

## **Martin Luther College Strategic Plan A Vision for Leadership: 2010+**

<b>Table of Contents</b>	<b>Page</b>
Preface	2
Issue A: Faculty Workload and Expertise	3
Issue B: Financial Stability	4
Issue C: Internal and External Communication	6
Issue D: Recruitment of Ministry Candidates	9
Issue E: Student Leadership and Learning	11
Conclusion	13
Appendix A: Martin Luther College Mission Statement	15
Appendix B: Strategic Planning Overview	16
Appendix C: From Strategy to Action	18
Appendix D: Strategic Planning Subcommittees	21
Appendix E: Strategic Planning Contact Grid (Composite)	22
Appendix F: Ten Strategic Issues	23
Appendix G: Strategic Planning Issues Summary (February 2005)	24
Appendix H: Budget Planning	25
Appendix I: Strategic Planning Goals (Detailed)	27
Appendix J: Strategic Planning Goals (Timeline)	38
Appendix K: Strategic Planning Goals (Responsibility)	45

# Martin Luther College Strategic Plan A Vision for Leadership: 2010+

## PREFACE

The document before you had its inception in November of 2003 when on the 9<sup>th</sup> and 10<sup>th</sup> the Administrative Council held a “planning retreat” in Shakopee, Minnesota (see Appendices B and C). Since that time four committees consisting of faculty, staff and students have been working to gather and assess the input from many different sources (see Appendix D). Some committees conducted focus group visits, others invited on-line input, all had a common faculty evening to gather input, some involved other areas of ministry, and some involved the Governing Board (see Appendix E).

They all began with the following vision statement:

***“Martin Luther College serves its students, staff, supporters, and the people of God’s world as the WELS College of Ministry by providing educational leadership with a global outlook.”***

The committees were asked to identify issues relating to this statement. An initial list of ten issues was developed (see Appendix F); it was later narrowed to a more manageable list of five (see Appendix G). For each of the five issues, the committees established goals; developed a timeline; assigned responsibility; identified resources; and planned for assessment (see Appendix I). As the various committee assignments are made to begin consideration of these issues, additional prioritization and modification of timelines may be considered to keep the work at a manageable level.

Key to understanding the vision statement is to comprehend it in the light of the mission statement of the college (see Appendix A). A vision statement simply says, “This is where this college wishes to go.” In this case it means the college wishes to be in a position of providing educational leadership for its students, staff, supporters and the people of God’s world, but to do it as the WELS College of Ministry. This educational leadership is to be exercised with a world vision—not merely in New Ulm or the Midwest. MLC is to be cognizant of educating its students to serve as heralds of the Gospel wherever in this world God has created an opportunity; he has bidden that the Gospel is to be proclaimed “to those who live on the earth—every nation, tribe, language and people” (Revelation 14:6b).

God grant that MLC ever recognizes its important role and carries it out with faithfulness and diligence.

Theo. B. Olsen, President

## Issue A: Faculty Workload and Expertise

The mission statement of Martin Luther College identifies the school as the *WELS College of Ministry*. No one group is more directly responsible for the fulfillment of that mission than the faculty. The 1999 Self-Study Report prepared for the North Central Association of Colleges and Schools (NCA) characterized this relationship well:

The carrying out of the mission of Martin Luther College is largely a matter of having qualified, competent faculty for the task. The strength of the MLC faculty lies foremost in their oneness in faith and then their experiential background as pastors and teachers in the church body they serve. They know first-hand the work for which they are preparing the students who have chosen a form of public ministry as their vocation. Martin Luther College values the long-standing view . . . that confessional integrity, Christian character, commitment to ministry, and an aptitude for teaching are essential characteristics for those called to prepare the next generation of WELS public ministers. However, this attitude does not ignore the necessity of teachers and administrators being knowledgeable about their academic fields and determined to grow in the scholarship of teaching. The Lutheran heritage, which the WELS cherishes, prizes such well-roundedness in its teachers.

The report repeats a concern expressed by a 1992 visiting team from NCA that “the teaching load of the faculty (15 hours per semester) leaves little time for professional development or personal time.” The 1999 Report of a Visit to Martin Luther College from the same accrediting body reiterates that “faculty workload continues to be a concern because it threatens the ability of faculty members to carry out their responsibilities effectively.” A February 2005 survey of strategic issues showed that more than 50% of the respondents in four different target audiences agreed that the matter of “faculty workload and expertise” deserves priority attention. The tabulation follows:

Students (233 respondents)	Faculty and Staff (70 respondents)	Governing Board (12 respondents)	Parents (33 respondents)	Alumni (22 respondents)
52.8%	62.9%	58.3%	45.5%	54.5%

It was on this basis that the Strategic Planning Committee identified the following issue and its related goals:

- **Investigate the impact of faculty workloads on morale, professional growth and effective ministry modeling.**

Goals:

1. Undertake a comprehensive review of current faculty and administrative workloads/FTE to provide foundational data for consideration of their appropriateness.
2. Analyze the data from goal #1 to ascertain faculty and administrative workloads/FTE. As needed, address the following goals on the basis of the survey results and subsequent analysis:
  - a. Align more nearly and accurately faculty expertise and teaching assignments.
  - b. Factor online and graduate teaching into faculty assignments/FTE.
  - c. Expand time and opportunity for faculty to undertake graduate work and/or other research.
  - d. Investigate the expanded use of some form of teaching assistance and adjunct faculty.
  - e. Promote the concept of one or two semester professional growth sabbaticals taken by faculty on a rotating basis and funded by external sources.
  - f. Examine the relationship between lab courses and FTE allotments.

### **Issue B: Financial Stability**

The cost of higher education has skyrocketed in recent years. Double digit percentage increases in tuition and fees have been the norm through the first half of the current decade. Private post secondary schools depending on endowment earnings for operational expenses have been hurt by lower investment returns. The same economic climate has cut into subsidies at state universities. According to a recent report in the *Chronicle for Higher Education*, the rapid increase in college costs has earned 36 out of 50 states an “F” rating at keeping college affordable (September 24, 2004).

Although God has richly blessed the church through the mission of MLC, financial obstacles are placing unprecedented challenges before the college in fulfillment of its mission. A reduction in operating subsidy from the synod has led to tuition increases that have averaged almost 10% over the last four years. The increased student costs and a perceived shortage of calls have led to a sharp decline in enrollment. As a result, MLC faces an operating budget deficit of at least \$3 million a year for the indefinite future.

The college has reduced operating costs and increased recruitment measures in an effort to maintain its important mission. One of the realities of our synod's financial struggles is that our WELS ministerial education schools have been asked to bear greater responsibility for funding. At its fall 2004 meeting, the MLC Governing Board directed the college to establish an Office for Mission Advancement to address the need for expanded support of the college. Within months a plan was approved to include both a public relations and a development department in this office. During the summer of 2005, the MLC Office for Mission Advancement was established with two resource development directors, a public relations director and clerical help.

With all of the attention on the need for expanded financial support, it is not surprising that strategic planning surveys and focus groups identified "financial stability" as one of the top strategic issues for the future of MLC. The results of the February 2005 survey follow:

Students (233 respondents)	Faculty and Staff (70 respondents)	Governing Board (12 respondents)	Parents (33 respondents)	Alumni (22 respondents)
87%	91.4%	100.0%	93.9%	77.3%

Recognizing the urgency of the situation and aware of the fact that the financial stability of the college was already being addressed, the Strategic Planning

Committee established the following issue and its related goals:

- **Address the stability of the college as it relates to financial resources, rising tuition, student financial aid and endowment holdings.**

Goals:

1. Support and expand the work of the Office for Mission Advancement to establish financial autonomy in the operating budget.
  - a. Add a third gift planning associate and maintain a development staff at 1.0 FTE for each \$1.0 million to be raised annually.
  - b. Establish at least one endowed professor's chair in each of the next three biennia.
  - c. Develop a corps of supporters to the college that contributes 25% of the operating budget on an annual basis.
  - d. Utilize the mission partner concept to enhance support for specific budgetary programs and projects.
  - e. Once funding of the operating budget has been addressed, solicit gifts for special projects and capital needs.

- f. Seek to maintain a synodical operating subsidy of at least 5% of the operating budget and, as circumstances allow, request a restoration of support to previous levels.
  - g. Shift the internal tuition grant program monies (currently allocated at a rate of about \$800 per student) to operating support.
    - i. Provide an equal amount of financial aid by drawing upon endowment funds as needed.
    - ii. As the support of the general operating budget stabilizes, gradually reinstate the per student allocation of tuition dollars to establish a fund for program maintenance, facilities expansion and faculty development.
2. Increase enrollment an average of 3% (based on total enrollment) each year until a goal of 1000 students is reached.
    - a. Continue to emphasize North American Outreach and expand international service opportunities as a way of stimulating enrollment growth.
    - b. Increase revenue, enhance stewardship and allow the college to operate more efficiently by achieving the target enrollment.
  3. Maintain the maximum student share of educational costs excluding financial aid at the current level of 75% or less and strive for an average student share of 60% when financial aid is included.
    - a. Hold tuition increases to an average of 5% over the next 10 years.
    - b. Hold budgetary increases to an average of no more than 6% per year over the next 10 years (3% enrollment driven plus 3% inflationary factor).
    - c. Cooperate with the WELS Planned Giving Office and the Board for Ministerial Education in establishing tuition assistance endowments that will mature to provide an annual income equal to 10% of the operating budget and be distributed to students on the basis of merit and need.
  4. Increase staffing flexibility during periods of fluctuating enrollment through expanded use of adjunct or non-tenured faculty (cf. faculty FTE study under issue A, goal 1 to determine appropriate levels).
  5. Study (in cooperation with the WELS Human Resources Office) the feasibility of an incentives package available for tenured faculty that allows for
    - a. Early retirement.
    - b. Opportunities to retire and continue service as an adjunct with partial benefits.
    - c. Increased compensation levels for adjunct faculty.

Appendix H shows the interrelation of enrollment, budget planning, synod subsidy, per student costs and mission advancement efforts. Both an optimal (6%) and a minimal (3%) annual increase in operating budget are shown when a 3% annual increase in enrollment is assumed. Reality is probably somewhere between the two extremes.

### **Issue C: Internal and External Communication**

In its August 1999 report to the administration of the college, the Ad Hoc Committee to Review Administrative Structure identified communication as one of several

concerns that emerged during the assigned study. These concerns were addressed in various ways as a new administrative structure was implemented at the college beginning with the 2000-2001 academic year. A subsequent review of the administrative structure after four years did not identify any major issues with communication from an internal perspective.

The advent of technology tools that facilitate communication efforts has undoubtedly made it easier to share timely information with and among colleagues, students and constituents. Email and the MLC Portal are two obvious and readily-accessible examples. There are few barriers to communicating regularly for those who are willing to make the effort. At the same time, members of today’s society have increased expectations in the area of communication. The savvy communicator is not only concerned with the quantity of communicated messages, but also the quality and timing of those messages. In the fall of 2004, a Mission Advancement Advisory Team was established at MLC. Comprised of individuals from various walks of life, this group held an intensive series of meetings during the 2004-05 school year to identify ways to promote the mission of the college. As the meetings progressed, the theme most often repeated was that MLC needed to “get the message out” about the many positive things happening at the college. The recent establishment of a public relations department at MLC can be attributed directly to that valuable input. The launching of a new institutional website during the summer of 2005 and the hiring of a staff member specifically responsible for its development and maintenance was an independent but related step.

The February 2005 survey of the Strategic Planning Committee also identified internal and external communication as one of the top five issues for consideration by the college. A summary of the results follows:

Students (233 respondents)	Faculty and Staff (70 respondents)	Governing Board (12 respondents)	Parents (33 respondents)	Alumni (22 respondents)
40.8%	72.9%	100.0%	54.5%	36.4%

On the basis of this survey and subsequent feedback, the Strategic Planning Committee has established the following issue and its related goals:

- **Explore communication processes utilized by the college and their impact on school image and functionality.**

Goals for enhanced external communication:

1. Increase contact with the WELS by means of increased publications: strategically placed articles in *Forward in Christ (FIC)*, an increased readership of *In Focus*, an updated and centralized mailing list, and bulletin inserts.
2. Increase contact with WELS stakeholders by means of increased personal contacts by continuing to send designated MLC representatives to called worker conventions, conferences, and other events.
3. On a weekly basis, maintain electronic contact with people in key positions of leadership within in the WELS by sharing campus news and events.
4. Increase personal contacts with congregations by coordinating MLC student presentations in their home or nearby churches.
5. Increase visibility with local print and broadcast media outlets.
6. Increase personal contact of faculty with churches and schools by developing the MLC Faculty Speakers' List for off-campus speaking engagements.
7. Increased usage of the MLC website by constituents through MLC Portal construction.
8. Enhanced coordination between print media and website information accessibility.
9. Increase MLC's visibility in WELS constituent print and digital media, e.g., *FIC*, ALHS newsletters, church newsletters.
10. The MLC graphic identity should be consistent in all printed and online documents.
11. Increase contact with alumni through the formation of an alumni society.
12. Increase the public relations director to full-time status.
13. Increase the Public Relations Department writer-editor to a full-time position.
14. Review Graphic Arts department staffing and adjust as needed.
15. Increase Public Relations Department secretarial help to full-time status.
16. Monitor the need for an expanded web presence and related staffing (webmaster).

Goals for enhanced internal communication between administration and students:

17. Combine, coordinate, and streamline school information and news from the *MLC Courier* and *Knightly News* into the MLC Portal Project.
18. Initiate monthly open forums with students hosted by the President or his designated representative.

Goals for enhanced internal communication between administration and faculty:

19. Initiate periodic open forums with faculty hosted by the president or his designated representative.
20. Explore the possibility of techno-discussion forums to seek faculty input and response on key issues.

21. More opportunity for input via elected faculty leadership and representative positions.
22. Maintain and encourage the continued use of the open door policy of administration.

Goal for enhanced internal communication and interaction between faculty and students:

23. Explore more opportunities and events for faculty-student contact outside the classroom and at informal events.

Goals for enhanced internal communication among students:

24. Encourage the MLC Student Senate to continue scheduling social events for students on and off campus.
25. Embrace and encourage new student interest groups centered on similar interests or issues to be formed.

Goals for enhanced internal communication between administration and staff:

26. More frequent meetings between supervisors and staff.
27. Explore the use of performance review practices at all levels.

### **Issue D: Recruitment of Ministry Candidates**

Just before he ascended into heaven, our Lord set the mission of the church on earth when he told his followers, “Go and make disciples of all nations.” The vision for the Wisconsin Evangelical Lutheran Synod focuses on that mission by proclaiming, “The gospel in Word and sacrament is everything! Go with it! Study it! Apply it! Teach it!” While the responsibility to spread the gospel rests with every blood-bought soul, the Lord of the church has established the public ministry for the good of the kingdom. The students at MLC are the future public ministers of our WELS congregations. The opportunities to spread the gospel are growing every day. Literally millions are starving for the gospel in every corner of the globe. Our church body is grateful that the Lord of the harvest has consistently provided workers to fill the pulpits and classrooms of our WELS congregations.

But recruitment of ministry candidates is not without its challenges. A document prepared by Vice President Phil Leyrer on behalf of the MLC Admissions Department in November 2004 characterizes those challenges:

At present the synod subsidy that once made education costs more affordable for students and helped to mitigate loss of tuition revenue for schools experiencing a period of enrollment decline is minimal. No change in this situation is forecasted for the foreseeable future.

From an earthly standpoint, students will always be a school’s most important commodity because enrollment drives a school’s ability to maintain viable programs. At a time when enrollment is declining and little subsidy is available to help weather the effect, we ask God to guide our thinking about the factors that affect our enrollment and the way we view enrollment at Martin Luther College.

MLC’s enrollment is affected by the same factors that have an impact upon the enrollments at other colleges. Chief among them are cost of education, demographic trends, and the economy. In addition, historically, our ministerial education schools’ enrollments have also been affected by another factor—call day—since it is tied directly to their unique purpose and specific mission . . .

For ministerial education in particular, the results of call day each May are an unofficial comment on enrollment. Unassigned candidates can mean that too many are enrolled. A shortage of candidates means we need more. Either natural or deliberate corrective measures have soon followed. Students discouraged by the potential of being unassigned fail to enroll, or we allocate more resources to recruitment to make sure we can meet “the needs of the church . . .”

Our conclusion and our resolve is that Martin Luther College must continue to graduate strong, well-equipped candidates for the public ministry by means of viable curricular and co-curricular programs.

Every group surveyed in February 2005 tended to agree with our Admissions Department. More than half of all respondents identified “recruitment of ministry candidates” as a top strategic issue. The breakdown by category follows:

Students (233 respondents)	Faculty and Staff (70 respondents)	Governing Board (12 respondents)	Parents (33 respondents)	Alumni (22 respondents)
51.5%	58.6%	58.3%	60.6%	72.7%

The philosophy and premises expressed in the previous document, coupled with feedback from the audiences identified in the survey above, has led the Strategic Planning Committee to establish the following issue and its related goals:

- **Recruit and retain qualified and diverse candidates for ministry.**

Goals:

1. Continue to recruit the high-quality candidates who meet the MLC ministry profile as it has in the past for service in the church.
2. Develop an early identification system throughout the synod for encouraging viable ministry candidates, with an emphasis on earlier contact; including synodical preparatory schools, area Lutheran high schools, public high schools, college campus ministries and mission fields.
3. Develop strategies for motivating called workers in the field, including college campus ministers, home missionaries and world missionaries to recruit for ministry.
4. Increase the number and variety of current prospect contacts and minority contacts.
5. Increase full-time student enrollment to the 900-1000 range.
6. Increase admissions staff to an additional off-campus recruiter and an on-campus recruitment event coordinator.
7. Raise \$50,000 annually for the Presidential Scholarship and increase the awards to incoming freshmen from \$1000 to \$2500.
8. Raise \$100,000 annually to increase the number and amount of merit aid awards.
9. Increase recruitment so that 7.5% of the student body will be minority or international.
10. Complete a study of successful minority retention programs at colleges in similar locations.
11. Explore the *feasibility* of broadening the target audience for enrollment at MLC by
  - a. Piloting one or more branch campuses in cooperation with WELS area Lutheran high schools to provide onsite delivery of coursework.
  - b. Expanding the availability of online coursework, particularly in the area of general education.
  - c. Establishing an associate arts degree program that would allow undecided students to pursue general studies while considering the possibility of full time service in the ministry.
  - d. Establishing additional programs for alternate forms of ministry (e.g. counseling, social work, nursing, stewardship, expanded staff ministry options, etc.).

### **Issue E: Student Leadership and Learning**

Jesus told his disciples, “I am sending you out like sheep among wolves. Therefore be as shrewd as snakes and as innocent as doves” (Matthew 10:16). Jesus goes on to teach his disciples about some of the many challenges that they would face in his service. Today’s disciples of Christ also face many challenges. Martin Luther College joyfully accepts the responsibility to prepare future gospel ministers for the challenges they will face in their personal lives and in their public ministries.

Associate Director of Admissions John Dolan has described MLC as “a school from which you never graduate.” In the summer 2005 issue of *MLC KnightWatch* he explains:

MLC is a training ground for the public ministry of the gospel. That is something that never really ends. Our graduates continue to grow in faith and knowledge of their Savior as they continue to study and meditate upon the Word. The early ministry opportunities they experience [as students] become daily experiences that continue to teach, challenge, and help them grow. The chances [they have] to serve others . . . in college develop into a way of life. After all, that’s what the ministry is—serving God and serving others.

The gospel ministry is also about leadership. The Psalmist says that God “chose David his servant . . . to be the shepherd of his people Jacob, of Israel his inheritance. And David shepherded them with the integrity of his heart; with skillful hands he *led* them” (Psalm 78:70-72). It is fitting that the MLC Mission Statement proclaims the objective to “encourage the student in developing and demonstrating a heart for service in the church, community, and world.” In keeping with that mission, MLC seeks to serve its “constituency with educational leadership in the instruction of Martin Luther College students.” The concepts of *servanthood* and *leadership* may seem to be at opposite poles, but developing servant-leaders for the church is a very real challenge and a goal at MLC. The February 2005 Strategic Planning survey shows that many respondents agree, with current students most strongly expressing their support:

Students (233 respondents)	Faculty and Staff (70 respondents)	Governing Board (12 respondents)	Parents (33 respondents)	Alumni (22 respondents)
69.1%	31.4%	41.7%	48.5%	50%

To that end, the Strategic Planning Committee has identified the following strategic issue and its accompanying goals:

- **Review the role of students in defining their campus life, learning and ministry preparation.**

Goals:

1. Increase faculty-student interaction.

- a. Plan and schedule additional faculty-student social events during the academic year (i.e., social gatherings by class, celebrating certain holidays and/or special days).
- b. Conduct small group faculty-led seminars of spiritual and/or practical nature.
2. Increase student awareness of resources available to improve their learning and achievement.
  - a. Create an online site that lists and explains available library and Academic Success Center resources.
  - b. Require students to use resources for class work.
3. Establish the position of a part time director of service and cross cultural learning experiences.
4. Expanded involvement in ministry opportunities.
  - a. Continue current opportunities as scheduled by the Campus Pastor and the Director of Clinical Experiences.
  - b. To contact and encourage pastors, teachers and lay leaders to consider ways in which their congregation can provide suitable ministry opportunities for MLC students.
5. Develop a mindset of ministry to the world, not just ministering to the WELS.
  - a. All students participate in a multicultural experience.
  - b. Plan and include opportunities to help establish a world ministry mindset through appropriate classes.
  - c. Schedule convocation speakers whose presentation is centered on a world view of ministry.
  - d. Contact and encourage pastors, teachers and lay leaders to consider ways in which their congregation can provide suitable ministry opportunities for MLC students.
  - e. Establish a link with regional colleges and universities to determine what multicultural events are scheduled on their campuses which MLC students would be welcome to attend.
6. Investigate ways in which student leadership skills can be developed programmatically.
7. Explore the *feasibility* of improving student learning opportunities by
  - a. Offering more evening classes (this would also accommodate people from the community who desire instruction).
  - b. Gradually renovating the physical environment of classrooms to better accommodate current instructional modes and enhance access to technology tools.

## Conclusion

In an article entitled “From Strategy to Action,” Robert Servier offers some important advice to strategic planners, “The goal is not the creation of a strategic plan. Rather, the goal is a sense of direction and institutional coordination created by an effective strategic planning process” (University Business, February 2003). Solomon, the

inspired writer of the book of Proverbs, provides an even more important reminder, “Many are the plans in a man’s heart, but it is the Lord’s purpose that prevails” (19:21). *A Vision for Leadership: 2010+* has been prepared with a goal of providing direction to the ministry of Martin Luther College for the next five years (see Appendices J and K for a timeline and assigned responsibilities). The plan recognizes that God has richly blessed the college and positioned it to serve in a leadership role for its students, staff, supporters and the people of God’s world. May God guide and direct our humble efforts ultimately to serve him through the implementation of this plan, always mindful that “it is the Lord’s purpose that prevails.”

# **-Appendix A-**

## **Martin Luther College Mission Statement**

Martin Luther College exists to serve the ministerial needs of the Wisconsin Evangelical Lutheran Synod (WELS)

- by preparing men for pastoral training at Wisconsin Lutheran Seminary and
- by preparing men and women for service as teachers and staff ministers in the Synod's churches and schools

so that the WELS may be served by candidates both qualified and competent to proclaim the Word of God faithfully and in accord with the Lutheran Confessions in the Book of Concord.

### **OBJECTIVES**

To fulfill this mission, Martin Luther College carries out all instruction and programs of student life according to the gospel as revealed in the inspired Word of God.

Through its programs the college desires

- to strengthen the student in a consecrated spirit of love for God and his Word;
- to educate the whole person for faithful, capable, intelligent citizenship in today's world;
- to assist the student in acquiring the knowledge, attitudes, and skills needed for service in the church and for lifelong learning; and
- to encourage the student in developing and demonstrating a heart for service in the church, community, and world.

### **FUNCTION**

Consistent with its mission and objectives, Martin Luther College

- encourages, recruits, and admits men and women qualified to undertake appropriate programs of study at Martin Luther College;
- offers courses of study which qualify men for entrance into Wisconsin Lutheran Seminary, where they will continue their preparation for the pastoral ministry of the WELS;
- offers courses of study for the preparation of qualified educators for the teaching ministry in the preschools and elementary and secondary schools of the WELS;
- offers courses of study for the preparation of qualified staff ministers for the congregations of the WELS;
- awards appropriate degrees, certificates, and diplomas to those who successfully complete the prescribed courses of study;
- serves students and synodical constituency with educational leadership in the instruction of MLC students, through the professional development of MLC faculty, and with programs in continuing education for teachers and staff ministers.

# -Appendix B-

## Strategic Planning Overview

### **What is strategic planning?**

Strategic planning is a process that seeks to create an alignment between an organization's day-to-day activities and its environment. The process recognizes existing conditions, looks ahead to the future and makes suggestions for reaching future goals.

### **Why should MLC be involved with strategic planning?**

The Higher Learning Commission has directed accredited institutions like MLC to place major emphasis on this work and will be looking for evidence of such planning when our next self-study is due in 2009. Aside from that requirement, our synod will benefit from a carefully organized process focusing on strategies that can enhance the operation of MLC as the WELS College of Ministry.

### **What preliminary steps have been taken to initiate this process?**

The Administrative Council has been working on various aspects of strategic planning since an administrative retreat in the summer of 2000. In November of 2003, a framework for planning was developed along with a preliminary vision statement. The Governing Board approved this framework at its recent meeting.

### **What are the major components of this strategic planning framework?**

1) Using the mission statement of the college as a context, a preliminary vision statement has been developed:

*Martin Luther College serves its students, staff, supporters, and the people of God's world as the WELS College of Ministry by providing educational leadership with a global outlook.*

2) A committee structure has been identified. The strategic planning committee will be composed of four subcommittees, each with 5 faculty members (one serving as chair) and 2 students (the addition of staff members to these subcommittees is still being considered, but there are logistical considerations that must be resolved for this to occur). The four subcommittees are Students, Faculty and Staff, Supporters, and World. Members of the Administrative Council will serve as advisory members of the committee. The Vice President for Administration will chair the committee.

3) A list of strategic issues has been developed for consideration by each of the subcommittees. Those lists will undoubtedly be modified and expanded by the subcommittees once their work begins.

### **What is the immediate goal of the Strategic Planning Committee?**

Over the next 18 months, the committee will develop a strategic plan that will be articulated by President Olsen for presentation to the Governing Board. Once adopted by the board, the strategic plan will guide the college in its planning for the near future.

## -Appendix B-

### **What is the long-range function of the Strategic Planning Committee?**

Once a strategic plan is adopted, the committee will monitor action plans, receive reports of assessment activities and make recommendations for action to the administration of the college. The plan itself should be periodically reviewed and modified as needed.

### **What is the tentative timeline for the work of the committee?**

- Early February 2004 – subcommittee chairmen are appointed and the committee is organized.
- Late February 2004 – the plenary committee meets for orientation and organization.
- March 2004 – subcommittees review and react to the proposed vision statement
- Late March 2004 – the plenary committee meets to consider subcommittee reactions to the proposed **vision statement**
- April through November 2004 – each subcommittee develops a list of **strategic issues** (input gathered both internally and externally via surveys, focus groups, interviews, etc.)
- Late November 2004 – the plenary committee meets to finalize strategic issue lists
- December 2004 – progress report to the plenary faculty
- January 2005 – strategic plan vision statement and strategic issues presented to Governing Board for approval
- February and March 2005 – subcommittees identify **goals** to address strategic issues
- Late March 2005 – the plenary committee meets to review proposed goals
- April and May 2005 – subcommittees identify **action plans** to accomplish goals
- Late May 2005 – the plenary committee meets to review proposed action plans and finalize a report for the faculty
- August 2005 – progress report to the plenary faculty
- September 2005 – completed strategic plan presented to Governing Board for approval
- September 2005 through 2009 – monitoring of action plans

Prepared January 2004

# -Appendix C-

## From Strategy to Action

(By Robert A. Sevier, pp. 18-19, *UniversityBusiness*, February 2003)

### **Your goal is not the creation of a strategic plan, but of a guide to *action***

There are probably few phrases that cause a greater group groan on most campuses than "strategic planning." The fact is, most colleges and universities look at strategic planning as a path to pain, rather than a path to plenty. As a consequence, the universal response to the completion of a strategic plan is, "Whew, finally! Now I can get back to work."

Over the past several years, as I have helped colleges and universities with their strategic plans, I have isolated a number of reasons for higher education's love/hate relationship with strategic planning. I'd like to address a handful of those concerns—with "lessons learned" right behind them. Let's begin by getting a clear idea of what strategic planning should be all about.

### **The Purpose of Strategic Planning**

At its most basic, strategic planning is all about creating an alignment between an organization's day-to-day activities and its environment—an alignment that facilitates the flow of resources to that organization. This definition has at its core four basic tenets of strategic planning:

1. Strategic planning recognizes the relationship between the organization and its environment.
2. Strategic planning is based on a robust and defensible situational analysis that incorporates solid, defensible marketing research.
3. The resultant strategic plan is the central organizing principle around which the institution organizes its daily activities.
4. Strategic planning involves monitoring and evaluating return on investment of time, talent, and treasure.

### **Concerns about Strategic Planning**

Roger Williams, writing in "Out with the Old, In with the New" in the January 2000 Currents, says that strategic planning "lies still and vapid like a tired old fox terrier on the couch. An occasional bark, but no bite." He then cites four ways in which higher education has "neutered" strategic planning:

**First: Fear of hard decisions.** Hard, unpopular decisions can wreak havoc, so leaders avoid making them.

**Second: Passive-aggressive behavior at the institutional level.** Particularly in large universities, the tendency is to mandate strategic planning at the unit level—the constituent colleges, schools, and departments—but to ignore any rigorous thinking (i.e., decision-making) at the top, institutional level.

**Third: Fuzzy, unmeasurable goals.** There are institutional or system-level strategic plans, of course, but look at the language: One state system wants to "foster collaboration between units." A major private university wants to be "the leader in the integration of teaching and research." A comprehensive university stakes its future on "increasing access to knowledge resources."

**And finally: The "all things to all people" syndrome**—the institution that wants to "elevate our faculty and its teaching, research, and scholarship" and "globalize the university community."

### **Lessons Learned**

Unfortunately, Williams' perception of strategic planning is consistent with most people's—and colleges'—experience. But, let's see if we can offer a few insights that might give strategic planning back some of its strategic bite.

**It's not the plan—it's what you do with the plan.** Begin your planning process with an important understanding: The goal is not the creation of a strategic plan. Rather, the goal is a

## -Appendix C-

sense of direction and institutional coordination created by an effective strategic planning process. In other words, the plan is a guide to action.

**Begin with the end in mind.** It's called a vision, and in today's cynical times, some believe that visions are less important than they one were. Actually, visions are more important than ever. Like the top of a jigsaw puzzle box, a vision provides important and shared understanding of what the organization should look like as the strategic plan is implemented. Good visions inspire. Good visions challenge. Without a vision, your plan will never have the over-arching direction it needs.

**Understand the tools.** Let's try an analogy here. If you want to build a piece of furniture, you need a set of tools. Probably a saw. Some chisels. A tape measure. Some glue. In the same fashion, there are a handful of institutional tools that you will need to execute your strategic plan. These domains, or essential task areas, include:

- Finance and budget
- Academic affairs
- Student recruiting and financial aid
- Student development/retention
- Institutional advancement/alumni relations (fundraising)
- Facilities planning
- Information technology
- Brand marketing/image building
- Human resources

As your planning process unfolds, you should be asking yourself: How can facilities planning be used to advance the overall vision? What about human resources? Or IT? It is through these nine domains that your plan will be executed. In the final analysis, strategic planning is all about how you orchestrate these nine domains to achieve your vision.

**Standardize terms and recognize the hierarchy.** It is amazing how often colleges and universities jump into a strategic planning process without taking time to define key terms. While planning purists insist there are important differences between strategies, goals, objectives, and actions, most people do not care about that much detail. With an eye toward a common—and simple—vocabulary, I would suggest the following terms and hierarchy:

- **Strategic issue** – A problem or opportunity that the institution wishes to address or take advantage of. Strategic issues typically involve several or all of the nine essential task areas. For example, a strategic issue might be declining enrollment.
- **Goal** – A specific, measurable statement of what will be done to address strategic issues. Using the above example, a strategic goal might be to increase enrollment 3 percent for each of the next five years.
- **Action** – An activity that helps to accomplish a goal. Sometimes called tactics, actions are framed in action plans that detail: a) responsibility b) timeline c) resources required to complete the activity d) how the action will be assessed.

**Answer the "What's in it for me?" question.** Ultimately, people don't work for institutions; they work for themselves or their immediate peer group. Recognizing this, the strategic plan must answer for these people the important question, "What's in it for me?" If individuals don't see how the plan, their participation in it, and its success will improve their lot in life, they will likely not participate or not participate fully. People must see and value how the plan will increase the flow of resources—dollars, equipment, time, access—to them.

**What gets measured is what gets done.** Lofty goals are just that: lofty. As such, they are often ill-conceived, ill-defined, and ill-measured. A successful strategic plan—a plan that guides action—is built on clear goals that are themselves built on solid data. If the plan calls for improving your image, you must know what your current image is and you must be prepared, at some midpoint in the plan's implementation, to measure your image again, to determine your progress. If you don't take the time to quantify your goals, you will have great difficulty measuring your progress at a later date.

**Clarify who does what when, and hold people accountable.** It's not institutions and departments that do things—people do. Good strategic planning is built on a clear sense of

## -Appendix C-

who will be doing what, when they will do it, the resources that will be consumed, and when and how the activity will be evaluated. Without this kind of operational detail, the strategic plan will likely accomplish little.

**Link plans to budgets, and actions to rewards.** As you develop your strategic plan, take the time to link plans to budgets, and actions to rewards. Without these linkages, your plan will likely fail.

### **Plans and Budgets**

Too often, plans are written without a nod toward the budget: Either the plans are too grandiose for the dollars that are available, or the plan is written and then dollars are sought. Both approaches lead to disappointment. It's much better to plan within your means. As you think about budgets, remember that strategic planning is more often about the reallocation or redirection of existing dollars, than the use of new dollars. The nine essential task areas outlined above already consume a great number of dollars. A good strategic plan will coordinate those dollars toward one end—the fulfillment of your vision.

Then, you must link actions to rewards. Unfortunately, higher education is fixated on an egalitarian approach that means that all people should be treated equally. In today's budget climate, this means all people—regardless of their contribution—are treated poorly. A successful strategic planning effort rejects this notion of egalitarianism. It believes that people who perform should be rewarded to a higher degree than people who do not. To treat performers and non-performers the same way sends the signal that their contribution does not matter. This will likely undermine their desire to contribute further.

### **In the End...**

Strategic planning is part science, part art, and it remains a powerful tool for advancing a college or university's vision. Let your higher education competitors view strategic planning with a dash of disdain; the handful of lessons learned we've shared here will improve your overall strategic planning process and dramatically increase the likelihood that your plan will lead to action.

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## -Appendix D-

### Strategic Planning Subcommittees

In early February 2004, working committees were organized around the four groups identified in the vision statement: students, staff (intended in the broad sense to include faculty and support staff), supporters and the people of God's world. Committee membership included faculty, staff and students. Subcommittee chairmen were appointed and committees were organized. A listing of the participants follows (all assignments are for the duration of the planning process unless otherwise noted):

Faculty and Staff	Students
Prof. David Gosdeck, chair	Prof. Rolland Menk, chair (2004-05)
Prof. James Danell	Prof. Ronald Brutlag
Prof. Barbara Leopold	Prof. John Gronholz
Prof. John Mattek	Prof. Cheryl Loomis
Prof. Wayne Wagner	Prof. Mark Paustian
Student Angela Leinberger	Student Lisa Festerling (spring 2004)
Student Justin Vilski	Student Allison Hosbach (fall 2004-2006)
	Student Benjamin Schaefer

Supporters	World
Prof. Lawrence Czer, chair	Prof. Martin Sponholz, chair
Prof. Lyle Lange	Prof. Mark Goeglein (2004-05)
Prof. Joyce Schubkegel	Prof. James Grunwald
Prof. David Sellnow	Prof. Thomas Hunter
Prof. Paul Wendland (2004-05)	Prof. Cynthia Whaley
Student Katie Moll	Student Molly Merten
Student Zachary Seeger	Student Brandon Steenbock
Staff member John Ring	
Staff member Kate Tohal	

The Strategic Council led the planning process. The council was comprised of the four subcommittee chairmen listed above and advised by the members of the Administrative Council: President Theodore Olsen, Vice President for Academics David Wendler, Vice President for Administration Steven Thiesfeldt, Vice President for Enrollment Management Phil Leyrer and Vice President for Student Life Jeffrey Schone. Vice President Thiesfeldt also chaired the overall process.

## -Appendix E-

### Strategic Planning Contact Grid (Composite)

- 1) In the column for your subcommittee, check those target audiences from which you plan to gather information in the development of a list of strategic issues.
- 2) In the same space, list your preferred method for gathering information (**F** = focus groups; **S** = surveys; **SWOT** = strengths/weaknesses//opportunities/threats analysis; **I** = interviews; **O** = other—provide an explanation on the back)

Target audience	Faculty & Staff	Students	Supporters	World
Current students	F/S	S		
WLS faculty	S			
Teacher conference officers	S		S	
Circuit pastors				
ALHS members			F	
Prep school faculty			F	
MLC parents		S	F/SWOT	
MLC faculty		S		
MOT	F/S/I		F/SWOT	
Division chairs	F/I			
Alumni	F	S	S	
WELS constituents				
Clinical experience supervisors				
Governing Board				
Local employers of students				
Network Services				
UMAC personnel				
LWMS			S	
MLC Auxiliary			S	
Friends of China				
Planned Giving Counselors			F/SWOT	
Special Services				
BME administrator	I			
District Mission Board chairman				
BLC/WLC reps	S			I
CPS administrator				
MLC staff	F/I			
Elementary principals				
Parish school coordinators				
Church in Change				
Representatives of other higher ed institutions	S			
Urban ministry subgroups				
Others (add below)				
Prof. John Paulsen (Special Services)				I
Prof. Gene Pfeifer (Clinical Experiences)				I
Rev. Peter Kruschel (BME)				I
Rev. Greg Lenz (Latin American Missions)				I
Administrator James Brandt (CPS)				I

# -Appendix F-

## Ten Strategic Issues

Martin Luther College began a formal process of strategic planning during the 2003-04 school year. As a part of the process, various committees gathered input leading to the development of a list of ten strategic issues. The list follows.

### **Alumni relations**

*Involve alumni in the mission of MLC by developing and maintaining strong relationships with them.*

### **Faculty workload and expertise**

*Investigate the impact of faculty workloads on morale, professional growth and effective ministry modeling.*

### **Financial stability**

*Address the stability of the college as it relates to financial resources, rising tuition, student financial aid and endowment holdings.*

### **Internal and external communication**

*Explore communication processes utilized by the college and their impact on school image and functionality.*

### **Mission outreach**

*The current emphasis on North American Outreach implies a continuing need to develop outreach skills and cross-cultural awareness in faculty and students through experiential learning and service opportunities.*

### **MLC's mission**

*Examine the scope of MLC's service to the synod in the context of its mission to prepare future pastors, staff ministers and teachers.*

### **Recruitment of ministry candidates**

*Recruit and retain strong candidates for ministry, including minorities and international students.*

### **Student leadership and learning**

*Review the role of students in defining their campus life, learning, and ministry preparation.*

### **Student life opportunities on the campus and in the community**

*Offer students opportunities for personal and spiritual growth on campus and in the community.*

### **Use of technology and teaching methodologies**

*Investigate a broad spectrum of academic issues including teaching methodologies, technology use and delivery of off campus services.*

## -Appendix G-

### Strategic Planning Issues Summary (February 2005)

In the Spring of 2005, a survey was conducted to identify the top five issues from the list of 10. The results follow:

Data shows the percentage of respondents selecting the category as one of the top 5 issues (top 5 issues for a group shaded)		Students (233 respondents)	Faculty and Staff (70 respondents)	Governing Board (12 respondents)	Parents (33 respondents)	Alumni (22 respondents)	Tally
1.	Alumni relations	17.5%	41.4%	33.3%	36.4%	31.8%	0/5
2.	Faculty workload and expertise	52.8%	62.9%	58.3%	45.5%	54.5%	3/5
3.	Financial stability	87%	91.4%	100.0%	93.9%	77.3%	5/5
4.	Internal and external communication	40.8%	72.9%	100.0%	54.5%	36.4%	2/5
5.	Mission outreach	56.2%	42.9%	33.3%	57.6%	77.3%	3/5
6.	MLC's mission	40.8%	48.6%	25.0%	66.7%	77.3%	3/5
7.	Recruitment of ministry candidates	51.5%	58.6%	58.3%	60.6%	72.7%	5/5
8.	Student leadership and learning	69.1%	31.4%	41.7%	48.5%	50%	2/5
9.	Student life opportunities on the campus and in the community	50.2%	12.9%	33.3%	54.5%	77.3%	1/5
10.	Use of technology and teaching methodologies	35.6%	22.9%	25.0%	63.6%	54.5%	1/5

The following five issues were identified in the survey above as the targets for MLC's strategic plan:

#### **Faculty workload and expertise**

*Investigate the impact of faculty workloads on morale, professional growth and effective ministry modeling.*

#### **Financial stability**

*Address the stability of the college as it relates to financial resources, rising tuition, student financial aid and endowment holdings.*

#### **Internal and external communication**

*Explore communication processes utilized by the college and their impact on school image and functionality.*

#### **Recruitment of ministry candidates**

*Recruit and retain strong candidates for ministry, including minorities and international students.*

#### **Student leadership and learning**

*Review the role of students in defining their campus life, learning, and ministry preparation.*

## -Appendix H-

### Budget Planning (6% Increase)

Year	*Enrollment	*Operating Budget	*Enterprise Income	Net Operating Budget	Per Student Cost	*Tuition, Room and Board	*Student Share	*Synod Subsidy	Mission Advancement
2005-06	763	\$14,400,000	\$1,200,000	\$13,200,000	\$17,300	\$12,400	72%	\$701,000	\$3,377,691
2006-07	786	\$15,264,000	\$1,266,912	\$13,997,088	\$17,810	\$13,020	73%	\$763,200	\$3,342,362
2007-08	809	\$16,179,840	\$1,342,927	\$14,836,913	\$18,329	\$13,346	73%	\$808,992	\$3,590,327
2008-09	834	\$17,150,630	\$1,423,502	\$15,727,128	\$18,863	\$13,679	73%	\$857,532	\$3,855,814
2009-10	859	\$18,179,668	\$1,508,912	\$16,670,756	\$19,413	\$14,021	72%	\$908,983	\$4,140,021
2010-11	885	\$19,270,448	\$1,599,447	\$17,671,001	\$19,978	\$14,372	72%	\$963,522	\$4,444,228
2011-12	911	\$20,426,675	\$1,695,414	\$18,731,261	\$20,560	\$14,731	72%	\$1,021,334	\$4,769,798
2012-13	938	\$21,652,276	\$1,797,139	\$19,855,137	\$21,159	\$15,099	71%	\$1,082,614	\$5,118,187
2013-14	967	\$22,951,412	\$1,904,967	\$21,046,445	\$21,775	\$15,477	71%	\$1,147,571	\$5,490,947
2014-15	996	\$24,328,497	\$2,019,265	\$22,309,232	\$22,409	\$15,864	71%	\$1,216,425	\$5,889,733
2015-16	1025	\$25,788,207	\$2,140,421	\$23,647,786	\$23,062	\$16,260	71%	\$1,289,410	\$6,316,312

\*3% annual increase

\*6% annual increase (3% enrollment-related + 3% COLA)

\*estimated 8.3% profit from sales (parking, bookstore, library, technology, etc.)

\*5% annual increase

\*% of operating cost covered by tuition, room and board

\*5% of operating budget

## -Appendix H-

### Budget Planning (3% Increase)

Year	*Enrollment	*Operating Budget	*Enterprise Income	Net Operating Budget	Per Student Cost	*Tuition, Room and Board	*Student Share	*Synod Subsidy	Mission Advancement
2005-06	763	\$14,400,000	\$1,200,000	\$13,200,000	\$17,300	\$12,400	72%	\$701,000	\$3,377,691
2006-07	786	\$14,832,000	\$1,231,056	\$13,600,944	\$17,306	\$13,020	75%	\$741,600	\$2,931,962
2007-08	809	\$15,276,960	\$1,267,988	\$14,008,972	\$17,306	\$13,346	77%	\$763,848	\$2,732,591
2008-09	834	\$15,735,269	\$1,306,027	\$14,429,241	\$17,306	\$13,679	79%	\$786,763	\$2,511,220
2009-10	859	\$16,207,327	\$1,345,208	\$14,862,119	\$17,306	\$14,021	81%	\$810,366	\$2,266,297
2010-11	885	\$16,693,547	\$1,385,564	\$15,307,982	\$17,306	\$14,372	83%	\$834,677	\$1,996,171
2011-12	911	\$17,194,353	\$1,427,131	\$15,767,222	\$17,306	\$14,731	85%	\$859,718	\$1,699,092
2012-13	938	\$17,710,184	\$1,469,945	\$16,240,238	\$17,306	\$15,099	87%	\$885,509	\$1,373,199
2013-14	967	\$18,241,489	\$1,514,044	\$16,727,446	\$17,306	\$15,477	89%	\$912,074	\$1,016,520
2014-15	996	\$18,788,734	\$1,559,465	\$17,229,269	\$17,306	\$15,864	92%	\$939,437	\$626,958
2015-16	1025	\$19,352,396	\$1,606,249	\$17,746,147	\$17,306	\$16,260	94%	\$967,620	\$202,292

\*3% annual increase

\*3% annual increase (0% enrollment-related + 3% COLA)

\*estimated 8.3% profit from sales (parking, bookstore, library, technology, etc.)

\*5% annual increase

\*% of operating cost covered by tuition, room and board

\*5% of operating budget

## -Appendix I-

### Strategic Planning Issues Summary (Detailed)

<b>Issue A: Faculty workload and expertise</b>				
<i>Investigate the impact of faculty workloads on morale, professional growth and effective ministry modeling.</i>				
Goals	Timeline	Responsibility	Resources	Assessment
1. Undertake a comprehensive review of current faculty and administrative workloads/FTE to provide foundational data for consideration of their appropriateness.	Complete the FTE study by 1/15, 2006.	VP for Academics	Teaching assignments (including graduate & Special Services), administrative assignments, committee assignments, coaching assignments	Not applicable (NA)
2. Analyze the data from goal #1 to ascertain faculty and administrative workloads/FTE. As needed, address the following goals on the basis of the survey results and subsequent analysis:	Recommend any revisions to the current FTE policy by 9/1, 2006.	VP for Academics and division chairs	Current FTE policy, faculty workloads, The Higher Learning Commission Comprehensive visit reports, policies of peer institutions, faculty surveys.	NA
a. Align more nearly and accurately faculty expertise and teaching assignments.	Implement any revisions to the FTE policy by 7/1, 2007.	VP for Academics and division chairs	Survey results	Periodic program review
b. Factor online and graduate teaching into faculty assignments/FTE.	7/1, 2007	VP for Academics and division chairs	Survey results	Periodic program review
c. Expand time and opportunity for faculty to undertake graduate work and/or other research.	7/1, 2007	VP for Academics and division chairs	Survey results	Periodic program review

## -Appendix I-

d. Investigate the expanded use of some form of teaching assistance and adjunct faculty.	7/1, 2007	VP for Academics and division chairs	Survey results	Periodic program review
e. Promote the concept of one or two semester professional growth sabbaticals taken by faculty on a rotating basis and funded by external sources.	7/1, 2007	Service and Cross Cultural Learning Committee	Survey results	Periodic program review
f. Examine the relationship between lab courses and FTE allotments.	7/1, 2007	VP for Academics and division chairs	Survey results	Periodic program review

## -Appendix I-

<b>Issue B: Financial stability</b>				
<i>Address the stability of the college as it relates to financial resources, rising tuition, student financial aid and endowment holdings.</i>				
Goals	Timeline	Responsibility	Resources	Assessment
1. Support and expand the work of the Office for Mission Advancement to establish financial autonomy in the operating budget.	By the end of the 2009-2011 biennium	Governing Board	Budgetary	Periodic program review
a. Add a third gift planning associate and maintain a development staff at 1.0 FTE for each \$1.0 million to be raised annually.	By 7/1, 2007	Governing Board	Budgetary	Periodic program review
b. Establish at least one endowed professor's chair in each of the next three biennia.	2005-2011	Governing Board	Budgetary	Periodic program review
c. Develop a corps of supporters to the college that contributes 25% of the operating budget on an annual basis.	By 7/1, 2011	Mission Advancement	Not applicable (NA)	Periodic program review
d. Utilize the mission partner concept to enhance support for specific budgetary programs and projects.	Immediate	Mission Advancement	NA	Periodic program review
e. Once funding of the operating budget has been addressed, solicit gifts for special projects and capital needs.	By 7/1, 2011	Mission Advancement	NA	Periodic program review
f. Seek to maintain a synodical operating subsidy of at least 5% of the operating budget and, as circumstances allow, request a restoration of support to previous levels.	By 7/1, 2011	Governing Board	NA	Periodic program review
g. Shift the internal tuition grant program monies (currently allocated at a rate of about \$800 per student) to operating support.	2006-07 school year	Governing Board	Financial Aid Funds	Periodic program review
i. Provide an equal amount of financial aid by drawing upon endowment funds as needed.	2006-07 school year	Governing Board	Financial Aid Funds	Periodic program review
ii. As the support of the general operating budget stabilizes, gradually reinstate the per student allocation of tuition dollars to establish a fund for program maintenance, facilities expansion and faculty development.	2011-2012 school year	Governing Board	NA	Periodic program review
2. Increase enrollment an average of 3% (based on	2005-2015	Enrollment	Budgetary	Periodic program

## -Appendix I-

total enrollment) each year until a goal of 1000-1100 students is reached.		Management		review
a. Continue to emphasize North American Outreach and expand international service opportunities as a way of stimulating enrollment growth.	Immediate	Enrollment Management	NA	Periodic program review
b. Increase revenue, enhance stewardship and allow the college to operate more efficiently by achieving the target enrollment.	2014-15 school year	Office of Mission Advancement	Budgetary	Periodic program review
3. Maintain the maximum student share of educational costs excluding financial aid at the current level of 75% or less and strive for an average student share of 60% when financial aid is included.	Through the 2014-15 school year	Governing Board	NA	Periodic program review
a. Hold tuition increases to an average of 5% over the next 10 years.	Through the 2014-15 school year	Governing Board	NA	Periodic program review
b. Hold budgetary increases to an average of no more than 6% per year over the next 10 years (3% enrollment driven plus 3% inflationary factor).	Through the 2014-15 school year	Administration	NA	Periodic program review
c. Cooperate with the WELS Planned Giving Office and the Board for Ministerial Education in establishing tuition assistance endowments that will mature to provide an annual income equal to 10% of the operating budget and be distributed to students on the basis of merit and need.	By 7/1, 2015	Office of Mission Advancement	NA	Periodic program review
4. Increase staffing flexibility during periods of fluctuating enrollment through expanded use of adjunct or non-tenured faculty (cf. faculty FTE study under issue A, goal 1 to determine appropriate levels).	By 7/1, 2009	Academic Divisions	NA	Periodic program review
5. Study (in cooperation with the WELS Human Resources Office) the feasibility of an incentives package available for tenured faculty that allows for a. Early retirement. b. Opportunities to retire and continue service as an adjunct with partial benefits; or c. Increased compensation levels for adjunct faculty.	Immediate	Administration	Budgetary	Periodic program review

## -Appendix I-

<b>*Issue C: Internal and external communication</b>				
<i>Explore communication processes utilized by the college and their impact on school image and functionality.</i>				
Goals	Timeline	Responsibility	Resources	Assessment
1. Increase contact with WELS by means of increased publications: strategically placed articles in <i>FIC</i> , an increased readership of <i>In Focus</i> , an updated and centralized mailing list, bulletin inserts.	2005-06 school year	Public Relations and Graphic Arts	Budgetary and staffing	Publication numbers and feedback
2. Increase contact with WELS stakeholders by means of increased personal contacts by continuing to send designated MLC representatives to called worker conventions, conferences, and other events.	2005-06 school year	Public Relations	Budgetary and staffing	Record keeping and feedback
3. On a weekly basis, maintain electronic contact with people in key positions of leadership within in the WELS by sharing campus news and events.	2005-06 school year	Public Relations	Staffing	Feedback
4. Increase personal contacts with congregations by coordinating MLC student presentations in their home or nearby churches.	2005-06 school year	Public Relations	Staffing, students, printed materials, and videos	Record keeping and congregational feedback
5. Increase visibility with local print and broadcast media outlets.	2005-06 school year	Public Relations	Staffing	Exposure tallies
6. Increase personal contact of faculty with churches and schools by developing the MLC Faculty Speakers' List for off-campus speaking engagements.	2006-07 school year	Public Relations and Vice President for Academics	Faculty and staff	Speakers' list availability and dissemination
7. Increased usage of the MLC website by constituents through MLC Portal construction.	2006-07 school year	Public Relations and Network Services	Staffing	Web statistics
8. Enhanced coordination between print media and website information accessibility.	2006-07 school year	Public Relations, Network Services and Graphic Arts	Staffing	Periodic program review
9. Increase MLC's visibility in WELS constituent print and digital media, e.g., <i>FIC</i> , ALHS newsletters, church newsletters.	2006-07 school year	Public Relations	Staffing	Periodic program review
10. The MLC graphic identity should be consistent in all printed and online documents.	2006-07 school year	Public Relations	Staffing	Document review

## -Appendix I-

11. Increase contact with Alumni through the formation of an alumni society.	2006-07 school year	Mission Advancement	Budgetary	Periodic program review
12. Increase Public Relations Director to full-time status.	2006-07 school year	Administration	Budgetary	Periodic program review
13. Increase the PR department writer-editor to a full-time position.	2007-08 school year	Administration	Budgetary	Periodic program review
14. Review Graphic Arts staffing and adjust as needed.	2006-07 school year	Administration	Possible budgetary impact	Periodic program review
15. Increase PR secretarial help to full-time status.	2008-09 school year	Administration	Budgetary	Periodic program review
16. Monitor the need for an expanded web presence and related staffing (webmaster).	Ongoing	Administration and Network Services	Possible budgetary impact	Periodic program review
<b>Administration – Students Communication</b>				
17. Combine, coordinate, and streamline school information and news from the <i>MLC Courier</i> and <i>Knightly News</i> into the MLC Portal Project.	Summer 2006	Administration, Public Relations and Network Services	Staffing	Periodic program review
18. Initiate monthly open forums with students hosted by the President or his designated representative.	2006-07 school year	Administration	Staffing	Student feedback
<b>Administration - Faculty Communication</b>				
19. Initiate periodic open forums with faculty hosted by the president or his designated representative.	2006-07 school year	Administration and Network Services	Faculty participation	Biannual faculty survey
20. Explore the possibility of techno-discussion forums to seek faculty input and response on key issues.	2006-07 school year	Administration and Network Services	Faculty participation	Biannual faculty survey
21. More opportunity for input via elected faculty leadership and representative positions.	2006-07 school year	Administration	NA	Biannual faculty survey
22. Maintain and encourage the continued use of the open door policy of administration.	Ongoing	Administration	NA	Biannual faculty survey
<b>Faculty - Student Communication and Interaction</b>				
23. Explore more opportunities and events for faculty-student contact outside the classroom and at informal events.	2006-07 school year	Student Life	Staffing; Cf. with Student Life and Student Senate	Periodic program review
<b>Student - Student Communication</b>				
24. Encourage student senate to continue scheduling social events for students on and off campus.	2006-07 school year	Student Life	Student Life and Student Senate	Periodic program review
25. Embrace and encourage new student interest	2006-07 school	Student Life	Student Life and	Periodic program

## -Appendix I-

groups centered on similar interests or issues to be formed.	year		Student Senate	review
<b>Administration - Staff Communication</b>				
26. More frequent meetings between supervisors and staff.	2006-07 school year	Administration and Supervisors	Staffing and Training	Periodic reports
27. Explore the use of performance review practices at all levels.	2007-08 school year	Administration and Supervisors	Staffing and Training	Periodic reports
*Goals 1-16 deal with external communication; goals 17-27, with internal communication.				

## -Appendix I-

Issue D: Recruitment of ministry candidates				
<i>Recruit and retain qualified and diverse candidates for ministry.</i>				
Goals	Timeline	Responsibility	Resource	Assessment
1. Continue to recruit the high-quality candidates who meet the MLC ministry profile as it has in the past for service in the church.	2005-06 school year	Enrollment Management	Staffing	Periodic program review
2. Develop an early identification system throughout the synod for encouraging viable ministry candidates, with an emphasis on earlier contact; including synodical preparatory schools, area Lutheran high schools, public high schools, college campus ministries and mission fields.	2006-07 school year	Enrollment Management	Staffing	Periodic program review
3. Develop strategies for motivating called workers in the field, including college campus ministers, home missionaries and world missionaries to recruit for ministry.	2007-08 school year	Enrollment Management and Public Relations	Staffing	Feedback from called workers; reviewed bi-annually
4. Increase the number and variety of current prospect contacts and minority contacts.	2005-06 school year	Enrollment Management	Additional recruitment staff positions	Record keeping
5. Increase full-time student enrollment to 900.	Fall 2008	Enrollment Management	Additional recruitment staff positions	Record keeping
6. Increase admissions staff to an additional off-campus recruiter and an on-campus recruitment event coordinator.	2007-08 school year	Enrollment Management	Budgetary	Periodic program review
7. Raise \$50,000 annually for the Presidential Scholarship and increase the awards to incoming freshmen from \$1000 to \$2500.	2007-2008 school year	Development and Financial Aid Offices	Staffing	Periodic program review
8. Raise \$100,000 annually to increase the number and amount of merit aid awards.	2007-2008 school year	Development and Financial Aid Offices	Staffing	Periodic program review
9. Increase recruitment so that 7.5% of the student body will be minority or international.	2010-11 school year	Enrollment Management	Budgetary and additional recruitment staff	Annual analysis of enrollment reports

## -Appendix I-

10. Complete a study of successful minority retention programs at colleges in similar locations.	May 2007	Enrollment Management and ad hoc committee	Staffing	Presentation of report
11. Explore the feasibility of				
a. Piloting one or more branch campuses in cooperation with ALHS to provide onsite delivery of coursework.	2006-07	Ad hoc committee	Minimal cost for the study	Feasibility study
b. Expanding the availability of online coursework, particularly in the area of general education.	2006-07	General Education Committee	Minimal cost for the study	Feasibility study
c. Establishing an associate arts degree program that would allow undecided students to pursue general studies while considering the possibility of full time service in the ministry.	2006-07	General Education Committee	Minimal cost for the study	Feasibility study
d. Establishing additional programs for alternate forms of ministry (counseling, social work, nursing, finance, expanded staff ministry options, etc.).	2006-07	Ad hoc committee	Minimal cost for the study	Feasibility study

## -Appendix I-

Issue E: Student leadership and learning				
<i>Review the role of students in defining their campus life, learning and ministry preparation.</i>				
Goals	Timeline	Responsibility	Resources	Assessment
1. Increase faculty-student interaction.				
a. Plan and schedule additional faculty-student social events during the academic year (i.e., social gatherings by class, celebrating certain holidays and/or special days).	2006-07 school year	Student Life	Budgetary	Periodic program review
b. Conduct small group faculty-led seminars of spiritual and/or practical nature.	2006-07 school year	Student Life	Faculty	Seminar attendance/ involvement, Student/faculty questionnaire
2. Increase student awareness of resources available to improve their learning and achievement.	2006-07 school year	Librarian	Library staff	Periodic program review
a. Create an online site that lists and explains available library and Academic Success Center resources.	2006-07 school year	Librarian and Network Services	Network Services staff	Site completion
b. Require students to use resources for class work.	2006-07 school year	Faculty monitored by division chairs	Library staff	Student/professor questionnaire
3. Establish the position of a part time director of service and cross cultural learning experiences.	2007-08	Administration	Reallocation of existing faculty	Periodic program review
4. Expanded involvement in ministry opportunities.	2006-07 school year	Service and Cross Cultural Learning Committee	Grant funding	Periodic program review
a. Continue current opportunities as scheduled by the Campus Pastor and the Director of Clinical Experiences.	Ongoing	Campus Pastor and Director of Clinical Experiences	Grant funding	List of opportunities available/ number of students involved
b. To contact and encourage pastors, teachers and lay leaders to consider ways in which their congregation can provide suitable ministry opportunities for MLC students.	2006-07 school year	Service and Cross Cultural Learning Committee and Director of Clinical Experiences	Congregational participation	Participant questionnaires

## -Appendix I-

5. Develop a mindset of ministry to the world, not just ministering to the WELS.	Ongoing	Faculty	Faculty	Periodic program review
a. All students have a multicultural experience.	2007-08 school year	Service and Cross Cultural Learning Committee	Grant funding	Participation tally
b. Plan and include opportunities to help establish a world ministry mindset through appropriate classes.	Ongoing	Service and Cross Cultural Learning Committee	Faculty	Faculty questionnaire
c. Schedule convocation speakers whose presentation is centered on a world view of ministry.	Ongoing	Service and Cross Cultural Learning Committee	Grant funding	Presentation tally and random student attitudinal interviews
d. Contact and encourage pastors, teachers and lay leaders to consider ways in which their congregation can provide suitable ministry opportunities for MLC students.	2006-07 school year	Service and Cross Cultural Learning Committee	Congregational involvement	Participant questionnaires
e. Establish a link with regional colleges and universities to determine what multicultural events are scheduled on their campuses which MLC students would be welcome to attend.	2006-07 school year	Service and Cross Cultural Learning Committee	Grant funding	Scheduled events are advertised on campus
6. Investigate ways in which student leadership skills can be developed programmatically.	2006-07 school year	Administration	Grant funding	Periodic program review
7. Explore the feasibility of				
a. Offering more evening classes to provide student flexibility and accommodate people from the community who desire instruction.	2006-07	Special Services and Records Office	Minimal cost for the study	Feasibility study
b. Gradually renovating the physical environment of the classrooms to better accommodate current instructional modes and enhance access to technology tools.	2006-07	VP for Academics and division chairs	Minimal cost for the study	Feasibility study

## -Appendix J-

### Strategic Planning Goals (Timeline)

Date	Goal	Description	Assignment
2006/01/15	A.1.	Undertake a comprehensive review of current faculty and administrative workloads/FTE to provide foundational data for consideration of their appropriateness.	VP for Academics
2006/07/01	C.17.	Combine, coordinate, and streamline school information and news from the <i>MLC Courier</i> and <i>Knightly News</i> into the MLC Portal Project.	Administration, Public Relations and Network Services
2006/09/01	A.2.	Analyze the data from goal A.1 to ascertain faculty and administrative workloads/FTE. As needed, address sub-goals a-f on the basis of the survey results and subsequent analysis.	VP for Academics and division chairs
2006-2007	B.5.	Study (in cooperation with the WELS Human Resources Office) the feasibility of an incentives package available for tenured faculty that allows for <ul style="list-style-type: none"> <li>a. Early retirement.</li> <li>b. Opportunities to retire and continue service as an adjunct with partial benefits.</li> <li>c. Increased compensation levels for adjunct faculty.</li> </ul>	Administration
2006-2007	C.1.	Increase contact with WELS by means of increased publications: strategically placed articles in <i>FIC</i> , an increased readership of <i>In Focus</i> , an updated and centralized mailing list, bulletin inserts.	Public Relations and Graphic Arts
2006-2007	C.5.	Increase visibility with local print and broadcast media outlets.	Public Relations
2006-2007	C.16.	Monitor the need for an expanded web presence and related staffing (webmaster).	Administration and Network Services
2006-2007	B.1.g.	Shift the internal tuition grant program monies (currently allocated at a rate of about \$800 per student) to operating support.	Governing Board
2006-2007	B.1.g.i.	Provide an equal amount of financial aid by drawing upon endowment funds as needed.	Governing Board
2006-2007	C.6.	Increase personal contact of faculty with churches and	Public Relations and Vice President for

## -Appendix J-

		schools by developing the MLC Faculty Speakers' List for off-campus speaking engagements.	Academics
2006-2007	C.7.	Increased usage of the MLC website by constituents through MLC Portal construction.	Public Relations and Network Services
2006-2007	C.8.	Enhanced coordination between print media and website information accessibility.	Public Relations, Network Services and Graphic Arts
2006-2007	C.9.	Increase MLC's visibility in WELS constituent print and digital media, e.g., FIC, ALHS newsletters, church newsletters.	Public Relations
2006-2007	C.10.	The MLC graphic identity should be consistent in all printed and online documents.	Public Relations
2006-2007	C.11.	Increase contact with alumni through the formation of an alumni society.	Mission Advancement
2006-2007	C.12.	Increase Public Relations Director to full-time status.	Administration
2006-2007	C.14.	Review Graphic Arts staffing and adjust as needed.	Administration
2006-2007	C.18.	Initiate monthly open forums with students hosted by the President or his designated representative.	Administration
2006-2007	C.19.	Initiate periodic open forums with faculty hosted by the president or his designated representative.	Administration
2006-2007	C.20.	Explore the possibility of techno-discussion forums to seek faculty input and response on key issues.	Administration and Network Services
2006-2007	C.21.	More opportunity for input via elected faculty leadership and representative positions.	Administration
2006-2007	C.23.	Explore more opportunities and events for faculty-student contact outside the classroom and at informal events.	Student Life
2006-2007	C.24.	Encourage student senate to continue scheduling social events for students on and off campus.	Student Life
2006-2007	C.25.	Embrace and encourage new student interest groups centered on similar interests or issues to be formed.	Student Life
2006-2007	C.26.	More frequent meetings between supervisors and staff.	Administration and Supervisors

## -Appendix J-

2006-2007	D.2.	Develop an early identification system throughout the synod for encouraging viable ministry candidates, with an emphasis on earlier contact; including synodical preparatory schools, area Lutheran high schools, public high schools, college campus ministries and mission fields.	Enrollment Management
2006-2007	D.11.a.	Piloting one or more branch campuses in cooperation with ALHS to provide onsite delivery of coursework.	Ad hoc committee
2006-2007	D.11.b.	Expanding the availability of online coursework, particularly in the area of general education.	General Education Committee
2006-2007	D.11.c.	Establishing an associate arts degree program that would allow undecided students to pursue general studies while considering the possibility of full time service in the ministry.	General Education Committee
2006-2007	D.11.d.	Establishing additional programs for alternate forms of ministry (e.g. counseling, social work, nursing, finance, expanded staff ministry options, etc.).	Ad hoc committee
2006-2007	E.1.	Increase faculty-student interaction.	Student Life
2006-2007	E.1.a.	Plan and schedule additional faculty-student social events during the academic year (i.e., social gatherings by class, celebrating certain holidays and/or special days).	Student Life
2006-2007	E.1.b.	Conduct small group faculty-led seminars of spiritual and/or practical nature.	Student Life
2006-2007	E.2.	Increase student awareness of resources available to improve their learning and achievement.	Librarian
2006-2007	E.2.a.	Create an online site that lists and explains available library and Academic Success Center resources.	Librarian and Network Services
2006-2007	E.2.b.	Require students to use resources for class work.	Faculty monitored by division chairs
2006-2007	E.4.	Expanded involvement in ministry opportunities.	Service and Cross Cultural Learning Committee

## -Appendix J-

2006-2007	E.4.a.	Continue current opportunities as scheduled by the Campus Pastor and the Director of Clinical Experiences.	Campus Pastor and Director of Clinical Experiences
2006-2007	E.4.b.	To contact and encourage pastors, teachers and lay leaders to consider ways in which their congregation can provide suitable ministry opportunities for MLC students.	Service and Cross Cultural Learning Committee and Director of Clinical Experiences
2006-2007	E.5.d.	Contact and encourage pastors, teachers and lay leaders to consider ways in which their congregation can provide suitable ministry opportunities for MLC students.	Service and Cross Cultural Learning Committee
2006-2007	E.5.e.	Establish a link with regional colleges and universities to determine what multicultural events are scheduled on their campuses which MLC students would be welcome to attend.	Service and Cross Cultural Learning Committee
2006-2007	E.6.	Investigate ways in which student leadership skills can be developed programmatically.	Administration
2006-2007	E.7.a.	Offering more evening classes to provide student flexibility and accommodate people from the community who desire instruction.	Special Services and Records Office
2006-2007	E.7.b	Gradually renovating the physical environment of classrooms to better accommodate current instructional modes and enhance access to technology tools.	VP for Academics and division chairs
2006-2011	B.2.a.	Continue to emphasize North American Outreach and expand international service opportunities as a way of stimulating enrollment growth.	Enrollment Management
2006-2011	C.2.	Increase contact with WELS stakeholders by means of increased personal contacts by continuing to send designated MLC representatives to called worker conventions, conferences, and other events.	Public Relations
2006-2011	C.3.	On a weekly basis, maintain electronic contact with people in key positions of leadership within in the WELS by sharing campus news and events.	Public Relations
2006-2011	C.4.	Increase personal contacts with congregations by coordinating MLC student presentations in their home or nearby churches.	Public Relations

## -Appendix J-

2006-2011	C.22.	Maintain and encourage the continued use of the open door policy of administration.	Administration
2006-2011	B.1.b.	Establish at least one endowed professor's chair in each of the next three biennia.	Governing Board
2006-2011	B.1.d.	Utilize the mission partner concept to enhance support for specific budgetary programs and projects.	Office of Mission Advancement
2006-2011	B.2.	Increase enrollment an average of 3% (based on total enrollment) each year until a goal of 900-1000 students is reached.	Enrollment Management
2006-2011	B.2.b.	Increase revenue, enhance stewardship and allow the college to operate more efficiently by achieving the target enrollment.	Office of Mission Advancement
2006-2011	B.3.	Maintain the maximum student share of educational costs excluding financial aid at the current level of 75% or less and strive for an average student share of 60% when financial aid is included.	Governing Board
2006-2011	B.3.a.	Hold tuition increases to an average of 5% over the next 10 years.	Governing Board
2006-2011	B.3.b.	Hold budgetary increases to an average of no more than 6% per year over the next 10 years (3% enrollment driven plus 3% inflationary factor).	Administration
2006-2011	D.1.	Continue to recruit the high-quality candidates who meet the MLC ministry profile as it has in the past for service in the church.	Enrollment Management
2006-2011	D.4.	Increase the number and variety of current prospect contacts and minority contacts.	Enrollment Management
2006-2011	E.5.	Develop a mindset of ministry to the world, not just ministering to the WELS.	Faculty
2006-2011	E.5.b.	Plan and include opportunities to help establish a world ministry mindset through appropriate classes.	Service and Cross Cultural Learning Committee
2006-2011	E.5.c.	Schedule convocation speakers whose presentation is centered on a world view of ministry.	Service and Cross Cultural Learning Committee

## -Appendix J-

2007/07/01	A.2.a.	Align more nearly and accurately faculty expertise and teaching assignments. Implement Revisions to FTE Policy	VP for Academics and division chairs
2007/07/01	A.2.b.	Factor online and graduate teaching into faculty assignments/FTE.	VP for Academics and division chairs
2007/07/01	A.2.c.	Expand time and opportunity for faculty to undertake graduate work and/or other research.	VP for Academics and division chairs
2007/07/01	A.2.d.	Investigate the expanded use of some form of teaching assistance and adjunct faculty.	VP for Academics and division chairs
2007/07/01	A.2.e.	Promote the concept of one or two semester professional growth sabbaticals taken by faculty on a rotating basis and funded by external sources.	Service and Cross Cultural Learning Committee
2007/07/01	A.2.f.	Examine the relationship between lab courses and FTE allotments.	VP for Academics and division chairs
2007/07/01	B.1.a.	Add a third gift planning associate and maintain a development staff at 1.0 FTE for each \$1.0 million to be raised annually.	Governing Board
2007/05/01	D.10.	Complete a study of successful minority retention programs at colleges in similar locations.	Enrollment Management and an ad hoc committee
2007-2008	C.13.	Increase the PR department writer-editor to a full-time.	Administration
2007-2008	C.27.	Explore the use of performance review practices at all levels.	Administration and Supervisors
2007-2008	D.3.	Develop strategies for motivating called workers in the field, including college campus ministers, home missionaries and world missionaries to recruit for ministry.	Enrollment Management and Public Relations
2007-2008	D.6.	Increase admissions staff to an additional off-campus recruiter and an on-campus recruitment event coordinator.	Enrollment Management
2007-2008	D.7.	Raise \$50,000 annually for the Presidential Scholarship and increase the awards to incoming freshmen from \$1000 to \$2500.	Development and Financial Aid Offices
2007-2008	D.8.	Raise \$100,000 annually to increase the number and amount of merit aid awards.	Development and Financial Aid Offices

## -Appendix J-

2007-2008	E.3.	Establish the position of a part time director of service and cross cultural learning experiences.	Administration
2007-2008	E.5.a.	All students have a multicultural experience.	Service and Cross Cultural Learning Committee
2008/09/01	D.5.	Increase full-time student enrollment to 900.	Enrollment Management
2008-2009	C.15.	Increase PR secretarial help to full-time status.	Administration
2009/07/01	B.4.	Increase staffing flexibility during periods of fluctuating enrollment through expanded use of adjunct or non-tenured faculty (cf. faculty FTE study under issue A, goal 1 to determine appropriate levels).	Academic Divisions
2009-2011	B.1.	Support and expand the work of the Office for Mission Advancement to establish financial autonomy in the operating budget.	Governing Board
2010-2011	D.9.	Increase recruitment so that 7.5% of the student body will be minority or international.	Enrollment Management
2011/07/01	B.1.c.	Develop a corps of supporters to the college that contributes 25% of the operating budget on an annual basis.	Mission Advancement
2011/07/01	B.1.e.	Once funding of the operating budget has been addressed, solicit gifts for special projects and capital needs.	Mission Advancement
2011/07/01	B.1.f.	Seek to maintain a synodical operating subsidy of at least 5% of the operating budget and, as circumstances allow, request a restoration of support to previous levels.	Governing Board
2011/07/01	B.1.g.ii.	As the support of the general operating budget stabilizes, gradually reinstate the per student allocation of tuition dollars to establish a fund for program maintenance, facilities expansion and faculty development.	Governing Board
2011/07/01	B.3.c.	Cooperate with the WELS Planned Giving Office and the Board for Ministerial Education in establishing tuition assistance endowments that will mature to provide an annual income equal to 10% of the operating budget and be distributed to students on the basis of merit and need.	Mission Advancement

## -Appendix K-

### Strategic Planning Goals (Responsibility)

Assignment	Date	Goal	Description
Academic Divisions	2009/07/01	B.4.	Increase staffing flexibility during periods of fluctuating enrollment through expanded use of adjunct or non-tenured faculty (cf. faculty FTE study under issue A, goal 1 to determine appropriate levels).
Ad hoc committee	2006-2007	D.11.a.	Piloting one or more branch campuses in cooperation with ALHS to provide onsite delivery of coursework.
Ad hoc committee	2006-2007	D.11.d.	Establishing additional programs for alternate forms of ministry (e.g. counseling, social work, nursing, finance, expanded staff ministry options, etc.).
Administration	2006-2007	B.5.	Study (in cooperation with the WELS Human Resources Office) the feasibility of an incentives package available for tenured faculty that allows for <ul style="list-style-type: none"> <li>a. Early retirement.</li> <li>b. Opportunities to retire and continue service as an adjunct with partial benefits.</li> <li>c. Increased compensation levels for adjunct faculty.</li> </ul>
Administration	2006-2007	C.12.	Increase Public Relations Director to full-time status.
Administration	2006-2007	C.14.	Review Graphic Arts staffing and adjust as needed.
Administration	2006-2007	C.18.	Initiate monthly open forums with students hosted by the President or his designated representative.
Administration	2006-2007	C.19.	Initiate periodic open forums with faculty hosted by the president or his designated representative.
Administration	2006-2007	C.21.	More opportunity for input via elected faculty leadership and representative positions.
Administration	2006-2007	E.6.	Investigate ways in which student leadership skills can be developed programmatically.
Administration	2006-2011	C.22.	Maintain and encourage the continued use of the open door policy of administration.
Administration	2006-2011	B.3.b.	Hold budgetary increases to an average of no more than 6% per year over the next 10 years (3% enrollment driven plus 3% inflationary factor).
Administration	2007-2008	C.13.	Increase the PR department writer-editor to a full-time.

## -Appendix K-

Administration	2007-2008	E.3.	Establish the position of a part time director of service and cross cultural learning experiences.
Administration	2008-2009	C.15.	Increase PR secretarial help to full-time status.
Administration and Network Services	2006-2007	C.16.	Monitor the need for an expanded web presence and related staffing (webmaster).
Administration and Network Services	2006-2007	C.20.	Explore the possibility of techno-discussion forums to seek faculty input and response on key issues.
Administration and Supervisors	2006-2007	C.26.	More frequent meetings between supervisors and staff.
Administration and Supervisors	2007-2008	C.27.	Explore the use of performance review practices at all levels.
Administration, Public Relations and Network Services	2006/07/01	C.17.	Combine, coordinate, and streamline school information and news from the <i>MLC Courier</i> and <i>Knightly News</i> into the MLC Portal Project.
Campus Pastor and Director of Clinical Experiences	2006-2007	E.4.a.	Continue current opportunities as scheduled by the Campus Pastor and the Director of Clinical Experiences.
Development and Financial Aid Offices	2007-2008	D.7.	Raise \$50,000 annually for the Presidential Scholarship and increase the awards to incoming freshmen from \$1000 to \$2500.
Development and Financial Aid Offices	2007-2008	D.8.	Raise \$100,000 annually to increase the number and amount of merit aid awards.
Enrollment Management	2006-2007	D.2.	Develop an early identification system throughout the synod for encouraging viable ministry candidates, with an emphasis on earlier contact; including synodical preparatory schools, area Lutheran high schools, public high schools, college campus ministries and mission fields.
Enrollment Management	2006-2011	B.2.a.	Continue to emphasize North American Outreach and expand international service opportunities as a way of stimulating enrollment growth.
Enrollment Management	2006-2011	B.2.	Increase enrollment an average of 3% (based on total enrollment) each year until a goal of 900-1000 students is reached.
Enrollment Management	2006-2011	D.1.	Continue to recruit the high-quality candidates who meet the MLC ministry profile as it has in the past for service in the church.
Enrollment Management	2006-2011	D.4.	Increase the number and variety of current prospect contacts and minority contacts.
Enrollment Management	2007-2008	D.6.	Increase admissions staff to an additional off-campus recruiter and an

## -Appendix K-

			on-campus recruitment event coordinator.
Enrollment Management	2008/09/01	D.5.	Increase full-time student enrollment to 900.
Enrollment Management	2010-2011	D.9.	Increase recruitment so that 7.5% of the student body will be minority or international.
Enrollment Management and an ad hoc committee	2007/05/01	D.10.	Complete a study of successful minority retention programs at colleges in similar locations.
Enrollment Management and Public Relations	2007-2008	D.3.	Develop strategies for motivating called workers in the field, including college campus ministers, home missionaries and world missionaries to recruit for ministry.
Faculty	2006-2011	E.5.	Develop a mindset of ministry to the world, not just ministering to the WELS.
Faculty monitored by division chairs	2006-2007	E.2.b.	Require students to use resources for class work.
General Education Committee	2006-2007	D.11.b.	Expanding the availability of online coursework, particularly in the area of general education.
General Education Committee	2006-2007	D.11.c.	Establishing an associate arts degree program that would allow undecided students to pursue general studies while considering the possibility of full time service in the ministry.
Governing Board	2006-2007	B.1.g.	Shift the internal tuition grant program monies (currently allocated at a rate of about \$800 per student) to operating support.
Governing Board	2006-2007	B.1.g.i.	Provide an equal amount of financial aid by drawing upon endowment funds as needed.
Governing Board	2006-2011	B.1.b.	Establish at least one endowed professor's chair in each of the next three biennia.
Governing Board	2006-2011	B.3.	Maintain the maximum student share of educational costs excluding financial aid at the current level of 75% or less and strive for an average student share of 60% when financial aid is included.
Governing Board	2006-2011	B.3.a.	Hold tuition increases to an average of 5% over the next 10 years.
Governing Board	2007/07/01	B.1.a.	Add a third gift planning associate and maintain a development staff at 1.0 FTE for each \$1.0 million to be raised annually.
Governing Board	2009-2011	B.1.	Support and expand the work of the Office for Mission Advancement to establish financial autonomy in the operating budget.

## -Appendix K-

Governing Board	2011/07/01	B.1.f.	Seek to maintain a synodical operating subsidy of at least 5% of the operating budget and, as circumstances allow, request a restoration of support to previous levels.
Governing Board	2011/07/01	B.1.g.ii.	As the support of the general operating budget stabilizes, gradually reinstate the per student allocation of tuition dollars to establish a fund for program maintenance, facilities expansion and faculty development.
Librarian	2006-2007	E.2.	Increase student awareness of resources available to improve their learning and achievement.
Librarian and Network Services	2006-2007	E.2.a.	Create an online site that lists and explains available library and Academic Success Center resources.
Mission Advancement	2006-2007	C.11.	Increase contact with alumni through the formation of an alumni society.
Mission Advancement	2006-2011	B.1.d.	Utilize the mission partner concept to enhance support for specific budgetary programs and projects.
Mission Advancement	2006-2011	B.2.b.	Increase revenue, enhance stewardship and allow the college to operate more efficiently by achieving the target enrollment.
Mission Advancement	2011/07/01	B.1.c.	Develop a corps of supporters to the college that contributes 25% of the operating budget on an annual basis.
Mission Advancement	2011/07/01	B.1.e.	Once funding of the operating budget has been addressed, solicit gifts for special projects and capital needs.
Mission Advancement	2011/07/01	B.3.c.	Cooperate with the WELS Planned Giving Office and the Board for Ministerial Education in establishing tuition assistance endowments that will mature to provide an annual income equal to 10% of the operating budget and be distributed to students on the basis of merit and need.
Public Relations	2006-2007	C.5.	Increase visibility with local print and broadcast media outlets.
Public Relations	2006-2007	C.9.	Increase MLC's visibility in WELS constituent print and digital media, e.g., FIC, ALHS newsletters, church newsletters.
Public Relations	2006-2007	C.10.	The MLC graphic identity should be consistent in all printed and online documents.
Public Relations	2006-2011	C.2.	Increase contact with WELS stakeholders by means of increased personal contacts by continuing to send designated MLC representatives to called worker conventions, conferences, and other events.

## -Appendix K-

Public Relations	2006-2011	C.3.	On a weekly basis, maintain electronic contact with people in key positions of leadership within in the WELS by sharing campus news and events.
Public Relations	2006-2011	C.4.	Increase personal contacts with congregations by coordinating MLC student presentations in their home or nearby churches.
Public Relations and Graphic Arts	2006-2007	C.1.	Increase contact with WELS by means of increased publications: strategically placed articles in <i>FIC</i> , an increased readership of <i>In Focus</i> , an updated and centralized mailing list, bulletin inserts.
Public Relations and Network Services	2006-2007	C.7.	Increased usage of the MLC website by constituents through MLC Portal construction.
Public Relations and Vice President for Academics	2006-2007	C.6.	Increase personal contact of faculty with churches and schools by developing the MLC Faculty Speakers' List for off-campus speaking engagements.
Public Relations, Network Services and Graphic Arts	2006-2007	C.8.	Enhanced coordination between print media and website information accessibility.
Service and Cross Cultural Learning Committee	2007/07/01	A.2.e.	Promote the concept of one or two semester professional growth sabbaticals taken by faculty on a rotating basis and funded by external sources.
Service and Cross Cultural Learning Committee	2006-2007	E.4.	Expanded involvement in ministry opportunities.
Service and Cross Cultural Learning Committee	2006-2007	E.5.d.	Contact and encourage pastors, teachers and lay leaders to consider ways in which their congregation can provide suitable ministry opportunities for MLC students.
Service and Cross Cultural Learning Committee	2006-2007	E.5.e.	Establish a link with regional colleges and universities to determine what multicultural events are scheduled on their campuses which MLC students would be welcome to attend.
Service and Cross Cultural Learning Committee	2006-2011	E.5.b.	Plan and include opportunities to help establish a world ministry mindset through appropriate classes.
Service and Cross Cultural Learning Committee	2006-2011	E.5.c.	Schedule convocation speakers whose presentation is centered on a world view of ministry.

## -Appendix K-

Service and Cross Cultural Learning Committee	2007-2008	E.5.a.	All students have a multicultural experience.
Service and Cross Cultural Learning Committee and Director of Clinical Experiences	2006-2007	E.4.b.	To contact and encourage pastors, teachers and lay leaders to consider ways in which their congregation can provide suitable ministry opportunities for MLC students.
Special Services and Records Office	2006-2007	E.7.a.	Offering more evening classes to provide student flexibility and accommodate people from the community who desire instruction.
Student Life	2006-2007	C.23.	Explore more opportunities and events for faculty-student contact outside the classroom and at informal events.
Student Life	2006-2007	C.24.	Encourage student senate to continue scheduling social events for students on and off campus.
Student Life	2006-2007	C.25.	Embrace and encourage new student interest groups centered on similar interests or issues to be formed.
Student Life	2006-2007	E.1.	Increase faculty-student interaction.
Student Life	2006-2007	E.1.a.	Plan and schedule additional faculty-student social events during the academic year (i.e., social gatherings by class, celebrating certain holidays and/or special days).
Student Life	2006-2007	E.1.b.	Conduct small group faculty-led seminars of spiritual and/or practical nature.
VP for Academics	2006/01/15	A.1.	Undertake a comprehensive review of current faculty and administrative workloads/FTE to provide foundational data for consideration of their appropriateness.
VP for Academics and division chairs	2006/09/01	A.2.	Analyze the data from goal A.1 to ascertain faculty and administrative workloads/FTE. As needed, address sub-goals a-f on the basis of the survey results and subsequent analysis.
VP for Academics and division chairs	2006-2007	E.7.b	Gradually renovating the physical environment of classrooms to better accommodate current instructional modes and enhance access to technology tools.
VP for Academics and division chairs	2007/07/01	A.2.a.	Align more nearly and accurately faculty expertise and teaching assignments. Implement Revisions to FTE Policy.

## -Appendix K-

VP for Academics and division chairs	2007/07/01	A.2.b.	Factor online and graduate teaching into faculty assignments/FTE.
VP for Academics and division chairs	2007/07/01	A.2.c.	Expand time and opportunity for faculty to undertake graduate work and/or other research.
VP for Academics and division chairs	2007/07/01	A.2.d.	Investigate the expanded use of some form of teaching assistance and adjunct faculty.
VP for Academics and division chairs	2007/07/01	A.2.f.	Examine the relationship between lab courses and FTE allotments.