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

Adopted by the Board of Regents
October 5, 2012
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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 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.

For an account of the process by which the plan was developed, please see this link: http://www.cord.edu/About/president/assets/2012/2012StrategicPlan.pdf.
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. 
      March 2013: *Work is underway through Academic and Student Affairs.*
      September 2014: Orientation now has planned times for reflection exercises led by Orientation Leaders. A First Year Transition (FYT) program has been developed, including a Residential Life Curriculum. This fall we are *inaugurating an extended orientation pilot: a small set of orientation groups will be meeting six times this fall during Community Time to go deeper into the topics of orientation.*
   b) Consider how our evolving commitment to BREW can best develop habits of exploration and reflection with the core, the major, and elective studies. 
      March 2013: *General discussion has begun in Academic Affairs leadership and among faculty groups as preliminary work to a focused discussion to follow next year.*
      September 2104: The Summer Working Group on Integrative Learning has brought forth recommendations on extending and deepening commitments to BREW through an integrative learning focus for a Concordia education, including recommendations of revising the academic calendar to facilitate such developments.
   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. 
      March 2013: *A concise description of CLVway, the CLV methodology that reflects the Asian concept of “excellence through practice,” has been developed so that it can better inform how to maximize the immersion experience for all categories of learners, including Concordia undergraduates. Discussions on use of the CLV “international retreat site” for undergraduate learning have been initiated in many sectors of campus, including freshmen orientation committee.*
September 2014: Examples of the use of the CLV Turtle River Lake sites for extending the undergraduate learning experience to Concordia’s second campus over the past two years include (1) initiation of the sophomore weekend retreat in FY14, with extended weekend sessions schedules for FY15, and (2) full-orchestra retreat in winter 2013, with a two-year retreat schedule devised going forward.

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.
      March 2013: The President has appointed the Director of Vocation and Church Leadership as the convener of the table of Vocation and Ministry at Concordia College. This group includes the Rev. Schlotterback, our two campus pastors, the directors of the Dovre Center and the Forum for Faith and Life, the director of the Vocation and Church Leadership program, and the chair of the Religion Department. The group is charged with devising a statement of common purpose and a plan for mutual support.
      September 2014: In light of the Worship, Faith, and Spiritual Practices Project, the College will review the best organization of our programs in faith and ministry, with the intent of fashioning a statement of common purpose and an understanding of shared resources.
   b) Engage the campus community more fully in opportunities for worship and spiritual development.
      March 2013: Discussion is underway through the leadership of our campus pastors, with changes already in place such as Epiphany and Lenten chapel series, chapel on the road, and a Theology Café.
      September 2014: The Worship, Faith and Spiritual Practice Project data was launched in Spring 2014, with the support of a $50,000 gift to Concordia from Sanford Health. The report on Phase One of that project been offered to the community for their review, with a plan to engage the community in ongoing conversations about the meaning of the data under the leadership of Concordia Regent Roland Martinson. The office of ministry is experimenting with some new structure and focus for daily chapel that will welcome more diversity and give voice to the community around inter- and intra-religious expressions. Creative engagement of emerging diversity in our Life Together is being explored.
   c) Designate the associate pastor and the director of Faith and Leadership as leading guides in the vocational discernment of our students.
      March 2013: In this first year under this new arrangement, Associate Campus Pastor Elly McHan and Faith and Leadership Director Adam Copeland are devising the most effective approaches to fostering such discernment, with the support of Campus Pastor Tim Megorden, Vocation and Church Leadership Director Thomas Schlotterback, and other colleagues.
September 2014: Vocational discernment continues to be advanced through the planning of the Career and Vocation initiative, regular pastoral care, and efforts to work on vocation with staff and faculty.

d) Promote inter-faith conversation and service as a primary function of our identity as a college of the church.

May 2014: This work is fully underway with the creation of the Forum for Faith and Life, directed by Professor Jacqueline Bussie of the Religion Department, the establishment of the Better Together students group, their participation in President Obama’s national interfaith service initiative, and the partnership with the Interfaith Youth Core (IFYC), directed by Dr. Eboo Patel, who visited Concordia in August of 2013 and whose staff has completed a study of interfaith efforts on our campus. We anticipate further collaboration with Dr. Patel’s Interfaith Youth Core.

September 2014: The Director of the Forum on Faith and Life received funding to participate in a CIC-sponsored seminar on Teaching Interfaith Understanding. The Religion Department has advanced a proposal for a minor in Interfaith Studies and received implementation funding from IFYC, which has Teagle Foundation money for that purpose. Better Together has garnered significant positive press coverage for its annual service project. Dr. Patel has asked that Concordia College serve as a model and national leader for other institutions in interfaith learning and service.

e) Inaugurate the Lorentzen Center for Faith and Work in the Offutt School of Business as resource for all students, faculty, and staff.

March 2013: The Lorentzen Center was inaugurated on September 22, 2012, with a major Fargo-Moorhead communal event featuring David Miller, director of the Faith and Work Initiative at Princeton University. Dr. Faith Wambura Ngunjiri will succeed interim director Dr. Paul Dovre, under whose guidance the Center has already begun to sponsor events for college and community.

September 2014: The Lorentzen Center for Faith and Work continues to grow in its work of networking within the FM community through its monthly luncheon and other initiatives. With the support of Thrivent Financial, we will inaugurate this year the Lorentzen Center speaker series in the Twin Cities.

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.

March 2013: Fall 2012 workshop began a year-long reflection on the Goals for Liberal Learning. Discussion extended across first and into second semester. The Fall 2013 workshop focused on international learning. See the Whole World section for work over the course of the 2013-14 year.

September 2014: Fall workshop for faculty and administration focused on the challenges before American higher education, their effects for Concordia, and the College’s initiatives for innovative change. Board of Regents Vice
President Randy Boushek was the key note speaker. The week following, support staff came to a focused presentation on the same questions. Follow up by all faculty and staff will be fundamental this year.

b) Inaugurate a president’s seminar for the campus community, with leadership opportunities for faculty, students, and staff.

March 2013: Seminar established and launched in August of 2012. President Craft worked with student leaders of ODK to plan future sessions.

September 2014: With the leadership of a wide range of College faculty, staff, and students, the 2013-14 seminar focused on The Pursuit of Happiness, building on the Faith, Reason, and World Affairs Symposium topic. For 2014-15, the seminar, titled For the Sake of the World: Sustaining the Abundant Life, will likewise pursue the topic of the symposium.

c) Encourage department and office retreats to develop shared purpose and imaginative commitment to college mission.

March 2013: We are identifying current academic department practices and established staff development time for academic affairs support staff.

September 2014: The program for the Spring 2014 Support Staff-in-service was “Explore Your Life Calling.” Presenters provided opportunity for conversation and reflection on vocation and questions of meaning and purpose. The Fall 2014 program will include support staff presentation on engagement with student learning. Student Affairs directors have two annual retreats to focus on strategic initiatives. All staff in the division last year participated in a staff development experience regarding vocation. The Concordia Language Villages holds annual retreats for its administrative leaders and for all of the Village deans. CLV also hosts an all-employee meeting each fall. The Advancement office has two departmental retreats yearly to review past performance and to plan for future initiatives. Enrollment holds a staff retreat each year.

d) Streamline faculty and staff committee assignments in the best interests of the college learning mission.

September 2014: Faculty Executive Committee took up the task of proposing significant reforms to the process by which we solicit faculty interest in committee assignments and the ways in which we nominate and elect committees. If approved this year, it will significantly increase faculty opportunities to specify their interests in committee service and the speed by which we can elect and constitute committees. Work is underway to have this revision of the bylaws accomplished in time to be in effect for Spring 2015 elections.

e) Seek grant and endowment funding for post and pre-tenure faculty renewal.

March 2013: Initial grant sources identified for language initiative.

September 2014: See below, Part II, Advancing Institutional Worth, 2a.

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

March 2013: Concordia has begun a shared initiative with bishops the Northwest Minnesota, Eastern North Dakota, Western North Dakota, and South Dakota synod
to develop pastoral leaders to serve larger ELCA congregations in our region. Other initiatives are likely to follow, including work with Lutheran World Relief (LWR), to whose governing board President Craft has been elected. Preparations are underway for a robust observance of the 500th anniversary of the Reformation at Concordia. Professor Ernest Simmons and Rev. Tom Schlotterback have been appointed co-chairs of this effort. The observance will be launched in 2014 and continue through 2017 engaging the college community, ELCA synods, area parish communities in the festivities.

September 2014: Plans for the Reformation Observance continue. During the next summer the first of two Heritage Tours will take place. The commission for the Reformation Oratorio has received external funding. Excitement has grown across campus around the college’s partnership with Lutheran World Relief. President Craft’s position on the LWR board has helped to nurture the Justice Journey to Nicaragua led by Adam Copeland in May of 2014. Two Concordia students interned with LWR in the Twin Cities following the Nicaragua experience.

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.
   March 2013: Initial discussions are underway among academic leadership, but program development is waiting for new Dean of the College to be in place and lead this curriculum overhaul.
   September 2014: The Dean of the College initiated work with departments to describe the current “arc of student experience,” work that including collecting data about the current senior experience. Some of the results of this exercise pointed the way to the conversation on calendar and integrated learning. The proposal from the Summer 2014 working group commissioned by the Faculty Senate includes provisions calling for departments to formulate integrated learning plans that will be opportunities to work on the “arc” in disciplinarily appropriate ways. It also calls for us to shape integrative learning opportunities with an idea of the arc of student experience in mind.
   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.
   March 2013: A limited number of faculty is flexing load into May Seminar program. Models are being developed for May term at Concordia.
September 2014: The integrative learning proposal will call for flexing and the creation of learning opportunities not based on “clock time” notions of credit.

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.

March 2013: The Director of Undergraduate Research is establishing goals in conjunction with the faculty, as well as developing cost analysis for different levels of student participation in undergraduate research.

September 2014: The Margaret Callsen bequest designated to undergraduate research will be a significant boost to the restricted fund support for undergraduate research. The Director of Undergraduate Research and Director of Development are working together to identify greater individual support for undergraduate research.

d) Review the current academic calendar and attendant tuition arrangements to consider ways to lead more students into highly engaged learning.

March 2013: Faculty discussion has begun within Academic Affairs; Faculty Executive Committee and Faculty Senate have begun work on how to make best use of May term to fulfill strategic goals.

September 2014: The proposals from Summer working group on Integrative Learning and Calendar address the question of time and tuition in ways that seek to relieve the cost barriers to May study away.

e) Regularly review college programs and services to test whether they serve the goals of a Concordia baccalaureate.

Ongoing.

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 several initiatives developed in the Passport conversations.

March 2013: We currently are currently using the Folio180 electronic portfolio product to capture videos for all education majors as a requirement of licensure and program accreditation. A pilot project is underway in Music to evaluate the feasibility of portfolio as a part of assessment of all music majors.

b) Establish an integrated approach to career development across campus and off-campus networks.

March 2013: A continuum is being developed that describes the experience all students should have in regard to career development; this includes connections both inside and external to the College.

September 2014: A working group from Academic and Student Affairs has developed the framework for a four-year set of pathways to career readiness grounded in vocation. Plans are underway to search for a permanent
director to lead the implementation of the plan. See also Whole Self 1a above on the First Year Transition program implemented in Fall 2014.

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.
   September 2014: This is addressed in the Career initiative report, and is implicitly supported by the Integrative Learning report. New strategic funding will be required as this initiative unfolds.

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.
   March 2013: A continuum is being developed to detail the experience all students should have in leadership/service/civic engagement.
   September 2014: LeadNow is being re-imagined to focus on leadership through engagement in real time issues with the need for creative solutions. Critical connections to the First Year Transition program and the Career initiative are being explored.

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.
   March 2013: In consultation with faculty and administrative colleagues, reviewed designs with architect and commissioned a detailed cost estimate from a contracting firm.
   September 2014: The science project budget has been revised to $45 million. McGough has been employed as the “construction manager at risk,” working with designer EYP and our College representatives to re-do concept and schematic design. The next phase of planning, design development, will begin September 2014 and take approximately six months. In concert with architects and our construction manager, we will complete design development phase in fiscal year 2014-2015 and develop our institutional transition plan. We expect to commence construction in fiscal year 2016-2017, with completion by Fall 2017.

b) Test support for funding those facilities as part of a feasibility study for a comprehensive campaign.
   March 2013: Commissioned Bentz, Whaley, Flessner to do this study, which was be completed prior to the March 2013 Board of Regents meeting.
   September 2014: More than $8 million in cash has been raised for the science project with high goals set for the 2014-15 year.

c) Establish clear timelines for completion of this project.
   September 2014: See 3a, above.
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.

March 2013: Early discussion is underway amongst various constituents about programs to serve our regional professional community, as well as significant initiatives through the Concordia Language Villages in adult world language learning for professional needs among business and government professionals.

September 2014: A wide-ranging study in the summer of 2014 has produced recommendations for the College to consider in the coming year. Greater collaboration has been forged between the Offutt School of Business and the Concordia Language Villages to develop and implement corporate training seminars, drawing on “whole college” connections. A more concerted effort is currently underway to exploit college connection in Washington, D.C. to secure contracts for language and cultural immersion sessions across a number of government agencies.

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.
      March 2013: Initial discussions are progressing. Full program will be developed under leadership of new Dean of the College. Discussions have taken place within the orientation committee to determine if an “onboarding” global experience at CLV for all first-year students can instill a global outlook from the start of their Concordia careers. A business plan for accommodating 1000+ Concordia students (all four classes) in various weekend and month-long sessions (a potential August and/or May term) at CLV has been constructed as a starting point of reference on costs and implementation.
      September 2014: These plan elements have been encompassed in larger campus work on integrative learning and calendar.
   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.
      March 2013: 97% of classrooms are equipped with the necessary technology to enable such interaction. Additional technologies are being proposed for installation in one or two classrooms, currently within the Grant Center, that would support distance learning experiences.
      September 2014: These plan elements have been encompassed in larger campus work about integrative learning and calendar.
   c) Move to 75% of Concordia students studying internationally before they graduate.
May Term proposals developed to advance this goal. Need to implement either May Term or a “Summer School Tuition Scholarship” for students studying abroad in May in order to achieve this goal. September 2014: These plan elements have been encompassed in larger campus work about integrative learning and calendar.

d) Move to 100% of students studying off campus before they graduate. March 2013: This initiative will be connected to Whole Life, 1a. September 2014: These plan elements have been encompassed in larger campus work about integrative learning and calendar.

e) Review and improve the means by which we seek a highly qualified and diverse faculty and staff. March 2013: Diversity recruitment initiative is continuing for all academic department searches. Application to become an Affirmative Action organization reflects commitment to search processes that will more actively seek diverse faculty and staff. September 2014: The College is an affirmative action employer, which reflects our commitment to search processes that will more actively seek diversity in faculty and staff.

f) Increase domestic students of color to 12% of the undergraduate student body. March 2013: We are continuing to cultivate and develop new relationships with college access programs. We have placed a new emphasis on local market to position the College due to rapid diversification, and we are reviewing direct mail campaign parameters in effort to increase diversity in prospect pool. Piloting new events in Fargo-Moorhead area targeted to diverse audiences. September 2014: We continue to build upon relationships with college access programs. We will assign one specific admissions representative to act as liaison to college access programs, particularly in the Twin Cities. We will create a targeted financial aid strategy aimed at making Concordia more affordable for diverse students. This strategy will be focused and directed toward a specific number of college prep program participants in the Twin cities and Fargo-Moorhead markets specifically, but also other, emerging markets.

g) Increase international students to 6% of the undergraduate student body. March 2013: We are developing plans to address this initiative. September 2014: We are conducting a search for a new Director of International Recruitment, and we are building cohesive and collaborative partnerships among the College Global Learning office, the Concordia Language Villages, and other Concordia community constituents.

h) For international students with promise but English language challenges, consider the merits of an ELL program integrated with a modified first college year. March 2013: A Cabinet working group has been formed (Provost, Enrollment, Student Affairs, Marketing, and CLV) to construct Concordia’s
ELL model for international students. An initial plan has been constructed that modifies the first semester, but retains four credit-bearing courses by incorporating an August term of intensive English language and cultural immersion (Collegetown) followed by a semester of three courses that are geared to this population.

September 2014: Working with Global Learning, CLV, and Enrollment, we have designed and inaugurated an expanded CollegeTown to support matriculating international students. Two four-week sessions of CollegeTown were offered in July and August, allowing for an eight-week option for some students and thereby providing new avenue of partnerships such as IIE’s Brazil Scientific Mobility Program. We have analyzed challenges of the Summer 2014 first run and are actively revising recruiting and implementation, as well as finding ways to leverage this summer ELL bridge program to appeal to specific markets of international students.

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.

Please note: A task force empaneled to address this topic (see below, 2a) recommended that the wording be changed from the original document to the following, which was approved by the president:

Engage all students in developing global fluency through enhanced language learning and practice in cultural contexts 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.

March 2013: A task force of Concordia College /Concordia Language Village faculty (across the disciplines) and staff has been empaneled this semester (co-led by the Associate Dean for Global Learning and the Vice President for Concordia Language Villages) to construct a SWOT on this topic and outline initiatives/pilots that that will engage all students in achieving global fluency, including enhanced language learning and practice in cultural contexts.

September 2014: We applied for and received a Mellon Foundation Director’s grant to implement a mapping of language and culture proficiency across employees of the “whole college”—Concordia College and the Concordia Language Villages—and to pilot three innovative projects to support non-credit bearing language study for students and staff. This self-assessment exercise will set a platform upon which to conceive of new programming and extension of current programming for the undergraduate population.

b) Assess the results of such pilots for application to students across the college.

September 2014: Assessment of the language-learning pilots noted above will take place in the 2014-15 academic year, and are a part of the funded Mellon Foundation grant proposal. Language-learning assessment tools used by both CLV and the Modern Language Department will be drawn upon for this effort.
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.
   March 2013: See Whole World 1b.

d) Provide opportunity, funding, and time for Concordia faculty and staff to develop their second language skills.
   March 2013: A potential funding source has been identified.
   September 2014: Language-learning opportunities for faculty and staff are embedded in the Mellon Foundation grant.

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.
   March 2013: We are seeking grant funding for faculty development to enhance learning about environmental stewardship.
   September 2014: We have received our second Margaret A. Cargill Foundation grant, this to support preparing students for leadership in sustainability.

   b) Work through the President’s Sustainability Council to establish and achieve goals for stewardship in campus and CLV operations.
   May 201: A vision statement for sustainability has been drafted, revised, and approved by Concordia faculty, staff, and students in the spring of 2012. PSC is drafting goals/benchmarks. Current Cargill funding is being directed to building metering project. The College will use the Sustainability Tracking, Assessment, and Rating System (STARS).
   September 2014: The Sustainability Council has created sustainability goals and action plans for the College to consider. College received Bronze rating from STARS (the Sustainability Tracking, Assessment and Rating System, a program of the Association for the Advancement of Sustainability in Higher Education).

   c) Consider both regional and national/international partnerships that can enhance student learning about local/global sustainability.
   March 2013: Work is ongoing. President Craft has recently been elected to the governing board of Lutheran World Relief, and its Vice President for External Relations, Concordia graduate Daniel Lee, visited campus in March to talk about partnerships that will enhance our students’ learning.
   September 2014: See Whole Self, Plus One, above, on the first Concordia/LWR collaboration.
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.

March 2013: Partnerships already established with United International College and with Sichuan International Studies University in China. As noted above, we are exploring creative collaboration between Concordia College and Lutheran World Relief. New Offutt School of Business program developed in India which will have student involved in both traditional U.S. companies (e.g. Wal-Mart) with operations in India as well as involvement in micro-economy operations.

September 2014: Significant work has been underway in the Offutt School of Business in fulfillment of this initiative, including the following: the Social Entrepreneurship program in India (starting in Fall 2013), the Marketing faculty teaching a combined class of students in Moorhead and Mexico city (starting Spring 2015), increased internship opportunities in China, faculty work with IBM in India, and exploration of a college/health care partnership engaging students from Concordia and those from Latin America, Africa, and China.

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.
      September 2014: For the 2014-15 year, we have allocated a 2% increase to both the faculty and staff salary pools, as well as a 1% increase in benefits. Enhanced compensation will continue to be a major strategic priority, with our AAUP goal for faculty in mind (60th to 80th percentile).
b) Establish consistent job categories and clear salary and benefit targets for staff.
March 2013: Compensation Project criteria and guidelines have been drafted. Project to be undertaken in FY 2013-2014.
September 2014: The Compensation Project will be finalized Fall 2014.
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.
March 2013: Several examples of such opportunities and plans for more appear below:
- Review of faculty development activities will be taking place as responsibility for these efforts transitions to new leadership within Academic Affairs. New Academic Affairs support staff development being implemented this year.
- From an ITS perspective, we have identified training and development priorities for the year. Also, as members of the Upper Midwest Banner User Group (UMBUG), a significant number of our staff participated in quarterly meetings located at member schools.
- In the Finance Division, staff are encouraged to participate in appropriate professional associations, workshops, and conferences.
September 2014: The Gender Equity Study, which included a work climate survey for all benefitted employees, will inform our commitment to provide the best work environment and opportunities for all.
d) Review and improve the ways we recognize the achievements of Concordia’s staff and faculty.
March 2013: Years-of-service and retirement are recognized at spring banquets for faculty and administrative staff and for support staff. Nomination process for Flaat Distinguished Service Awards for Administrative and for Support Staff is coordinated through HR. Christmas reception for faculty and staff plus guests held annually. Academic Affairs coordinates the nomination process for other Flaat awards as well as the Wije awards. Intent is to appoint a task force to review recognition practices and propose revisions or new practices but task force membership has not yet been identified or appointed.
e) Explore approaches to succession planning for Concordia’s leadership positions among faculty and staff.
Initial cabinet level discussion has begun to look at the shape of a Concordia career for those who stay within the same program/division and for those interested in moving.

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.
March 2013: Our Advancement Vice President will work with Director of Undergraduate Research, Scholarship, and National Fellowships to identify opportunities for grants and will also work with the new Dean of the College. September 2014: Grant funding received for 2013-14, in excess of $1.5 million, more than doubled from year before. Noteworthy among 2013-14 grants are those for sustainability (Margaret A. Cargill), innovative language learning (Andrew Mellon Foundation), online humanities learning (Council of Independent Colleges), and interfaith learning (Interfaith Youth Core), as well as a gift to support the Worship, Faith, and Spiritual Practices Project (Sanford Health). At the beginning of Fall 2014, Concordia received its second Mellon Foundation grant, this for digital humanities teaching and learning.

b) Achieve a 90% first-to-second-year cohort retention rate.

March 2013: We have formed the Student Success Committee focused on retention initiatives. Evaluating new retention systems and survey instruments that will strengthen the “recruit to retain” approach in enrollment.

September 2014: We have increased first-to-second year retention back to historical levels, though we remain short of the high goal of 90% first to second year retention. The First Year Transition program has been implemented, together with a pilot of Extended Orientation in conjunction with Inquiry Seminars, and a Residential Life Curriculum to provide first year students with persistence and success skills. We will use data from a non-cognitive survey instrument that identifies students with a retention risk. The Student Success and Retention Committee will continue working toward collaborative interdivisional and interdepartmental retention strategies. WE are working toward a “single-point of departure” for students leaving Concordia so as to provide an opportunity for intervention or positive departure along with important data gathering.

c) Achieve a four-year cohort graduation rate of 70%.

September 2014: The four-year graduation rate for the cohort entering in 2008 was 70%; the six-year graduation rate for that same cohort was 72%. Of those in the 2008 cohort who stayed at Concordia College, 88% graduated in four years.

d) Increase endowment to the ELCA school mean for schools of 2400>.

March 2013: A Bentz, Whaley, Flessner study was commissioned to test support for endowment, annual fund, and capital projects. As part of a future comprehensive campaign, a proposed goal of $40 million in support of general and restricted endowment funds will be requested. Moving Concordia’s endowment from $83 million to approximately $123 will put Concordia’s endowment in the median range for other private ELCA colleges and universities. Timeframe: 2014-2019 (depending on when a campaign is approved and launched). The market value of Concordia’s endowment at the end of FY 2012 was $83.018 million. The mean endowment market value of ELCA institutions with an enrollment greater than 2400 for fiscal years ending in 2012 was $114 million.
September 2014: At the end of fiscal year 2012-2013, the market value of the college’s endowment investments was $92.3 million, and the mean endowment market value of ELCA institutions with an enrollment greater than 2400 for fiscal years ending in 2013 was $128.3 million. The market value of Concordia’s endowment investments at the end of fiscal year 2013-2014 was $102,264,054. During FY 13-14, over $4 million in new endowment gifts were raised; in FY 14-15, over $7 million in endowment gifts have been secured so far.

e) Investigate new revenue streams in which college facilities or other resources could generate funds to underwrite the undergraduate program.

March 2013: We are reviewing currently at cabinet level.

September 2014: The summer working group on New Students/New Programs has submitted its report for campus review and action.

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.

September 2014: A partnership with Sanford Health will create an endowment to support health professions scholarships.

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.

March 2013: In 2012-13, Marketing initiatives began in order to promote the plan focused on building awareness throughout the Concordia community. Augmenting public information sessions and Cobwebs provided by the president’s office, Marketing/Communications introduced the plan in Concordia Magazine, eNews, and the College Website. A strategic plan communications template for subsequent years was also established that includes employing more communication vehicles for broadening outreach efforts for extensive external engagement, especially with media.

September 2014: Communications and Marketing has partnered with the President’s office to create a strategic plan communications platform and schedule for 2014-15 that includes the following (in addition to already established Website and Cobweb communication vehicles): Monthly messages/blogs, quarterly video messages, annual opinion editorials for targeted media, presidential columns in Concordia Magazine, and other forums.

b) Develop an integrated marketing plan to tell the story of Concordia College in spoken, printed, and electronic forms.

March 2013: In 2012-13, Concordia’s evolving integrated marketing plan involved three major foci: (1) The initiation of the Web site renovation project, which is on schedule for launch in August 2013; (2) enhanced
marketing communications plan for enrollment, which included the completion of a new suite of print publications for student recruitment and companion e-marketing strategies that emphasize an earlier, more frequent outreach with prospects that effectively extends the recruitment cycle; (3) launch of an integrated media campaign highlighting the Offutt School of Business as the latest expression of liberal arts innovation at Concordia. Commencing in January, this campaign, targeting prospects and adult influencers in the Red River Valley and key Twin Cities segments, includes a new television spot, electronic billboards (F-M region only) and online advertising.

September 2014: Concordia has initiated a partnership with MindPower, a national marketing firm based in Atlanta, for the purpose of enhancing the college’s brand positioning platform and executing a reimagined marketing communications plan for student recruitment. A new positioning strategy, the “Whole” Concordia concept, has been identified and adopted for phased implementation that begins in quarter four 2014. Digital and print assets will be developed and delivered in the coming months, with full implementation set to impact the recruiting class of 2015-16. The new strategy is designed to authentically reflect the core essence of Concordia’s strategic plan while addressing the marketing priorities identified through the Art & Science research.

c) Achieve a Phi Beta Kappa chapter in the upcoming round, submitting our new application in November of 2012.
   Spring 2013: Application submitted.
   September 2014: The Phi Beta Kappa application was not advanced. The reasons given are under consideration as we prepare to apply again.

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.
   March 2013: We have engaged Bill Gates as keynote speaker, with invitations to state and regional business and political leaders, and advertising in our enrollment markets.
   September 2014: Offutt School luncheons locally and Offutt School Presents events in the Twin Cities have resulted in growing opportunities for media exposure. This year (supported by a gift from a Concordia Regent), an OSB marketing video will be produced with a target release date of January 2015. Additionally, OSB-specific marketing will continue to be an element of Concordia’s paid media advertising plan.

e) Continuously emphasize the educational relationship between the undergraduate program at Concordia and the language and culture immersion programs of CLV.
   March 2013: The most visible marketing initiative connecting the Villages and the College is our joint presence at the Minnesota State Fair in Fall 2012. We have established a CLV alumni recruitment outreach plan. Enrollment and CLV are collaborating on dual marketing to high school students.
September 2014: A new CLV website was launched in March 2014, with discrete portals of access for youth and adults, emphasizing that CLV offers more programming than just for youth aged 7 to 18. The most concrete efforts of joint marketing between the College and CLV are focused on recruitment of international students for Collegetown and language teachers for the M.Ed. program in world language instruction.

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.

March 2013: Exploring currently at cabinet level.

September 2014: Work is underway to ally Concordia with other colleges and universities for the purposes of sharing best practices and increasing external support.