

MEADVILLE LOMBARD THEOLOGICAL SCHOOL
GOING FORWARD: Integrated Enrollment Plan
Task Force Final Summary Report
May 11, 2007

INTRODUCTION

Meadville Lombard Theological School has a noble history of educating people for effective, morally responsible Unitarian Universalist ministries; and, in providing liberal religious scholarship for a diverse and multi-cultural world community. However, we are convinced that “the past is prologue.” We have a unique opportunity to become both a national and international resource for serious religious thinking and scholarship for the 21st Century. We believe the future for MLTS is very bright as we carry out our dedication to offer education that is academically rigorous and unapologetically progressive. We are committed to an enrollment increase as the centerpiece of our institutional strategy, thus we are prepared to confront significant changes and challenges ahead. Our goal is to “change lives to change the world.”

The June, 2006 board meeting authorized the Executive Committee to engage a planning process that would focus attention on a mission-based plan toward expansion of student enrollment and full time equivalency. Robert E. Cooley, president emeritus of Gordon-Conwell Theological Seminary and past president, Association of Theological Schools and currently a Governance Mentor at In Trust, Inc., was invited to serve as our consultant. Bob was already familiar with MLTS, its history, and many of the existing data sets, having served as the consultant to the Leadership Group conducting the study with the UUA and Starr King.

President Lee Barker and Board Chair Donna Dutton instructed Dr. Cooley to focus the planning process on a wide range of issues that are influenced by the results of enrollment and full time equivalency. Such issues considered are the expansion and diversification of educational programming, long-term economic sustainability, organization for effective institutional governance, and qualified personnel necessary to carry out an enrollment plan. It was understood that such a planning process would result in a dramatically altered institution, but predicated upon established enrollment management practices and would be realistic for MLTS and liberal religious movement.

The Task Force was guided in its planning work by the best practices known to strategic planning methodologies. Strategic issues were identified and these guided each facet of the process. Also, it was recognized that the end goal of increased enrollment would impact all areas of the institution; governance, enrollment and student services, education programming, resource development and financial management and planning. Since the study process would require approx. a calendar year to succeed, it was recognized that it would be advantageous to refer completed work and resolutions on to the board for action during the course of the study. Finally, we recognized that our work would result in a plan that would guide our enrollment success as a long-term achievement, and not a

short-term acceleration in student numbers. Our entire institution could be impacted through this strategic process and increase our effectiveness toward mission fulfillment with economic vitality.

President Barker, Chair Dutton and Consultant Cooley planned our work and guided the planning process. In between sessions, Barker and Cooley prepared draft documents on crucial themes and allowed the Task Force to concentrate its time and skills on evaluation, revision and expansion of the prepared segments and to frame resolutions to the board of trustees. Throughout the course of the planning year, several resolutions were referred to the board for action and implementation. The end goal was to realize certain achievements with success and to provide the board with a final plan to grow student enrollment and increase full time equivalency. The Task Force met in four extended sessions (August and November, 2006 and January and April, 2007) and now refers its Final Report to the Board of Trustees on the requested date of May 11, 2007.

A. THINKING STRATEGICALLY

The planning process used by the Task Force was designed to help the group to think strategically; and, to translate their insights into effective actions. Such an approach permitted the Task Force to identify and begin the processes to resolve issues. We decided, in the words of Chair Dutton, "to concentrate on **Mission, Excellence and Economic Energy**. The area of **Mission** reminds us of our institutional purpose and directs us to assess how we might better serve our students, our churches and our community through new enrollment options, promising partnerships, sustained planning to respond to changing public perceptions and student needs. The area of **Excellence** focuses our strategic planning on the question of how to continue to provide quality education to a larger audience. It calls us to examine how we can continue to support our faculty, maintain a rigorous, rewarding and relevant curriculum, and enhance our research. Finally, the area of **Economic Energy** leads us to consider how changes in modern society and the increasingly technological nature of the classroom alter the educational environment and the educational delivery system of the future."

Thinking strategically forced the group to consider the context of MLTS doing theological education. At the very first planning session, Cooley discussed the current influences in theological education, what changes are occurring; how students and congregations are reacting to these changes; and what trustees, administrator and faculty need to recognize and respond to in order to sustain Meadville's tradition of success. We looked at five major trends in our environmental context: globalization, knowledge asset management, networks, horizontal organizations with empowerment for accountability, and the struggle for truth in our society. With these environmental trends in mind, we were able to structure a realistic "vision of success" requiring us to sustain a process of reflection.

Finally, we decided that to think strategically also meant that we would need to be more action oriented, making decisions through recommendations to the board of trustees during the process of our work. This approach allows greater flexibility in the institutional process to address the identified issues. Such a dynamic process contributes to the formation of effective strategies, establishes priorities, provides a basis for decision making, results in decisions across functions solving major organizational problems, increases institutional outcomes addresses rapidly changing circumstances and helps to build teamwork and expert capacity.

Therefore, early action plans were designed to advance the planning process and a timeline established (Appendix A) for reaching interim stages in the yearlong endeavor. Early actions included: the creation of a Meadville Declaration, preliminary design for the president's team, including a provost position, to establish enrollment data sets for the most recent three years experience, secure a professional evaluation of the MLTS web site and design a graphic piece for marketing purposes, to design and implement an incentive merit scholarship program, secure initial donor gifts to support the merit scholarship program and to conduct a board education session at the November, 2006 board meeting. Our consultant directed this session on "Rethinking institutional governance and the significance of board leadership." As a result of these early action steps, direction for the future became clearer and a new enthusiasm and spirit pervaded our work.

B. FIRST STEPS REALIZED

It will be helpful to this final report of the Task Force to summarize the early action steps since they represent the first indicators marking the Going Forward ethos.

1. Meadville Lombard Declaration (Appendix B)

It was the opinion of the Task Force that an early statement of MLTS intentions to Go Forward should be communicated widely through the use of a declaration format. This would establish the emerging image of the school and communicate to all, especially the UUA community, the intentions of the school to be progressive. At the same time, this would be an initial effort to build brand and mark public perception.

2. Identification of market niche.

Considerable discussion centered on current enrollment data sets and on perceived constituency and stakeholder commitments to the school in an effort to determine the MLTS market niche. Realizing that a UU curriculum would serve as its foundation, it is agreed that our essential market target is best identified as "progressive liberal theological

education” that can be segmented into the following subgroups:

- a. UUA related persons
- b. Liberal protestant students
- c. Liberal religion students
- d. Local persons looking for enrichment studies.

3. Early Public Relations (Appendices C, D, E & F))

Two avenues were used to provide early information on MLTS intentions: market advertisement and President to ATS President letter. The professional preparation of an advertisement was very successful and it was carried in the Christian Century and UUA publications. These image pieces focused the reader’s attention on our goal.....”changing lives to change the world.” The letter to ATS Presidents, in the interest of collegiality, sought to invite their awareness that MLTS was undergoing significant changes. Feedback has been positive. The early Task Force discussions and board actions enabled marketing efforts to expand, telling the various stories associated with the Going Forward Plan (Appendix E). Further, a communication distribution list was prepared to guide early public relations activities (Appendix F).

4. An incentive merit scholarship program (Appendix G)

A generous merit scholarship program was structured and put into place that will, in the long term, serve as an incentive to quality students to apply to MLTS. Through aggressive fund raising efforts, Spencer and Susan Lavan funded the first scholarship. As this program expands, MLTS will realize a significant increase in applications for admission and recipients elevating the quality level of student performance.

5. Selection of Provost.

Early discussions surfaced the strategic need for effective academic leadership. The office of provost was defined compatible with the emerging plan for an institutional organization design built upon a systems approach to operations. Such an office would provide executive leadership to an integrated academic operation involving enrollment management, academic services, library and learning resources, and the faculty. The Provost would serve as Chief Academic Officer on the President’s Leadership Team. Upon recommendation from the Task Force, the board of trustees approved the position description and authorized a search for a distinguished candidate. In January 2007 Dr. Sharon Welch was announced as the elected candidate to the delight of all.

6. Evaluation of web site (Appendix G)

It was recognized by the Task Force in early discussions that the school's web site would be a strategic instrument in communicating the new developments and opportunities. Further, it was concluded that significant work was needed to upgrade the information, the user format and site graphics. The new advertising graphics have now been added to the site. As a result of first efforts, website statistics show a remarkable increase in early 2007 compared to a similar date in 2006. A 100% increase in site activity as been realized. It is clear that more and more, the website must become the central platform to our information and communication system.

7. Formulation of enrollment data sets for dashboard indicators (Appendices H, I & J)

An early attempt to build enrollment data sets was undertaken for the most recent three years. First, data categories were identified for prospects, admissions, retention and graduation. Second, using these categorical data sets, 13 dashboard indicators were identified. These indicators will constitute the baseline from which all future comparative numbers will be measured to chart progress or the lack thereof. For example, the base number for full time equivalency will be 45. By adding 10 new full time students each year for the next three years, by the year 2010 our FTE should be indicated as 75. This is the basis for setting 75 FTE as the goal for the Going Forward Program to 2010. Third, establishing categories of information regarding our graduates will enable us to strategically plan how to better serve our alumni through continuing education and to utilize them in our enrollment recruitment and fund raising programs. It is noted in Appendix I that the vocational path of our graduates favors highly the UUA parish ministry and that 160 graduates are not in fellowship with the UUA. Fourth, A tabulation of registered courses for the past three years indicates of map of class loads and net tuition results for each quarter of each year. As greater sophistication is realized in our new enrollment management system, our capacity to provide informative data sets will improve, guiding our planning processes and measuring our economic energies.

These seven early action steps signal our potential toward becoming an effective theological school. Also, they establish a very early foundation for Going Forward, a foundation on which to build our efforts toward achieving our goal of 75 FTE in the year 2010.

C. INSTITUTIONAL ORGANIZATION—GOVERNANCE PROCESS

One of the major benefits of implementing an enrollment management system is its capacity to impact the decision making process and organizational efficiency of the institution. Since enrollment management is a performance-based, outcomes oriented system, it operates in a data-rich ethos. Data categories for marketing, recruitment, admissions, retention and financial results influence decisions in almost every sector of the institution. Therefore, designing, building and maintaining the most effective governance system possible goes hand in hand with implementing a system to increase the management of enrollment.

To this end, the current organization plan was evaluated (Appendix K). The basic characteristic of the current plan is that work and positions are identified by "function". These functions/positions are then aligned in silos of authority and supervision, all reporting to the president. Some persons in specific positions are assigned to more than one authority silo. And, there is little cross-functional communication and coordination associated with critical issues. At the same time, the role of the faculty is not clearly demonstrated in the educational system. They are subsumed in one authority silo of administration and thus, their role in institutional governance is not clearly articulated. Such a "function" defined chart of organization is difficult when it comes to applying informational technologies to the work of the school. No clear systems or tracks exist for integration and the efficient use of information. The departments are working independently creating lack of communication, understanding, and coordination of information that could inform the governance process. This is especially true in the realm of admissions and registration (Appendix L).

The Task Force evaluated the current organization plan and viewed new opportunities to revamp the nature of "work" at MLTS. As a result, it was decided to move in the direction of designing a more horizontal system around **work groups, teams and linkages (Appendix M)**. Work Groups represent the structures of authority (The Board of Trustees, The President, The Faculty). The teams represent work processes that enable related functions to be interfaced into cross-function processes (see below). And, linkages are used to address ad hoc issues that emerge from time to time in the work of a team or a work group. Such linkages are restricted temporal efforts to pull together persons representing different teams or work groups to address issues that have a bearing upon or an input from all areas. Once the solution is identified, the linkage is disbanded. A systemic approach to "work" nearly eliminates the need for committees. The usual work of the traditional committee, if not handled in the teams, can be addressed through the use of linkages. The systems approach to work is more favorable to integrated enrollment operations thereby increasing efficiencies, effectiveness and admissions/service outcomes.

The proposed systems design (Appendix M) may be outlined as follows:

Board of Trustees Working Group

Executive Team
Education Team
Finance Team
Development Team

Office of the President Working Group

Leadership Team (Planning and Policies)
Provost (Team: Enrollment and Student Services, Academic Programs, Library)
VP for Finance
VP for Institutional Advancement
Management Team (Implementation of Plans and Policies)
Provost, VP for Finance, VP for Inst. Advancement
Information Technology
Public Relations

Faculty Working Group

Faculty Personnel and Policies Team
Educational Policies and Program Team

Basic observations for understanding the systems approach are:

1. The three Working Groups are the authority structures mandated in the bylaws and are distinct structures with discreet roles and responsibilities for the governance of the school.
2. The Teams are constructed around cross-functions that identify core work processes.
3. Should special issues arise, Working Groups and/or Teams are authorized to establish a Linkage Group to address the issue. The members of the Linkage Group may come from any segment of the institutional organization and must relate to the issue at hand. Membership is based upon "having information" rather than upon "representation."
4. The discreet role of the board Working Group is to—
Legitimize: Establish the planning process for strategic issues through the shared governance process with the president and faculty.
Monitor: Hold the board, president and faculty accountable for completion of assignments, timelines and due dates, and the

implementation of in-process actions. Expect progress reports from the president.

Evaluate: Reports and recommendations presented must be evaluated in the light of institutional reality, business plan, and financial resources. Board wisdom and sensitivity must be exercised in framing final plans.

Authorize: Once recommendations have been prepared for formal action, the board addresses the motions and acts to make decisions.

5. The discreet role of the Office of the President Working Group is to—
 - Facilitate Shared Governance Process:** The President nurtures the governance process through serving as the gateway or bridge between Working Groups and keeping the shared governance system operative, informational and self-correcting, fulfilling the role of Chief Executive Officer.
 - Institutional Planning:** The Leadership Team conducts planning processes and designs policies for the advancement of the institution.
 - Institutional Policies:** The Management Team implements authorized plans and policies on a day-to-day basis.

6. The discreet role of the Faculty Working Group is to---
 - Exercise Faculty Governance:** Design faculty development activities and policies to be authorized for the fulfillment of the educational mission.
 - Faculty Personnel:** Participate in the selection of qualified faculty members and implement authorized policies to develop and sustain members as professors.
 - Educational Policies and Programs:** Design academic policies that will guide the teaching-learning process; and, plan and implement authorized educational programs.

7. “Representation” issues are most efficient when they operate at the level of a Linkage or represent a matter that is facilitated through the Office of the President. Some examples will illustrate:
 - a. Educational technology issue: The Faculty Team for Educational Policies and Programs would appoint a Linkage Group consisting of faculty members, a trustee skilled in informational technology, a member of the business office, a person from enrollment management, and a person from the Library to address the issue. Once the issue is resolved the Linkage Group is dissolved.
 - b. Reduction of Institutional Budget: The Trustee Finance Team would appoint a Linkage Group made up of members from the Faculty Working Group, the Leadership Team, and the Trustee Executive Team.

- c. Expansion of Academic Program: The Trustee Education Team would appoint a Linkage Group made up of members from the Faculty Working Group, The Leadership Team, from students and alumni, and specialists from the UUA.

Traditional representation memberships were based upon the use of “functions” as the building blocks for decision-making and were “position” oriented. This often resulted in *ex officio* memberships. With the advent of “systems” and information technology, memberships are geared toward providing for discreet Working Group members with clear boundaries of authority, roles and responsibilities. This does not mean that a board member cannot teach a class or work with a Faculty Linkage Group, or a faculty member work with a Leadership Linkage Group or a board Linkage Group or an administrator being available to teach a course. Further, students and alumni can be members of Teams and/or Linkage Groups, bringing special interests and information to these groups. Boards, Presidents and Faculties are most effective when their authorities and roles are not compromised through boundary spanning representation.

8. Systems organization design calls for clear definition of member qualifications and status for a Working Group. This means that the Faculty must give careful attention to those policies that determine Faculty rank and status. Persons working within the President’s Working Group need a clear understanding of their status and roles as administrators and staff members. And, the Board of Trustees must give careful attention to the trustee selection process and clarify the role and status of each member. Appendix N provides a matrix for determining potential and present board members.
9. Procedures and policies for the operating of the systems organization design need to be articulated in board, administrative and faculty handbooks. The Board of Trustees authorizes such handbooks.

D. ENROLLMENT MANAGEMENT SYSTEM

The current functions related to admissions, registration and student services reside in a variety of offices and lack integration into the educational system and school operations. Observing Appendix K can best see this current reality. Note that the registrar functions in the context of finance and not within the department of enrollment or student services. Furthermore, no tradition of standard data sets has been established indicating that goals have not been established for the numbers and types of students needed to fulfill the

institutional mission. The lack of clear data inhibits effective financial planning. In the final analysis, students do not receive maximum service and the quality of the education program is left untested with financial implications for revenue.

The Task Force considered this reality and designed an integrated enrollment management system (Appendix O). To achieve maximum efficiency, it is proposed that marketing, student recruitment, admissions, financial aid, matriculation, orientation, academic advising, registration, counseling, retention, spiritual formation, student community services, housing campus, security, graduation and alumni services be designed into an enrollment system. And, to relate these functions through three cross-functional units: admissions, academic services and student life & services. These units would be united into a team systems orientation, under the leadership of a Dean of Enrollment Management. This team would then be assigned to the Provost's Team thereby coordinating its responsibilities and outcomes with the Academic Program Team and the Library Team.

Once the Enrollment Management Team is in place, more effective attention can be given to evaluation of demographics, potential markets, incentive pricing, increased financial aid and clear communication instruments concerning issues of cost, price and financial aid. Increased enrollment information (broad casting, narrow casting, web site, and public event) to potential students will be the focus of a reshaped enrollment management strategy. This will enable the Faculty and the Trustees to fulfill their roles of monitoring the student database and research results, institutional enrollment planning and to evaluate missional outcomes and the quality of MLTS graduates (Appendix P).

In its initial efforts, the Task Force evaluated existing enrollment data and established a set of numerical goals whereby enrollment progress can be measured. Our recent headcount of 134 students indicates, based upon numbers of registered courses, that our full time equivalency is 45 students. Based upon this reality, we are projecting enrollment goals for FTE at 55 (2207-2008), 65 (2008-2009) and 75 (2009-2010). We anticipate some variance will occur in this progression of goals, but by the year 2010 we must achieve the goal of 75 FTE to realize our vision for success. Future academic programs and budgets will be guided by these goals.

Finally, designing the enrollment management system and seeing it implemented is not a quick fix to achieve critical mass or higher enrollment. It will be a steady process of improved efficiencies and strong collaboration with all working groups and teams in the institutional organization. The key to this entire approach will be qualified personnel assigned to strategic roles and responsibilities. An experienced Dean of Enrollment Management must be employed as soon as possible to guide the formation of this system. Skilled persons will be needed to direct admissions, academic services and student life and services. A collection of articles has been filed with the President and his staff, relating to all aspects of enrollment management. These will provide ongoing instruction to the process of building the enrollment team and the introduction of new procedures

and processes. The themes discussed are pertinent to the formative process and include the basic concepts and structures of enrollment management, core strategies and best practices, student prospect's use of web sites, effective telemarketing campaigns, and perspectives on enrollment management orientations. The information will be helpful toward forming a position description of the Dean and enabling current personnel to envision a future built on a systems approach.

E. EXCELLENCE AT MEADVILLE LOMBARD THEOLOGICAL SCHOOL

Excellence has been identified as one of the strategic issues at MLTS. By what standard can we judge that we are growing in our capacity to achieve excellence in theological education? What is MLTS excellence?

An initial framework to answer this question is provided in Appendix Q). This framework results from Task Force discussions of MLTS life at several levels. The quality of board governance needs close attention with central focus to assessment, development and education. Presidential assessment goes hand-in-glove with board assessment. Suggestions are provided to the board for the building of an assessment process for the president in tandem with board assessment. Faculty assessment should be formal and the Provost should direct a process. Instruments may include student evaluations, peer evaluations, and self-evaluations. Institutional quality can be measured through the Institutional Peer Review process available through the Association of Theological Schools. The selecting of appropriate peer institutions is the key to this review process. Finally, the quality of teaching and learning can be measured through the educational outcomes assessment process. This process is under the direction of the Provost and faculty.

The promise of excellence resides in our passion for institutional quality. Do we care enough for effective governance, for abundant service, for truth and student intellectual growth, and for a total educational experience that results in thoughtful, ethical, active ministers who, in turn, build thoughtful, ethical, active ministries open to all? Does our passion for excellence lead to changing lives to change the world? Our passion for excellence can only be realized in a community of caring which ought to be the outcome of our processes to achieve excellence.

F. EDUCATIONAL SYSTEM

The evaluation of our current educational program reveals inadequacies, especially in our capacity to deliver education beyond our classroom boundaries. The interface between traditional education and the rest of society is changing. Our challenge is to rethink traditional classroom boundaries through evaluations of non-traditional formats leading to distance education, continuing education, and extension/branch campus opportunities. Technology is significantly altering the way education is delivered. We must find ways to make strategic choices among various new technologies for learning, including:

networked computer access, DVD/VHS players, LCD projectors, visual presenters, interactive whiteboards and other instructional technologies, and web-based tools like Blackboard and SharePoint to add online components to courses. At the same time, we need to assess the impact of globalization for our future and thereby strategically focus our international opportunities in education. Such an expanded education system will require leadership from the Provost and the Faculty, who will need to be amply resourced and supported.

The faculty has stated its intention to develop an integrated educational system after the model proposed by the Task Force (Appendix R). The Task Force affirms the faculty intentions that will be presented to the board of trustees through the president. The faculty will proceed to complete the educational system design and clarify needs for resources to achieve the anticipated system outcomes.

Faculty governance will be the foundation upon which to build the integrated educational system. Earlier in this final report, a design was mentioned for the formation of faculty governance, providing the faculty with the opportunity to govern itself by structuring itself into a work group and two teams. This suggests that faculty influence will provide the necessary academic policies that will enable students to take advantage of diverse delivery components in the system. Possible components include, in addition to the traditional classroom, distance education in the form of on line courses, field education, extension sites and branch campuses, video conferencing networking the main campus with diverse locations, and continuing education. The library and educational technology will be at the center of this matrix of delivery components.

The integrated educational system will enable students to cross-classroom boundaries, resulting in increased enrollment. This increase will generate economic energies not present in current operations, complementing resources secured through Development.

G. MARKETING PLAN

A framework to develop a marketing plan has received preliminary evaluation by the Task Force and is provided in Appendix S. Analysis of strategic questions will define a market intelligence system resulting in a clear picture of our market niche and its subgroups. From analysis to market communications will determine our branding and perceived image. Finally, a strategic plan to recruit students will be our most important task. At the same time, we will work at retention, which is as important as recruiting. Both recruiting and retention will require support from fund raising and gift resources.

It is understood that a full marketing plan will not be able to be developed until the Dean of Enrollment Management is hired and relevant data sets are collected. It is anticipated that this hiring will have immediate priority and once hired, the Dean will be in a position to present to the board of trustees, through the president, a full marketing plan. The Task Force urges that this plan be completed no later than June 2008.

H. BUDGET IMPACT OF GOING FORWARD

The Task Force approves the budget impact statement (Appendix T) presented by the President and understands that it is a document that will undergo constant revision. It expects that these revisions will be reported regularly to the Board for approval. The budget impact statement is a conservative projection that contains even increments in revenue and expenditures. These increments are not likely to occur evenly.

I. TASK FORCE RECOMMENDATIONS FOR AN INTEGRATED ENROLLMENT PLAN

The work of the Task Force was dynamic and created significant discussions and observations on various study themes throughout the course of the year. This interaction permitted the upgrading of study documents and opened new avenues for continued study and reflection. The group followed best practices in standard strategic planning methodologies, one of which was to refer completed work on to the board of trustees for action. In some cases, implementation of authorized action as already been established. One of the effective outcomes of the study was the experience gained by the Going Forward group in working with the flexibilities of an issue-oriented planning process and the procedure of having completed action move on toward board authorization. The group enjoyed the sense of accomplishment along the planning journey this method provided.

The recommendations will be provided in two forms. First, those recommendations made to the board of trustees throughout the study process and were authorized through board action will be restated for purposes of permanent recording. Second, recommendations covering areas of study not yet referred, but needed the board's attention for action.

1. Recommendations referred and Board action:

- a. That the Board of Trustees authorize a Meadville Declaration for the purpose of establishing image of the school and to communicate to all the intentions of the school to be progress. (Action completed)
- b. That the Board of Trustees authorize the professional preparation of a school advertisement and widely display it in national publications and on the school web site. (Action completed)
- c. That the Board of Trustees authorize the formation of an incentive merit scholarship program and seek to fund the program through a major gift donation. (Action completed)

- d. That the Board of Trustees approves the provost position description and authorize a search for a distinguished candidate. (Action completed)
 - e. That the Board of Trustees approve the institutional organization design based on Working Groups, Teams and Linkages as a governance system with understanding that subsequent recommendations will address specific design details for each segment of the system. (Action completed)
 - f. That the Board of Trustees approve the proposed Enrollment Management System design for marketing, student recruitment, admissions, financial aid, matriculation, orientation, academic advising, registration, counseling, retention, spiritual formation, student community services, housing, campus, security, graduation and alumni services; and, that these functions be brought together through three cross-functional units to be known as admissions, academic services and student life & services; and, that these three systemic units be led by a Dean of Enrollment Management who shall report to the Provost. (Action Completed)
 - g. That the Board of Trustees authorizes a search to be inaugurated as soon as possible for an experienced Dean of Enrollment Management and that the budget for 2007-2008 include the necessary funds to support this position. (Action Completed)
2. Recommendations referred needing Board action:
- a. That the Executive Team of the Board of Trustees, under the leadership of the President, prepare charter descriptions for each Working Group and each Team; and, establish clarity as to Working Group and Team memberships for the purpose of establishing discreet member bodies with precise boundaries of authority, roles and responsibilities; and, and to report its proposal to the board no later than the NOV. Meeting of 2007.
 - b. That the Board of Trustees request the President to update the board, administrative and faculty handbooks to reflect the governance system authorized for Working Groups, Teams and Linkages, and present to the Board for authorization such amendments needed to make the handbooks current, pending the revision of the bylaws.

- c. That the Board of Trustees approve the proposed enrollment goal of 75 FTE by the year 2009-2010; and that for planning purposes, interim goals of 55 (2007-2008) and 65 (2008-2009) be established. (See #1 & 2 in Conclusion)
- d. That the Executive Team of the Board of Trustees, under the leadership of the President, design standards that will enable processes to be established to measure excellence for the Board of Trustees, the President, the Faculty, the Institutional Peer Review and Educational Outcomes Assessment.
- e. That the Board of Trustees approves the proposed integrated educational system design and to request the Faculty to implement the design by the end of the 2007-2008 academic year, and that the President make available to the Faculty appropriate consultants and the 2007-2008 budget include the necessary funds to support the design.
- f. That the Board of Trustees approve the proposed Marketing Plan Format and request the President to complete the tasks specified in it for the 2007-2008 academic year, including the submission to the Board of a complete marketing plan for the 2008-2009 academic year.
- g. That the Board of Trustees approve the 2007-2008 budget impact statement, subject to possible future amendments that may be approved by the Board reflecting changing Going forward budget impacts.
- h. That the Executive Team of the Board of Trustees shall be responsible for recommending to the Board for approval at the 2008 Annual Meeting appropriate amendments to the by-laws reflecting the authorized governance system, the appropriate future treatment of member composition, and such other updates as may be appropriate.
- i. That the Board of Trustees appoint the Executive Team as the Going Forward Task Force for an additional three year period, and in each of the next three years the Task Force be asked to evaluate the progress of the Going Forward program, including FTE achievements, and bring necessary recommendations to each June meeting (2008,2009,2010) and to do such other work as requested by the Chair, and, further charge the Going Forward Task Force to work with the President to determine appropriate sequencing and timelines of project elements.

- j. That the Board of Trustees approve the Final Report of the Going Forward Task Force as representing a long-term plan to increase student head count and the full time equivalency of student enrollment, and to recognize the dedicated and diligent work of the Task Force members in this early stage of planning and implementation.

CONCLUSION

We, as members of the Going Forward Task Force, wish to provide to the Board of Trustees final words to guide us all as we proceed toward implementation and further studies.

1. We should not become distracted if we exceed our enrollment goals. If this is our happy lot, there will be a tendency for some of our institutional colleagues to believe that Enrollment Management is receiving all of the increased resources. We will need to stay the course for long-term sustainability.
2. We should not become impatient when we are not meeting the enrollment goals at even increments. That is not how they will be achieved. We will need to make adjustments along the three-year process. What is really important is that we realize our goal of 75 FTE in 2010.
3. Information technology represents our most critical need as we Go Forward. We need immediate funding sources to secure the required system and we may need to find a way to invest sooner rather than later.
4. We need to remind ourselves and the Board of Trustees that our role in Going Forward is to *legitimize, monitor, evaluate and authorize*. It is the role of the President to provide executive leadership to the administration and the faculty, under the agency of the Board of Trustees. The President will be most effective if we permit him freedom to facilitate the shared governance process and to provide executive leadership. In this way, the Board's purposes will best be served.
5. Finally, our contribution to Going Forward as Trustees may be providing resources to enable the Enrollment Plan in all of its dimensions to be fully implemented. We can do this through identifying donors and being generous givers.

In closing, we share with you the underlying assumptions of our work in strategic planning (Appendix U). They have served us well; they will continue to serve us all well as we GO FORWARD.

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