



MARTIN 2020

Building Capacities for Our Sesquicentennial

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Introduction

“Nothing happens,” according to Carl Sandburg, “unless first a dream.” There may be no better illustration of this maxim than Martin Methodist College, which emerged from Thomas Martin’s vision for a school for girls in 1870. Since that time the institution has undergone a series of dramatic transformations: from four-year boarding college for women to coeducational two-year associate-degree-granting institution and most recently to a baccalaureate-degree-granting institution. The changes were also evident in the evolution of the institution’s name: from the Martin Female Academy to Martin College and finally to its current name in 1986, Martin Methodist College. Yet, amidst all the change, some fundamental qualities endure.

Martin Methodist, from its inception to the present, has been a college of opportunity, open and eager to engaging students of varying talent levels and providing them with a transformational experience. This is not an easy role. It takes dedicated faculty and staff who understand human development and are not afraid to invest themselves in individual students to an extraordinary degree. Martin Methodist strives to maintain a firm focus on its core function of developing young women and men within its liberal arts and sciences tradition for careers and, as important, for lives of meaning and continued learning. That can only be fully accomplished within an intentionally diverse community that nurtures intellectual, spiritual, social and personal development.

As we celebrate our role in influencing a broad spectrum of students we also assert that only programmatic excellence will enable our success. Over the last 15 years Martin Methodist has been building a remarkably robust program of baccalaureate offerings. More recently we have added a variety of distinctive flourishes: from Honors Program to First Year focus; and from global connections to Martin Moments. The result is a highly effective student experience that can only be characterized as academic excellence.

Martin Methodist College also cherishes its church connection. From its earliest beginnings at Pulaski First Methodist Church, the college has self-identified as a church institution and has sought to bring real meaning to that understanding. Most recently, the aspiration to become a model of church relatedness led to the establishment of the Cal Turner, Jr. Center for Church Leadership, an initiative that gained wide attention in United Methodist circles, although it has not yet achieved its full potential. The church relationship permeates the institution in more subtle ways as well, from the tone of civility that permeates our academic community, to the sense of gratitude that our students often radiate, to the consensus-building governance that prevails on the campus and infuses this strategic plan.

These characteristics have made Martin Methodist College a uniquely compelling success story. Simply put, this college is different. It is comfortable with its distinctive character and proud of the manner in which it impacts its students, community, region, church and even the world. We find real fulfillment in the accomplishments of our graduates, especially given the circumstances from which many have emerged. Now we want to assure that Martin Methodist's distinctive influence continues to grow in its effectiveness and in its reach, especially as the college approaches its 150th anniversary in 2020. This is a time to consolidate our strengths and build capacities for the future.

This strategic plan is a reflection of new thinking and an articulation of what Martin Methodist College aspires to be. We have attempted to define what values we share as members of this academic community, what challenges are most apparent looking forward, and what opportunities we find most compelling. The *Martin 2020* plan falls into a succession of planning initiatives that have had a remarkable effect on the evolution of this institution: the *Martin 2000* plan successfully moved the college to the baccalaureate degree level, and then the *Martin 2010* plan achieved both a programmatic and enrollment "critical mass", with over 30 baccalaureate programs and an enrollment over 1,000 students. As a result the expectations are high for this cycle of planning, although the approach we have taken with *Martin 2020* is quite distinct.

With the pace of change in our culture, especially in higher education, we believe the pattern of precision that reigned in the two previous plans would not serve the college well in the next decade. As a result, we sought for the *Martin 2020* plan to provide more of a framework for the college's future that will dovetail with our well-established Annual Management Planning process. This approach will provide a great deal of flexibility, as well as providing for a more strategic decision-making process over the course of the next decade.

A great deal has already been accomplished. To date, twelve "framing teams" involving 94 faculty, staff and students have engaged key issues related to the college's future. An overview of these framing teams is included in Appendix I. The over-arching themes that emerged from the framing team reports form the substance of the narrative that follows. In particular, we have defined six "pillars" that we believe represent the primary structural components for success over the next ten years. While we have stopped short of setting precise goals, we have defined critical initiatives that are linked to the college's future effectiveness. Further, we have delineated a series of performance indicators for the plan, better known as the "Dashboard," which will enable us to track our progress.

Certainly the most important stage of the *Martin 2020* planning process is what happens once this draft is offered to the constituency of the college. Over the next three months we want to undertake an unprecedented effort to engage our trustees, students, faculty and staff, alumni, local friends, and United Methodists across the Tennessee Conference with the tenets of this plan. Not only are we requesting reactions and suggestions, but we are also unabashedly seeking advocates and champions for *Martin 2020*. Only through the ardent engagement of the college's entire constituency will Martin Methodist realize its full potential in time for the Sesquicentennial celebration. The college seeks to ready its entire constituency, in the words of E. Stanley Jones, "to become thermostats not thermometers" who will influence the environment and become architects and drivers of change for a decade of dramatic advancement.

Our Commitments

MOTTO
Cognitio Et Religio
Knowledge through Piety

MISSION STATEMENT

Martin Methodist College as an institution of higher education related to the United Methodist Church has as its mission to:

- provide ~~undergraduate~~ challenging educational programs grounded in the liberal arts and sciences that are designed to prepare students for future careers and lives of continued learning;
- promote a diverse and globally-conscious learning community that nurtures intellectual, spiritual, social and personal growth;
- serve the region and church through educational, spiritual, social and cultural programs.

VISION STATEMENT

Martin Methodist College strives to be the educational epicenter for south central Tennessee [and a college of opportunity for our students, community and church].

VALUES

Nurture: A Martin education has always included a unique blend of challenge and support. This nurturing atmosphere draws out the best in students and encourages an unusual level of achievement and success.

Honor: The campus experience at Martin Methodist is marked by special attention to issues of academic integrity and character development, with the college's Code of Honor serving a central role.

Diversity: Our academic community appreciates the educational advantage of a diverse learning environment, including diversity of ethnicity, nationality and creed. In that context we also value the kind of cooperative spirit that leads to mutual understanding and true collaboration.

Compassion: The Martin Methodist College family, true to its church connection, regularly expresses its care and concern, not only internally but externally toward our community and region. This compassion translates into active service and service-learning programs for students with the understanding that acquired skills and knowledge are to be used to bless the lives of others.

Pillar 1: Programmatic Advancement

A strong program in the liberal arts and sciences provides the skills, traits, and awareness that support not only strong beginnings in the worlds of employment and service, but also the capacity for growth that characterizes agile thinkers, enthusiastic learners, and effective team members. That strong liberal arts and sciences program flourishes within an academic community that seeks greater collaboration and consultation among all elements within an institution. No longer is it confined to faculty but also incorporates those involved in student life, residential services, college relations, support services and campus design. Equally important is a shared commitment to quality and improvement. Finally, rapid societal change necessitates programmatic alteration or expansion because we have accepted responsibility for equipping the leaders of tomorrow.

Anthony Carnevale said that, “irrespective of college major or institutional selectivity, what matters to career success is students’ development of a broad set of cross-cutting capacities...” written and oral communication, critical thinking and analytical reasoning, application of knowledge and skills in real-world settings, complex problem solving and analysis, ethical decision making, teamwork skills, innovation and creativity, and concepts and developments in science and technology.” To achieve the outcomes noted above, the entire academic community becomes focused on enhancement of an experience that is intentional, measurable, modeled, and woven into a tapestry unique to each student.

Martin Methodist College’s programmatic offerings have over the last decade undergone astonishing growth. Even so, the primary challenge now before us is one of a transformational nature. We must establish a consistent pattern of rigorous assessment of existing programs to assure on-going quality and relevance. Periodic external review of each academic program would serve this purpose well. With a foundation of guaranteed quality firmly in place, we believe that the college should consider further expansion of its undergraduate offerings with special attention to the needs of our

primary service area, the south central Tennessee region. With this focus opportunities also exist for expansion beyond the undergraduate area and to certificate or continuing education programs. With an expanded array of offerings, we are convinced that Martin Methodist College has the opportunity to establish itself as the educational focal point for south central Tennessee.

As we look to ways of leveraging our current educational assets, opportunities exist for expansion into graduate-level offering. The core faculties for masters-level study are already on board in such areas as business, education, religion, certain social sciences and perhaps even nursing. There are challenges with our accrediting agency in making this move to graduate-level offerings and becoming a SACS Level III institution. Certainly the size and focus of our library collection will receive special scrutiny. In addition, the issue of average faculty load is likely to be an issue. Our current expectation of 15 hours per semester is on the high end even for undergraduate programs. A full review of this issue should be completed early in the *Martin 2020* plan. Even with these challenges in view, the shift to graduate-level offerings should be considered because it represents an important element of service to our region.

Among the most compelling programs initiated during *Martin 2010* was service learning, which seeks to link learning in the classroom setting with opportunities for service in the community. While Martin has always been attentive to extracurricular opportunities for community service, adding a direct connection to the curriculum was a new concept. Based on our experience to date, along with all the evidence of educational research in this area, service learning is full of opportunity for future development; especially for an institution with Martin's history and values. In this respect, we should also explore the linkage between service-learning and our church connection. Not only is the United Methodist Church, especially the Tennessee Conference, an appropriate partner for service learning initiatives, but its founder's theology had a very distinctive service orientation. John Wesley's Rules of Conduct bear this out in a very forceful way: *Do all the good you can, by all the means you can, in all the*

ways you can, in all the places you can, at all the times you can, to all the people you can, as long as ever you can.

With the changing demographics of the student population in the United States and increasing numbers of international students having the ability and desire to avail themselves of an American style experience in higher education, Martin Methodist needs to reinvigorate its pursuit of greater diversity within its student population, both from an ethnic and global perspective. We are convinced that this represents an enormous educational advantage on the Martin campus. For this strategy to be truly effective, the college also must add diversity to its faculty and staff to provide an educational context that represents varied ethnicities and nationalities.

In addition to the expansion of degree-level offerings, the next decade will present Martin Methodist with an opportunity to extend its range of course delivery methodologies. Over the last few years the college has successfully tested offerings in three delivery modes: online (exclusively asynchronous Internet-based content); hybrid (a combination of online content and face-to-face classroom engagement), and teleconferencing (instructor in one classroom linked electronically in real time with another classroom of students). We are now convinced that Martin Methodist can effectively employ each of these modes of delivery without sacrificing instructional quality or the nurturing atmosphere that has become the mark of a Martin experience. The key is to apply each mode of delivery in selective ways based on the educational goals of the course and the constraints of the student constituency. This approach will greatly extend the college's educational reach, especially with place-bound learners, working adult learners and offerings provided in a work setting. Again, with the addition of these extended offerings to the existing undergraduate programs, Martin has a unique opportunity to broaden its level of service to the south central Tennessee.

With these expanded offerings and new modes of delivery, the college will need to strategically add to its teaching staff to enhance its capacity. In doing this we need to first identify the specific skills

needed in each instructional assignment to ascertain if an existing instructor might be re-trained to fill it. A systematic investment in the professional development of faculty and staff should be the first option as we approach the staffing needs for new initiatives. In a related way, a metric associated with performance review and evaluation of faculty and staff ought to include professional development as a way of addressing essential needs of the institution in addition to addressing performance weaknesses or personal interests. In a related way, professional development for faculty is a tool that should assist in improving teaching effectiveness, especially in dealing with the needs of first generation college students and others with special learning needs. Faculty development, in particular, is a strategic asset that must be fully utilized in the years ahead.

Martin Methodist's 15th decade will provide a host of exciting possibilities for extending the reach of its academic offerings and enhancing its attractiveness to a broader variety of students. At the same time, program expansion must be undertaken with careful attention not only to the ongoing mission of the institution, but also with an eye toward fiscal sustainability.

Pillar 2: Innovation and Continuous Improvement

In recent years, the ground has shifted for Americans in virtually every important sphere of life: economic, global, cross-cultural, environmental, and civic. The world is being dramatically reshaped by scientific and technological innovations, global interdependence, cross-cultural interaction, and changes in the balance of economic and political power. Martin Methodist College not only needs to deal with this shifting landscape but also the extraordinary level of competition for the services it has to offer. These two facts preclude the adoption of an attitude of business as usual. As a central initiative of *Martin 2020*, the college needs to transform itself into an organization that is imaginative, entrepreneurial, impatient, and more than a little fearless in order to sustain its viability within the competitive higher education marketplace.

These waves of dislocating change will only intensify. The context in which today's students will make choices is one of disruption rather than certainty, and of interdependence rather than insularity. The National Leadership Council for Liberal Education and America's Promise proffers a new framework for excellence: an education that intentionally fosters, across multiple fields of study, a wide-ranging knowledge of science, cultures, and society; high-level intellectual and practical skills; an active commitment to personal and social responsibility; and the demonstrated ability to apply learning to complex problems and challenges. These are the demands that our students will face upon graduation, but they also well represent the educational context in which the college must operate.

Martin Methodist needs to distinguish itself not only for its student-centric, nurturing atmosphere, but also by being committed to providing exceptional service to its varied consumer base. We need to offer a student experience that is not only transformational, but appropriately modeled by faculty and staff, affording students the opportunity to reflect and access their development. We must provide a campus culture that encourages student risk-taking to achieve excellence under the watchful

eye of a community dedicated to the full development of the individual. That may mean that the college community yields to the needs of the customer rather than insisting that the customer conform to some institutionalized structure or culture. It may be a simplistic example, but it would be highly symbolic to provide a "One-Stop Shop" for students in the center of campus where all their basic needs could be met: drop a class, pay a bill, get a parking sticker, cash a check, etc.

Being more entrepreneurial and customer friendly has implications for our service to the region as well. There are a host of ancillary services and programs that could be offered to the communities of south central Tennessee. We have experience with offerings related to economic development and business services, healthcare services and the challenges of rural nursing, nonprofit management and fundraising initiatives, teacher education and school leadership, as well as cultural events and the arts. These and others could form the basis for a major outreach effort that would build the college's reputation and relationships, in addition to producing a new source of revenue.

An entrepreneurial campus spirit will certainly enhance our approach to the existing assessment and effectiveness process as well. It will improve our ability to anticipate the need for change, as well as our responsiveness to the data that support change. Of course, we must admit that an entrepreneurial attitude does not just materialize out of thin air. It emerges from careful attention to process and procedures, minimizing red tape and even encouraging some crazy ideas. This is not easy in a setting that necessarily counts every penny. Further, entrepreneurship must be modeled at the top. The college's governing board and management team must set the pace with their own decisions and provide an environment that teaches and encourages entrepreneurial thinking. *Martin 2020* provides the perfect opportunity to create an atmosphere of innovation and entrepreneurship across the campus of Martin Methodist College.

Pillar 3: Diversity and Globalization

One of Martin Methodist College's most significant advantages is its setting in Pulaski, Giles County, and south central Tennessee. The small town atmosphere and supportive environment closely match the college's values and tend to create a quiet and congruent learning situation for students. At the same time, Martin Methodist's setting provides some real challenges from the perspective of the learning environment. One challenge is the issue of providing a vibrant and stimulating schedule of activities for students, an issue we aggressively addressed with some success in the *Martin 2010* plan and one that should continue to be emphasized in this next decade.

The second challenge is to provide a diverse and globalized campus culture that matches the work environments where our students will eventually be employed. For all of its wonderful attributes, Pulaski simply does not naturally attract the level of ethnic and global diversity that we need in order to assure the vitality of campus culture. Our student body has remained surprisingly diverse from an ethnic perspective: this semester the population includes 13.7% ethnic minorities, not including international students. We must never be satisfied with any specific number on this issue, but given the constraints this is an achievement we should celebrate. On the other hand, the tightening of U.S. immigration policies following 9/11 has not been kind to our level of international diversity. While the number of international students on campus has not appreciably declined, growth in the rest of the student populations has caused our international percentage to slip from a high of 17% in 2000 to less than 8% in 2011. With the changing demographics of the student population within the United States and increasing numbers of international students having the ability and desire to avail themselves of an American experience in higher education, we need to strategically pursue those students who would be a good fit for Martin's setting and academic mix. The Methodist network of educational institutions is an excellent place to start.

The level of diversity among the faculty and staff, as well as on its Board of Trustees and other leadership councils, is another area of concern for Martin Methodist. Students on a campus like ours identify closely with their instructors as role models, and staff members are often called upon as counselors and advisors. It is important that these two critical groups for our students have at least a similar level of diversity as the student body as a whole. This is an issue with which we have struggled over the last decade, mounting effort upon effort when we had open positions on the faculty or staff. Again and again we have been thwarted largely by the college's small size, relatively low salary range and location in the rural south—specifically in Pulaski.

With that profile as the backdrop we wish to offer a series of broad initiatives for the next ten years that will better position Martin Methodist College for educational effectiveness when it comes to preparing our students for an ethnically and globally diverse workplace:

Diversity Fellows Programs: Four years ago, based largely on our lack of success with attracting minority faculty members, Martin Methodist College developed a “grow your own” strategy. We set out to identify one of our recent graduates who had an interest in college teaching in an appropriate discipline and to assist him to complete a terminal degree in exchange for a specified term of service on our faculty. This program is soon to pay its first dividends with our first Diversity Fellow joining the biology faculty for the 2012-13 academic year. We need to persist with this program and add another candidate to the Diversity Fellows pipeline as quickly as possible. There is some potential for collaboration with either the United Methodist General Board of Global Ministries or General Board of Higher Education and Ministry with this program. Both boards sponsor graduate-level scholarships for minorities and are open to Martin Methodist leveraging their scholarships for our Diversity Fellows initiative.

Methodist International Student Exchange Network (MISEN): The International Association of Methodist Schools, Colleges and Universities (IAMSCU) is launching a new international exchange

network for undergraduate students that will enable students from one Methodist institution to study on another Methodist campus for one year. Martin will sign one agreement that opens up the entire Methodist network to our students and also brings Methodist international students to our campus. MISEN is new for the 2012-13 academic year and Martin Methodist is among the 16 pilot institutions that will help to launch the program. We believe this initiative will have a significant impact on the global presence on our campus.

Harlaxton College: Martin Methodist has agreed to join in a partnership with the University of Evansville, a United Methodist institution in Indiana, to send our students to their campus in the United Kingdom, which is located in what used to be known as Harlaxton Castle, approximately one hour from London. This program will be limited to our Taylor Honors Program students and will enable them to study British-oriented courses for up to one year. In addition, students will have access to weekend cultural tours that take full advantage of that UK setting. This experience will be available to our students for their established Martin Methodist tuition charges, with the only additional cost being travel and incidental expenses.

Language Programs: Over the last ten years Martin Methodist has initiated three language programs that provide a platform for globalization. The Intensive English Program is offered on our campus with ESL-certified instructors. This program has attracted a steady flow of Korean students from PaiChai University (a Methodist institution) for summer language classes followed by at least one semester of regular classes in English. With the right marketing and promotion, we believe this program can attract additional students from Korea, Japan and perhaps China. Our related TESOL program (Teachers of English to Speakers of Other Languages) provides teaching certification for our English students or for international students learning English. In addition, for nearly a decade the college has been participating in several intensive language programs for our students. We currently offer summer

programs in Argentina (Spanish) and in France (French). These programs could be expanded based on student demand. The *Martin 2020* plan presents an opportunity for us to use these programs to establish a reputation in our region and among the Methodist institutions for language programs.

These initiatives are simply representative of the ways that we are seeking to be a globally-oriented institution, both by providing opportunities for our students to gain international experiences, and by globalizing their on-campus experience at Martin. We need to take an assertive approach to expanding these programs so our students graduate with a clear sense of the global nature of today's society. Diversity and globalization are also assets that can be leveraged as Martin Methodist seeks to serve the region of south central Tennessee. Not only are we an excellent resource for businesses and other organizations that face challenges related to globalization, but we can serve as a model for the region as an intentionally diverse and globally oriented organization. Our language programs are often called upon for translation services and our international students are constantly seen as a resource for schools and churches. We have brought international cultural programs to our community and have used the ethnic and global diversity of our athletic teams to great advantage in clinic in Pulaski and surrounding communities. We have helped to lead the way with the Hispanic initiative in the Tennessee Conference. These are just a quick sampling of the ways that diversity and globalization can assist the college as we seek to serve the region of south central Tennessee.

Pillar 4: Integrated Marketing and Communications

Perhaps the greatest challenge Martin Methodist College faces every day is getting the word out. The college has made remarkable progress against difficult odds and that is not only a story worth telling, but also worth hearing. However, these are enormously challenging times when it comes to marketing and communications, especially for an institution that resides outside of any media market. Add to that the internal challenges of insufficient staffing, funding limitations and an inadequate organizational structure for integrated marketing and it is understandable why communications has been the college's soft spot. Martin Methodist's 15th decade simply must be the time for its media emergence. Nothing less than the college's future vitality hangs in the balance.

Integrated must be our watchword moving forward. The college should be clear about its brand identity and the internal discipline toward that brand must be absolute. Every possible marketing and communication tool available to the college must be finely tuned to support and extend that brand. That includes every staff person with a public voice and every medium where the college needs a presence: print, broadcast, digital, and on-line in the areas of newspaper, radio, television, web-based internet and social networking. The target audience for this effort includes first internal constituents—students, faculty and staff—and then extends to alumni, local and regional friends, prospective students, the south central Tennessee region, United Methodists across the Tennessee Conference and beyond, and the higher education marketplace.

With the enormity of the task now set before us, we want to provide the general framework that will move the college's its marketing and communications efforts forward over the next decade:

1. Establish the position of Director of Marketing: The college needs a marketing professional who is capable of overseeing this process, as well as assembling and managing the college's Integrated Marketing Team.

2. Define the Brand: Engage an established marketing firm in middle Tennessee to clearly define the brand and the methods for communicating its message.
3. Convene the Integrated Marketing Team: Bring together all existing positions that have a stake in the task of marketing and communication:
 - Director of Communications (also in charge of cultural events)
 - Director of Admissions
 - Director of Alumni Affairs
 - Coordinator of college website
 - Director of Athletics Operations (in charge of athletics marketing)
 - Sports Information Director (in charge of athletics website)
 - Campus photographer/videographer
 - Coordinator of photo archives website
 - Representative of Turner Center for Church Leadership
 - Representative of the faculty
 - Student editor of the *RedHawk Reporter*
4. Establish the protocol and procedures needed to enforce Brand Discipline: It will be necessary to exert a certain amount of control over the college's brand and image. This can be accomplished through the establishment of certain written rules and regulations, but also through the advocacy of the Integrated Marketing Team.
5. Develop a meeting pattern to ensure the success of the Integrated Marketing effort: The Integrated Marketing Team will need to establish a regular meeting time when coordination and control is the operative task. Building a high level of collegiality and cooperation among team members will be a critical dynamic in its success.

Integrated marketing is an expensive undertaking and will have to be phased into the college's limited resources. At the same time, Martin Methodist has established a certain amount of brand identity that is not currently being leveraged because of lack of attention and discipline. The *Martin 2020* plan is the right time to move this issue to the forefront by clearly establishing and promoting the college's unique story. We also need to recognize getting the college's story covered in today's media is often more often than not tied to advertising expenditures. Dollars will have to be prioritized for media purchases if we are to be even partially successful in getting the story out.

It is important to note that the focus of this plan on serving south central Tennessee greatly assists this integrated marketing and communications strategy. It helps to define more precisely the college's primary service area and enables us to identify at least the first ring of priority for spending marketing dollars. Luckily media purchases in our region will be more reasonable than in the metropolitan areas and small town newspapers in our surrounding counties may turn out to be our greatest resource. This approach may not solve the eternal challenge of getting a Martin story placed in the *Tennessean*, but it should help us realize that the most likely news story for that publication will focus on Martin Methodist College's service to south central Tennessee anyway.

Pillar 5: Partnerships and Collaboration

With the age of belt-tightening fully upon us, Martin Methodist is faced with a vexing question: “Can we slash our way to quality?” The answer, of course, is a qualified “No.” As indicated under Pillar 6, there are a few circumstances where cutting and gaining new efficiencies may lead to increased quality. But given the humble background that Martin Methodist has enjoyed over most of its history, it is doubtful that reductions will be a central strategy in the college’s continuing pursuit of excellence. At the same time, the current economic climate and the tone of austerity that has been struck across our region and throughout the country means that launching new initiatives and programs will likely be a challenge. With that in mind, we are asserting that partnering with outside organizations and maximizing internal collaboration among departments and programs may be the most responsible way to move the college's programs forward.

We will be the first to admit that colleges and universities are not very good at collaboration. Higher education is such a competitive industry that we tend to think we must own our best assets and not share them with competitors. But the time has come on this campus to become expert collaborators and to develop the skills we need to properly partner with someone who is already doing it well rather than re-creating the risk they have already endured. We believe that partnerships and collaboration provide an enormous opportunity for the college over the next decade. Before we move forward on any major initiative we should be looking for ways to partner to achieve that goal in a way that is cheaper and/or more effective. While there are many efforts that will necessarily be undertaken in solo, we simply must take full advantage of the efficiencies and effectiveness that often come through collaboration.

One particular opportunity for the college that will succeed only through collaboration is building our community and region. Martin Methodist is uniquely positioned to have a significant role in

the growth and development of Pulaski, Giles County, and the south central Tennessee region over the next ten years. While this area's growth has been stifled in recent years, there are several underlying forces that are coming together to create some genuine dynamism. Martin has the opportunity not only to participate in that dynamism, but also to be a recognized leader and proponent in the region's growth and development. The college's partnership with the Giles County Chamber of Commerce and Economic Development Commission that resulted in the creation of the Giles County Small Business Development Center is a hint of what can happen. In a similar way, the college will have the opportunity to participate in collaborations like the one that is now emerging with the Southern Middle Tennessee Entrepreneurial Center (SMTEC), in which Martin Methodist is a central partner. This effort is a state-funded attempt to build a regional support network for entrepreneurs and Martin's success with the local Small Business Development Center has gained enough attention to warrant an invitation to partner in this program focused on the 13 county South Central Tennessee Development District.

One of the challenges to be squarely faced with partnerships and collaboration is the cost, but we are convinced that the college's role in helping to grow our region will bring with it some new sources of revenue. In the first place, our increased reputation and visibility will open new sources of students. In addition, we may be able to encourage our students to think entrepreneurially about our community and region in ways that the college can participate. We also have an enormous asset for collaboration in our governing board. Each member of our Board of Trustees has a network of contacts that can be mobilized at little or no cost to create partnerships or collaborative efforts for Martin Methodist. Finally, there are partnerships that the college could form or join that have revenue implications. Overall we believe that partnerships will create more revenue than they expend.

Having established the potential of collaboration, we must return to the risks. Partnerships and collaboration tend to add a layer of complexity to our work as an institution. A particular skill set is required to work effectively in this area that we do not necessarily have within our current staff. We will

need to develop a level of expertise and sophistication that we do not currently have and we will need to establish procedures and protocols to guide us. In particular, we may need a staff person (probably a portion of an existing position) who is charged with developing the appropriate expertise and serving as our advocate in this area. Professional development is the answer to this question—we need to grow our own expert collaborator and set him or her loose to teach the rest of us.

The college's connection to the United Methodist Church is one area of partnership that is worthy of highlighting. Few colleges if any in the United Methodist connection enjoy the level of vitality in their relationship with the church that Martin Methodist currently enjoys. In fact, most would not fit the term "partnership" as we have discussed it here. But the Cal Turner, Jr. Center for Church Leadership has enabled the college to build a platform for collaboration with the Tennessee Conference that results in mutual benefit to both organizations. And there is a great deal more we can do on this front. With the tragic closure of Lambuth University, we should look for opportunities to extend this partnership across the entire Nashville Episcopal Area and into the Memphis Conference as well.

Numerous other strategic alliances were discussed by the Partnership and Collaboration Framing Team. The two public community colleges in south central Tennessee—Columbia State and Motlow State—seem like obvious targets for cooperative academic projects. Perhaps Martin baccalaureate degrees could be offered for place-bound students on their campuses, which include a presence in virtually every county in south central Tennessee. In a similar way, there may be cooperative projects that could be undertaken with the other Methodist colleges in Tennessee or even in surrounding states. And we should not limit ourselves to academic collaboration; there may be important partnerships with cultural and scientific organization in the region or beyond. More than anything else we need a structure that supports and encourages the development of a culture of collaboration, along with some basic operational resources that help to underwrite these connections in the early stages.

Pillar 6: Financial Responsibility & Sustainability

Martin Methodist College has always persevered through a fragile financial position. That has not really changed. What has changed is that the college—governing board, management team, faculty and staff—has a complete understanding of its fiscal position and is adroitly managing through its constraints. The college is heavily dependent upon tuition to meet its current operating expenses, which provides certain limitations. At the same time, our tuition-dependence necessarily keeps us close to our customers and demands an attentiveness to students that few colleges have developed. Further, our on-going financial pressures have encouraged us to be a lean institution. In a time of national economic tension, we should be proud to say that Martin Methodist College can wring more out of a dollar bill than any organization we know.

That having been said, in the context of this strategic plan we must also admit that our fiscal position severely limits our ability to respond to opportunities or to quickly react to a changing environment. We are constantly faced with the additional step of identifying the resources needed to act. And more often than not, identifying the resources means engaging in that time-consuming process of fundraising. With that in mind, we offer six broad recommendations that are shaped by and support the five other elements of the strategic plan:

Systematic Assessment of all College Operations: A strategic planning process provides an important opportunity to step back from existing budgetary commitments and re-think priorities based on emerging opportunities and challenges. We recommend that the Executive Council undertake a systematic review of all college operations to identify improved efficiencies. This assessment will spotlight potential inefficiencies or potential opportunities associated with manpower, finances, facilities, and services. Further, we suggest that savings might be re-appropriated to support new

initiatives in *Martin 2020*. While it is not easy to give up existing programs or activities that have been part of college traditions, it is simply a fact that institutions with limited resources may have to eliminate budget lines to make way for new initiatives that may be more effective given our changing environment or emerging institutional priorities.

Framework for New Revenue: We recommend that a new structure be created to enable continuous attention to the issue of new revenue generation. Martin Methodist already has several successful ancillary sources of revenue—The Martin movie theater, the Health Club, numerous summer programs, and the new photo purchase website. These programs take existing college assets—an auditorium, the CLC, summer facility vacancies, and student photographs—and leverages them for new revenue. With a structured effort to encourage institutional entrepreneurship, we believe there are many more assets that can be leveraged in a similar way. We have already identified a staff person who will include this task in her portfolio. Now we need a supporting "revenue team" that represents the breadth of the campus to meet for regular brainstorming sessions. This group also needs to be especially attentive to the regional focus of this plan in terms of potential new revenue sources. It would also be helpful to have some financial resources available in the operating budget to enable quick responses to good ideas.

An Aggressive Capital Campaign: Many of the college's challenges looking forward are capital in nature. We are limited by space constraints in our ability to grow. We have no instructional spaces available for three hours of the morning class schedule and there are absolutely no faculty office spaces available for new instructional appointments. We continue to adapt the class schedule to later afternoon classes and have enabled day students to take evening classes. We are also pushing up against our residential limits in terms of dining hall and dormitory space. The good news is that these problems are easily solved. The bad news is that they are capital intensive and will require a significant influx of dollars. We recommend

that plans be made for a significant *Martin 2020* fundraising effort as soon as a specific capital program can be designed. This will require that the campus architect update the Campus Master Plan based on the capital requirements of the *Martin 2020* plan. A list of facility needs defined by the framing teams is included in the Appendix, along with priorities identified by the Campus Master Plan Framing Team.

Alternative Financing Options: Recognizing that fundraising is a time-consuming way to move an institution forward, especially in this economic climate, we recommend that there also be a systematic investigation of alternative methods for financing capital needs. While the college has done a good job of leveraging its borrowing capacity to acquire and build needed facilities, we may be close to our limits on this front. There are some other options that should be explored for possible use, for example, lease-back arrangements on residential and academic buildings. While these may not be the most attractive alternatives, they may be better than waiting for contributions to materialize.

Expansion of the Endowment: Martin Methodist must also make a concerted effort to expand its endowment. Over the course of *Martin 2010* there was a tendency to de-emphasize endowment giving, simply because the college's capital needs were so immediate. Now the time has come to mount a major effort to raise endowment-designated dollars—especially through planned giving. Seeking endowed scholarships, in particular, is an attractive goal for donors and it has the effect of improving net tuition and our overall fiscal operating position. We should be prepared to improve the college's current endowment-per-student ratio from the current \$10,807 per student to at least \$24,000 per student over the next decade. This would represent a total endowment of nearly \$25 million. The only way this will be possible is with a dedicated planned giving officer who is mobilized to pursue alumni and other committed constituents.

Structure for Sustainability: Looking forward over the next decade requires keen economic insight. We need to establish an ongoing framework that will provide a new level of sustainability for the college.

What we have in mind is the appointment of a "sustainability team" that will review the college's long-term financial projections and recommend strategic initiatives for improvement. We hope that several of the efforts cited above will become elements in this team's toolbox. At the same time, we believe the right group of experts could help to devise important new strategies that will make a difference for the future. Another tool is certainly implied by the more technical term of 'sustainability' and the various options available for improved environmental efficiencies. The college has made important gains with the use of geo-thermal HVAC systems in two buildings and we believe more savings are possible with these sustainable techniques. The sustainability team will be responsible for tracking developments in this area and serving as the campus advocates for renewable alternative across the campus as well.

Martin Methodist College has greatly increased its level of sophistication in financial planning and management resulting in some improvement in our financial position. At the same time, we must admit that there is a long way to go to a truly robust financial position for Martin Methodist. With that in mind, we have included in the Appendix a ten-year budget projection to enable the college's leadership to track the influence of the various elements of the *Martin 2020* plan and to make strategic decisions that will strengthen our overall position.

Appendices

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Framing Team Structure

Following is the structure of the Framing Team approach that has been utilized thus far for the *Martin 2020* planning process. To date 97 faculty, staff and students have been involved in the process.

Coordinating Committee [Overseeing the Mission/Vision/Planning Parameters]

The Executive Council (the college's management team) will serve as the Coordinating Committee for the planning process, checking with constituent groups as critical decisions are made. The Board of Trustees will provide final approval for the *Martin 2020* plan.

Framing Teams [Taking a Focused Look at Specific Institutional Opportunities]

Each Team will be chaired by a member of the Executive Council and include faculty, staff and other constituents as appropriate:

- *Academic Model*: Reviewing the college's academic offerings and basic business model and recommending adjustments for future growth and development. [Brown]
 - *Program Development*: Pursuing opportunities in the evolution of the college's academic program and academic support efforts. [Murrell]
 - *Learning Resources*: Identifying solutions to emerging challenges with the Library, Bookstore operations and the Learning Resources Center. [Wiggins]
 - *Emerging Programs*: Identifying opportunities for the development of non-traditional delivery of academic programs (on-line, hybrid, remote, etc.). [Haskins]

- *Student Experience*: Reviewing the college's approach to student life and identifying opportunities for growth and improvement [Shelton]
 - *Student Life*: Recommending the next steps in student life and residential development based on modifications in the Academic Model. [Ford]
 - *Athletic Programs*: Reviewing opportunities for refining and extending our athletic programs, including Champions of Character. [Bain]
 - *Religious Life*: Extending the efforts toward becoming a model of church relatedness for the United Methodist Church. [Trimmer]

- *Sustainability*: Assuring that all initiatives are responsible and can be sustained in terms of the college's resource base and environmental impact. [Stephens]
 - *Campus Master Plan*: Updating the *Martin 2010* campus master plan based on the college's emerging needs and priorities through 2020. [Hlubb]
 - *Integrated Communications*: Recommending a path to integrate and extend the college's efforts in communication and marketing. [Gregory]
 - *Partnerships*: Pursuing relationships in the community and region that enable the college to be more effective and to do more with less. [Brown]

Key Performance Indicators

Following are the preliminary Key Performance Indicators that have been cited to assist us in tracking our progress with the *Martin 2020* plan. When finalized, these indicators will represent a “Dashboard” that can be accessed at any time by the college’s governing board and management team.

- Enrollment – monthly tracking by level and major
- Net tuition
- Retention Rate
- Graduation Rate
- Instructional square footage per student
- Instructional support square footage per student
- Student Resource Center square footage per student
- Professional Development and Skills Acquisition Audit
- Alumni Giving Rate
- Capital Campaign – establish thresholds at various points throughout the decade
- Effectiveness – as measured by evaluation of annual MAP and OAP
- Employment and Graduate Studies
- Demographic information – gender and ethnicity
- Composite Financial Index
- Liquidity Ratio

Facility Needs for the Campus Master Plan

Priority 1:

- Science Renovation and Addition
- Martin Hall Renovation

Priority 2:

- Library Construction (requires purchase of Sanderson and Eubanks properties)
- Johnston Center Renovation

Priority 3:

- Dining Hall/Student Union Building Expansion

Priority 4:

- Acquired Residences for Themed Housing
- Acquired Residences for Academic Office Suites/Seminar Rooms

Priority 5:

- Black Box Theater

Priority 6:

- Apartment Construction--2 Additional Buildings

Priority 7:

- Parking Structure

Priority 8:

- Chapel
- Convert CLC to Student Union

Recommendations to be addressed in Operating Budget:

- Bookstore expansion/campus store concept
- One-Stop Service Center
- Study areas in Academic Buildings
- Student Resource Center
- Student-Athlete Enhancement Center
- Computer labs--24 hour
- Security Cameras Campus-Wide
- Parking:
 - Duncan Lot
 - Sanderson Lot (short term)
 - Criswell North Lot
 - Old Tennis Courts
 - Bennett-May (W. College and 3rd Street)
 - Marketplace Shopping Center Lot (W. College and 8th Street)

Following is the budget projection for each of the fiscal years through 2020. The two preliminary pages provide the background assumptions for the projections, including enrollment, tuition and fee charges, residential fee charges, etc. The actual budget projections are provided on pages 3-5.

- Tuition – Housing Pricing Projections.....Page 1
- Enrollment-Driven Primary Data.....Page 2
- Budget Projections 2012-2020..... Pages 3-5