project will place The Colleges on the forefront of pioneering projects in adult education, and will attract national attention to Lindenwood. Combined possibly with a new Center for the Study of Gerontology related to our existing academic programs in sociology and gerontology, and enriched by the Medical Nurse Practitioner and Health Associate in Geriatrics projects under the new Bachelor of Medicine program, Lindenwood Hills could become an important adult education model for the years ahead.

To repeat the truism noted earlier, planning the future is an imprecise art. Idle dreams are illusions, and wishful thinking is a trap. Yet to fail to dream is to forego planning a future. Each of the ideas outlined in this report are based on realistic calculations; none arise from simplistic speculation. In fact, no single project or plan described above is unique; as entities all have been tried and tested; the results are available for examination. The uniqueness, if there is any, of these

plans is to be found in their interrelationships or interfaces. Their importance to Lindenwood in 1977 is that they offer a way to a promising academic, financial, and service-oriented future.