



Whole Self, Whole Life, Whole World:
The Plan for Concordia College
2012-2017

Adopted by the Board of Regents
October 5, 2012

**Whole Self, Whole Life, Whole World:
The Plan for Concordia College, 2012-2017
Report to Campus**

The purpose of Concordia College is to influence the affairs of the world by sending into society thoughtful and informed men and women dedicated to the Christian life.

To All Readers: The framework for the college plan has emerged after dozens of conversations on and off campus, starting in September of 2011 and continuing through the present. As the college cabinet, other campus leaders, and Regents finalize matters of responsibility, timeline, cost, and resource raising opportunities, they will be added to the plan. What you will see below includes both the principal initiatives in the plan and the more specific actions we will undertake to complete them. Readers will quickly see that the initiatives and actions will require the Concordia community's imagination, experience, and energy in order to be fulfilled. I look forward to working with faculty, staff, students, and Board of Regents as we, each and all, pick the threads of the plan and weave them together.

William Craft
President

Declaration of Intent

Concordia College will offer an education of the whole self, for the whole of life, for the sake of the whole world. In an era of economic anxiety, population change, global competition, and technological innovation, we say that now is the time for the liberal arts. In our mission of faith and learning, in our distinguished faculty and staff, and in the lives of our graduates who now influence the affairs of the world, we build on a firm foundation that serves our students and the common good.

- ❖ Whole Self: In a time of constant distraction and clashing ideals, we will lead our students into a life-long habit of reflection on their identity, purpose, and leadership in a deeply interconnected world.
- ❖ Whole Life: In a time of rapidly shifting work environments, we will guide our students to complete a baccalaureate composed not of an atomized collection of credits but of a coherent and increasingly challenging experience to build competence, creativity, and character.
- ❖ Whole World: In a time of heightened national and international distrust, we will open the world to our students so that they understand and embrace the call to national and global citizenship.

Whole self, whole life, whole world: This will be the heart of a Concordia education. This will be the aim of our global liberal arts college of the church.

The Process for Planning to Date

The goal for this academic year is to present a final planning framework to the Board of Regents this October, to engage our faculty and staff and students in shaping the details of that framework, to implement initiatives for which we are ready, and to make the plan the foundation of a new fundraising campaign.

To date, we have worked together through

- ❖ A dozen faculty/staff conversations on Concordia as a liberal arts college
- ❖ Meetings with support staff and with student leaders
- ❖ Plenary conversations with regents and with alumnae/i
- ❖ Nine spring conversations with the campus on a draft framework
- ❖ Reports to faculty, administrators, support staff, and regents in April and May
- ❖ Extended summer work by the president's cabinet.

I invite commentary from the campus as we finalize language this September.

The Goals for this Academic Year

This year we will

- ❖ Present a planning framework to the Board of Regents for approval this October 5-6.
- ❖ Engage faculty, staff, and students in shaping the details of that framework.
- ❖ Implement the initiatives that are ready.
- ❖ Make the college plan the foundation for a new fundraising campaign.

I. Transforming Student Lives: Whole Self, Whole Life, Whole World

Educate our students as whole people, and they will bring all of who they are to the demands of being human in private and public life.

Parker Palmer and Arthur Zajonc,
The Heart of Higher Education



A Note on Structure: Each section below has three major initiatives (*in italics*), as well as a “plus one” initiative that looks to possible extensions of our mission, including extensions that might serve populations beyond our undergraduates.

Whole Self

1. *Lead students into life-long reflection on their identity, purpose, and engagement in the world.*

- a) Review orientation so that pursuit of the examined life defines students' experience at Concordia from their first days forward.
- b) Consider how our evolving commitment to BREW can best develop habits of exploration and reflection with the core, the major, and elective studies.
- c) Highlight and deepen the ways in which the experience of learners at the Concordia Language Villages cultivates reflection on identity, purpose, and engagement in the world, and the ways the CLV sites can enhance the examined life of Concordia undergraduates.

2. *Invite students into a liberating community of faith and service through worship, vocational discernment, and inter-faith dialogue.*

- a) Organize the diverse programs in vocation and ministry for the highest possible clarity and collaboration.
- b) Engage the campus community more fully in opportunities for worship and spiritual development.
- c) Designate the associate pastor and the director of Faith and Leadership as leading guides in the vocational discernment of our students.
- d) Promote inter-faith conversation and service as a primary function of our identity as a college of the church.
- e) Inaugurate the Lorentzsen Center for Faith and Work in the Offutt School of Business as resource for all students, faculty, and staff.

3. *Model for students in the work of faculty and staff a vision and practice of time that puts the examined life at the center of their collegiate experience.*

- a) Establish academic-year gatherings that build on the opening fall workshop for faculty and staff.
- b) Inaugurate a president's seminar for the campus community, with leadership opportunities for faculty, students, and staff.
- c) Encourage department and office retreats to develop shared purpose and imaginative commitment to college mission.
- d) Streamline faculty and staff committee assignments in the best interests of the college learning mission.
- e) Seek grant and endowment funding for post and pre-tenure faculty renewal.

Plus One: Make Concordia College the leader among ELCA colleges in mutual ministry for the sake of the church and the world.

Whole Life

1. *Call students to achieve a Concordia baccalaureate focused not on credit accumulation but on building competence, creativity, and character through collaborative learning with college faculty and staff.*

- a) Engage faculty in framing the arc of student experience so that each successive year, from first through senior, offers more freedom and requires more responsibility for innovation, rigor, and risk.
- b) Encourage and support faculty and students in devising forms of learning that transcend the traditional course/credit unit, particularly in the experience of students in their junior and senior years, and including those forms that make creative use of emerging information technologies.
- c) Seek increased grant and endowment funding for undergraduate research, and set targets for increasing the number of students who graduate having done this work.
- d) Review the current academic calendar and attendant tuition arrangements to consider ways to lead more students into highly engaged learning.
- e) Regularly review college programs and services to test whether they serve the goals of a Concordia baccalaureate.

2. *Require each student to create a body of work revealing increasing competence and creativity in accord with Concordia's goals for liberal learning.*

- a) Adopt an electronic portfolio requirement for all students, directly connected to BREW and designed to chronicle vocational reflection, academic achievement, leadership development, and global discovery. This portfolio would incorporate the initiatives now known as *Passport*, and the name *Passport* would be dropped.
- b) Establish an integrated approach to career development across campus and off-campus networks.
- c) Establish a fund (rolling or endowed) to underwrite the costs of student internships and other forms of experiential learning, particularly those that require living off campus for an extended period of time.
- d) Confirm the leadership proposition of Concordia College by sustaining LeadNow even as we develop a more comprehensive approach that focuses on student innovation in addressing real problems on and off campus.

3. *Offer for students across the college state of the art facilities for inquiry-based learning in the natural sciences.*

- a) Review designs and cost estimates for new and renovated science facilities.
- b) Test support for funding those facilities as part of a feasibility study for a comprehensive campaign.
- c) Establish clear timelines for completion of this project.

Plus One: Consider with faculty, staff, regents, and all constituents what new programs might build on our strengths to serve non-traditional students while enhancing college resources.

Whole World

1. *Make global learning fundamental to every Concordia student's experience.*
 - a) Integrate global learning from students' first year forward, including sustained engagement with the local global on campus and in the Fargo-Moorhead community.
 - b) Bring the world into our courses and campus life through web resources, partnerships with international educational institutions, and creative contacts with graduates engaged in global work and service.
 - c) Move to 75% of Concordia students studying internationally before they graduate.
 - d) Move to 100% of students studying off campus before they graduate.
 - e) Review and improve the means by which we seek a highly qualified and diverse faculty and staff.
 - f) Increase domestic students of color to 12% of the undergraduate student body.
 - g) Increase international students to 6% of the undergraduate student body.
 - h) For international students with promise but English language challenges, consider the merits of an ELL program integrated with a modified first college year.

2. *Engage all students in enhanced language learning and practice that goes beyond credit requirements, and create a language learning culture among Concordia faculty and staff.*
 - a) In partnership with Concordia campus faculty and Concordia Language Villages staff, launch language learning pilots that offer ways to continue language learning after basic college requirements are satisfied.
 - b) Assess the results of such pilots for application to students across the college.
 - c) Connect students studying internationally with those enhancing language skills back home, and give students with advanced language competence leadership opportunities in working with those of lesser competence.
 - d) Provide opportunity, funding, and time for Concordia faculty and staff to develop their second language skills.
 - e) Note that initiatives 1b, c, f, above will contribute to this language and culture learning goal.

3. *In accord with Concordia's identity as a global liberal arts college of the church, call students to practice thoughtful and informed stewardship of natural resources and to conserve earth's vitality and beauty.*
 - a) Review curricular offerings to identify opportunities for enhanced learning about environmental and fiscal stewardship.
 - b) Work through the President's Sustainability Council to establish and achieve goals for stewardship in campus and CLV operations.
 - c) Consider both regional and national/international partnerships that can enhance student learning about local/global sustainability.

Plus One: For the sake of Concordia students and of our position in higher education, expand and sustain our network of international partners in education, business, commerce, and the arts.

II. Advancing Institutional Worth: People, Resources, and Recognition

Consult the genius of the place in all.

Alexander Pope, Epistle to Burlington



The genius of Concordia—its abiding spirit and strength—lies in its mission, history, and people. How do we build up Concordia’s people, its financial resources, and its national profile to achieve our aspiration to transform student lives? That is what this part of the plan is about: the foundational work that makes genuine greatness in the Concordia student experience possible.

A Note on Structure: As with the Whole Self, Life, and World sections above, this component of the plan has three major initiatives, supplemented by benchmarks of achievement that will be reported no less than annually to the Concordia Board of Regents. The College Cabinet will present those benchmarks to the Board this October, though some of them—over time—will surely be amended as our work on the Concordia student experience unfolds.

1. Develop the full potential of the Concordia faculty and staff in service of the college mission.

- a) Meet established salary and benefit targets for faculty.
- b) Establish consistent job categories and clear salary and benefit targets for staff.
- c) Extend the institutional understanding of compensation to include not only traditional salary and benefits but also opportunities for professional growth in a supportive work setting.
- d) Review and improve the ways we recognize the achievements of Concordia’s staff and faculty.
- e) Explore approaches to succession planning for Concordia’s leadership positions among faculty and staff.

2. Develop the institutional resources and support systems to achieve our highest aspirations for Concordia students.

- a) Coordinate grant funding to underwrite faculty and staff development that serves the Whole Self, Life, and World initiatives for our students.
- b) Achieve a 90% first-to-second-year cohort retention rate.
- c) Achieve a four-year cohort graduation rate of 70%.
- d) Increase endowment to the ELCA school mean for schools of 2400+.
- e) Investigate new revenue streams in which college facilities or other resources could generate funds to underwrite the undergraduate program.

- f) Note the “plus one” initiative in the Whole Life section above: “Consider with faculty, staff, regents, and all constituents what new programs might build on our strengths to serve non-traditional students while enhancing college resources.” Examples might include continuing education in music, language learning (for pre- and post-college students), and health care, including administration and nursing.

3. Develop recognition of the highly distinctive quality of a Concordia education that serves both personal aspiration and the common good.

- a) Create a marketing initiative to engage public interest in the unfolding strategic plan, and sustain campus interest and participation.
- b) Develop an integrated marketing plan to tell the story of Concordia College in spoken, printed, and electronic forms.
- c) Achieve a Phi Beta Kappa chapter in the upcoming round, submitting our new application in November of 2012.
- d) Employ the opportunity of the re-opening of the Grant Center to explore and emphasize the opportunities that the Offutt School can provide to students across the college, to the Fargo-Moorhead community, and to our region as a whole.
- e) Continuously emphasize the educational relationship between the undergraduate program at Concordia and the language and culture immersion programs of CLV.
- f) Establish strategic partnerships—regional, national, and international—with other institutions of higher learning, realizing that we will be known by the company we keep.