In October of 2012, following a year of conversations among faculty, staff, students, and members of our governing board, the Regents of Concordia College approved a strategic plan called *Whole Self, Whole Life, Whole World*. Grounded in mission, its themes arose directly from those 2011-12 conversations, leading to this 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 influence the affairs of the world, we build on a firm foundation that serves our students and the common good.

As we begin a new round of planning for the Concordia of 2023 and beyond, it is good to look back and see what we accomplished together through the Whole Self/Life/World plan, celebrating what we have done, and recognizing as well the work that is yet to do. Readers will find below (1) a single-page summary of principal achievements and work remaining, and (2) a detailed account of the work under each heading of the plan, with links to further information for those who seek still more detail.

As we prepare to launch ourselves with hope, courage, and imagination into new planning, I want to call out two fundamental facts about the 2012-17 plan, each of which attests to the character of all who conceived it and brought its aspirations into being:

First, the plan sought to take what was already distinctive about Concordia and lift it to a higher level of practice and recognition. Most centrally, the plan called us to push back against a fragmented, all too often mechanical model of higher education that still prevails in much of the United States and around the world. We pledged to lead students into the examined life, into learning beyond the script and beyond the credit, and into global commitment. That’s why we said *whole* self, *whole* life, *whole* world.

Second, our faculty and staff, with the support of our governing board, achieved striking success that is all the more remarkable in light of the broadside of small incoming classes in 2014 and 2015. That broadside hit most if not all of our peers. The test for us was how we would respond. Enrollment is rising now, and fundraising has never stopped climbing in the RISE campaign. Both merit high praise. Equally praiseworthy are the invention, determination, and love of this college that led to the transformational changes in student learning noted in this review. Our faculty and staff have affirmed the strength and virtue of Concordia, and they have built a firm foundation for the Concordia that is yet to be.

With gratitude,
William Craft, President
Whole Self, Whole Life, Whole World:
Executive Summary of Major Achievements, August 2018

The plan was created in four parts, the first three focused on student experience, and the fourth on advancing institutional worth. Without referencing specific sections of the plan, the summary below lifts up major achievements, and notes as well work not yet finished. For a comprehensive account, see the full review that follows.

Major achievements:
❖ The Integrated Science Center designed, funded, built, and opened on schedule
❖ Integrative learning inaugurated through the PEAK requirement
❖ The Offutt School of Business, rooted in the liberal arts and ethical practice, funded, formally launched, and housed in the renovated Grant Center
❖ New academic programs across the arts, sciences, and professional fields, including new majors in Computer Science, Museum Studies, Neuroscience, and Finance—and new interdisciplinary minors
❖ Student Development and Campus Life created, crossing and erasing old boundaries between academic and student affairs, as embodied in the new Center for Student Success, to be housed in a renovated Normandy
❖ The Concordia Career Initiative established a cohesive, four-year program to guide every undergraduate in vocational exploration and career readiness
❖ Office of Diversity opened and Council for Diversity created
❖ Diversity Student Endowed Scholarship established
❖ Cohort recruitment begun: FOCUS, Act Six, Community Access Scholarships
❖ National leadership established at Concordia in interfaith study, dialogue, and service
❖ Concordia Language Villages named a National Language Training Center
❖ Sustainability in Learning and in Operations:
  o The Cargill project in environmental citizenship, Tunnel Garden, Integrated Climate Commitment, Taste Not Waste, and LEED Gold award for the Integrated Science Center
  o At the Concordia Language Villages: efficiencies in lighting and heating; reduction of food waste; and staff workshops on how to integrate sustainability learning into the language and culture curriculum in each Village
❖ The Concordia Commitment established for enrollment and marketing
❖ The RISE Campaign at 95% of its $150 million goal, 16 months before its close.

As we honor these achievements, we also recognize this unfinished work:
❖ Determining what it should mean now to be global: not only where we study, but who studies, who teaches, who leads in a world rich in diversity but unequal in opportunity
❖ Broadly engaging campus in ministry and spiritual development at a time when the U.S. is becoming increasingly less “churched”
❖ Claiming the full potential of the Offutt School to become a signature program that strengthens Concordia as a whole
❖ Building on current non-baccalaureate education to create a continuum of learning before, during, and after college—and to build revenue for Concordia as a whole
❖ Offering the best possible compensation for our faculty and staff: salary, benefits, professional growth, leadership opportunities.
Preface: All good plans need two things: sharp enough direction to know what people seek to achieve, and room for creativity and change as they seek to put those plans in place.

It is a good plan in which most of the original goals are realized; a good plan that sparks great actions along the way; and a good plan in which some of the original ideas are set aside. So it is with Whole Self, Whole Life, Whole World. For example, in 2012 we said we would “offer for students . . . state of the art facilities for inquiry-based learning in the sciences.” We did it: the Integrated Science Center. We didn’t say, “institute a requirement called PEAK,” or even, “adopt integrative learning,” but we did say we would “support faculty and students in devising forms of learning that transcend the traditional course [and] credit unit.” Likewise, we didn’t say “create a new division called Student Development and Campus Life,” but its creation, inspired by the plan, may do as much or more for the “whole self” goals as anything we wrote down in 2011-12. Some of what happened was altered in the fulfillment,1 and Concordia is the better for it. Finally, we said we would “adopt an electronic portfolio requirement for all students,” but we didn’t. Some programs at Concordia use such a portfolio while others don’t, but more important is the fact that our faculty and staff created for all students a four-year program to explore vocation and prepare for career success after commencement. There are, as well, some things we have not yet done, and there are things we have started but discontinued.

In the four sections below, keyed to the four sections of the 2012-17 plan, you will find a more detailed accounting of our accomplishments, as well as of things either not achieved or set aside. Each section begins by quoting, in italics, the three main goals created for it. In many cases, you will see links for further detail; the president’s office invites additional information for those links so that we may create a still more detailed record.

I. Whole Self

❖ Lead students into life-long reflection on their identity, purpose, and engagement in the world.
❖ Invite students into a liberating community of faith and service through worship, vocational discernment, and inter-faith dialogue.
❖ 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.

Achieved and Ongoing
1. Created the Division for Student Development and Campus Life and its Center for Student Success, which will be housed in a renovated Normandy.
2. Revised student orientation and created First-Year Transition (FYT) labs.
3. Adopted the Student Success Collaborative (SSC@CC) as a digital advising platform.
4. Established the Concordia Career Initiative, a cohesive, four-year program to guide every undergraduate in vocational exploration and career readiness; adopted the Handshake portal to help students to create resumes and apply for internships and other positions.
5. National leadership in interfaith learning, dialogue, and service, established through the Forum on Faith and Life, with multiple awards and grants, and ongoing collaboration

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1 See T.S. Eliot, Little Guiding, The Four Quartets: “the purpose is beyond the end you figured/And is altered in the fulfillment” (New York: Harcourt, Brace, and World, 1971), p. 139.
with the Interfaith Youth Corps, the Association of American Colleges and Universities, and other organizations. For the Concordia commitment to interfaith cooperation, see this page.

6. Under combined leadership from campus staff and the Board of Regents, completed the Worship, Faith, and Spiritual Practice Project, funded in part by Sanford Health. Read about the project here.

7. Created and filled the new position of Minister for Faith and Spirituality in Action, arising from the Worship, Faith, and Spiritual Practice Project.

8. Inaugurated the Lorentzen Center for Faith and Work at the Offutt School of Business.

9. Reconfigured the work of the Dovre Center and its director: faculty development programming sustained and extended more fully to students and staff; college faith and learning offices of the college coordinated by the Center director; and fundraising for the Center led by the director.

10. Reviewed and revised the mission statement of Concordia Language Villages: “to inspire courageous global citizens.”

11. Created President’s Seminar.

12. Established regular staff in-service gatherings through Human Resources.

13. Created new funding for faculty renewal through foundation grants and gifts from the RISE Campaign.

Not Yet Achieved, or Discontinued

1. Sophomore Retreat piloted at the Concordia Language Villages but not continued.

2. Early projects in “mutual ministry” with regional bishops for pastoral development not sustained after changes in personnel.

II. Whole Life

❖ 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.

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

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

Achieved and Ongoing

1. Created the Integrative Learning Committee to foster integrative learning across the college, including on campus and in regional, national, and international settings.

2. Appointed the first Director of Integrative Learning.

3. Created and adopted the PEAK graduation requirement in integrative learning. See PEAK Options, See PEAK Examples.

4. Received Andrew W. Mellon Foundation funding to support the implementation of integrative learning, including its direct connection to diversity in student learning.

5. With Mellon Foundation support, established the Center for Community Engagement and appointed its first Coordinator.

6. Regularly reviewed academic programs for external accreditation and for learning improvement: All external reviews positive, with new or renewed approvals achieved in all cases. See Catalog pages 6-7.
7. Created new majors in the arts, sciences, and professional programs in Computer Science, Museum Studies, Neuroscience, and Finance—and new interdisciplinary minors.
8. Established the first endowed funding for student internships.
9. Transformed the former LeadNow curriculum into stand-alone leadership development training programs offered by Student Engagement, Residence Life, and the Orientation/First Year Transition program. Over 500 student leadership positions are now mentored through the Student Development and Campus Life division. Leadership applications and processes are now integrated into the Career Center’s Handshake app and Student Engagement’s ConcoLife app.
10. Designed, funded, built, and opened on schedule the Integrated Science Center, Fall 2017, at $45 million the largest capital project in Concordia history.

Not Yet Achieved, or Discontinued
1. Did not adopt an e-portfolio requirement for all students; focused rather on the creation of the Concordia Career Initiative, as described in the Whole Self section, above.

Please note: For the goal of exploring “what new programs might build on our strengths to serve non-traditional students,” see Part IV, #10, below.

III. Whole World
❖ Make global learning fundamental to every Concordia student’s experience.
❖ 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.
❖ 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.

Achieved and Ongoing
1. With the support of the Board of Regents, strengthened recruitment strategies for U.S. students of color, international students, and low-income/first-generation students, including the Diversity Student Endowed Scholarship; the Community Access Scholarship; ongoing contracts and commitments with College Possible and Act Six; and the National Science Foundation-funded FOCUS cohorts in the STEM disciplines.
   a. Current Fall 2018 first-year U.S. students of color compose 13.9% of the incoming class (84 of 605). The goal set in 2012 was 12% of the entire student body; it now stands at 8.8%. For full details, follow this link.
   b. Current first-year international students compose 4.5% of the incoming class (27 of 605). The goal set in 2012 for the whole student body was 6%; it now stands at 4.2%. Note that some earlier counts of international students may have included non-degree seeking matriculants. The figures just cited are for full-time degree-seeking students only.
2. Established the Office of Diversity, hiring Concordia’s first Chief Diversity Officer. Student support services staff also hired and now part of the Center for Student Success.
3. Established a permanent faculty, staff, and student Council for Diversity.
4. Established a Student Government Association Diversity, Equity, and Inclusion Commission, with campus forums in support of racial, religious, and sexual diversity.
5. Adopted a college-wide statement on our commitment to diversity.
6. Transitioned from the CollegeTown English Language Learning program to Prelude, a program that unites advancing language proficiency with preparation for success at an American liberal arts college. See Prelude info.
7. Launched Concordia Corps projects in Haiti and Tanzania, a shared enterprise of our undergraduate programs, the Concordia Language Villages, and philanthropic partners.
8. Established Concordia College as an Affirmative Action Employer, with changes in search procedures for faculty and staff.
9. Built on pre-2011 work and established major initiatives for sustainability in student learning and in college operations: the Cargill Foundation funded project in environmental citizenship, EcoHouse, the Tunnel Garden, the Taste Not Waste campaign, the LEED Gold Award for the Integrated Science Center, and the signing of the Integrated Climate Commitment. Follow this link for a complete sustainability report.
10. Adopted sustainability practices in operations and learning at the Concordia Language Villages to build on the international reputation of Das BioHaus: efficiencies in lighting and heating; reduction of food waste; and staff workshops on how to integrate sustainability learning into the language and culture curriculum in each Village.

Not Yet Achieved, or Discontinued
1. Concordia received pilot-level grants to offer new language learning opportunities for students, faculty, and staff. The pilots did not lead to ongoing programs, but see above, #7, for new Concordia Corps language and integrative learning programs led jointly by the undergraduate college and the Concordia Language Villages.
2. We have not reached increased numbers targeted in 2012 for study abroad and study away. As noted on page 2 above, a fuller consideration of what it means for Concordia to be a global college is in order—not only where and what we study, but who studies, teaches, and leads.

IV. Advancing Institutional Worth
   ❖ Develop the full potential of the Concordia faculty and staff in service of the college mission.
   ❖ Develop the institutional resources and support systems to achieve our highest aspirations for Concordia students.
   ❖ Develop recognition of the highly distinctive quality of a Concordia education that serves both personal aspiration and the common good.

Achieved or Ongoing
1. Moved from classifications of administrators and support staff to one staff.
2. Commissioned a faculty and staff recognition study leading to the presentation of all Flaat and Wije awards at the State of the College address and a guide for recognition of years of service consistent for all employees.
3. Established staff employment categories and salary bands to promote clarity, consistency, and market-sensitive compensation.
4. Supported faculty and staff development through multiple major grants.
5. Set a first-to-second-year retention rate target goal of 90%; we have improved on the 2011 rate of 80%, but we have not yet reached 90%. Here are the rates from 2011 through 2017: 80, 84.5, 82.9, 82.4, 84.4, 81.9, and 85.2%.
6. Set a four-year cohort graduation rate target goal of 70%. Rates for the cohorts entering in 2011, 2012, and 2013 are as follows: 67%, 69.6%, and 69.3%.

7. The on-time graduation rate—the percentage of Concordia graduates who finish in eight semesters or fewer—for the most recent cohort for which we have full information (2012) is 93%. This is higher than the Concordia average, which has been consistently at 90%.

8. Concordia endowment has risen from $83.5 million in 2011 to $128.9 million as of April 30, 2018—an increase of 54% and well above the 2011 endowment mean for ELCA colleges of 2325+ students. During that same period the college drew from the endowment a total of $29.7 million for support of scholarships, programs, and positions. To achieve our goal of the current ELCA endowment mean, we would need to reach an endowment of $175 million.

9. Defined, implemented, and currently pursuing the RISE campaign to reach giving of $150 million, now at 95% to goal with 16 months remaining in the campaign.

10. Have explored, adopted, implemented, and in one case dropped new ventures in education created to extend the value of a Concordia education to non-baccalaureate learners and enhance revenue for the college as a whole:
   a. Continued the Master of Education in World Language Instruction, a program led jointly by college faculty and the Concordia Language Villages.
   b. Continued the Accelerated Nursing program.
   c. Designed, implemented, and secured accreditation for a new combined Dietetic Internship and Master of Science in Nutrition with an emphasis in Dietetics Leadership.
   d. Through the Concordia Language Villages, Concordia College named a National Language Training Center for the U.S. Department of Defense, one of nine in the United States devoted to language and cultural learning for working professionals.
   e. Launched an executive education program through the Offutt School of Business in 2017; initial reviews by participants strong, but currently under reconsideration to better meet ongoing regional business needs.
   f. Designed but did not offer a program to prepare professionals for the chartered market technician examinations.
   g. Commissioned an external feasibility study for advanced healthcare practitioner programs that could build on current Concordia strengths; internal feasibility study now underway, with recommendation to the Board of Regents in January 2019.

11. Created the new Office of Continuing Studies and Outreach and appointed its executive director in order to promote a Concordia continuum of learning before, during, and after college—and to build revenue for Concordia as a whole.

12. In 2016, reset marketing themes and text for prospective students and families.

13. With the approval of the Board of Regents, launched the Concordia Commitment to promote knowledge of the college’s distinctive strengths for prospective students.

14. Following the opening of the fully renovated Grant Center for the Offutt School of Business, have continuously employed it to promote strong relationships with the regional business community. This includes the work of the West Central Minnesota Small Business Development Center (housed at the Offutt School through a competitive process), the Lorentzsen Center for Faith and Work, and the Offutt School Presents series in the Twin Cities.
Not Yet Achieved

1. Claiming the full potential of the Offutt School to become a signature program that strengthens Concordia as whole.
2. Fully competitive compensation across faculty and staff categories.
3. A Phi Beta Kappa chapter at Concordia: reached campus visit stage for the first time in college history in 2016-17 but not advanced to final PBK vote; encouraged to apply again in the next round.