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Self-study Report 2004



**LUTHER
SEMINARY**

ST. PAUL MINNESOTA

September, 2004

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Part I. Introduction

Missional Context and Commitment

A. Missional Context and Commitment

On Sunday, May 23, 2004, the Luther Seminary community gathered at Central Lutheran Church in Minneapolis, Minnesota for its one hundred and thirty-fifth commencement. Represented in the assembly were candidates for graduation, other students, faculty, staff, board members, parents and families, and many representing the wider and diverse church constituency we serve. The occasion was of course formally to confer degrees on those students who had completed work in the various degree programs –M.A., M.S.M, M.Div., D.Min., M.Th., and Ph.D.. Yet occasion also gave visible and tangible expression to the heart of Luther Seminary and its long-standing commitment to the church and its mission. It also offered testimony in a variety of ways to the effectiveness and range of impact of that commitment to mission which is expressed in Luther Seminary's mission statement and its commitment to prepare leaders for communities in mission in a diverse and changing world.

In addition to the impressive worship with the joyful singing of those gathered and the expressions of joy of graduates and their families, friends, and teachers at the completion of their programs of studies, the various speakers and their remarks at this particular commencement seemed especially appropriate as symbolic and yet tangible expressions of the range of impact Luther Seminary has had and continues to have within the church's mission.

The Commencement speaker for this day was Brad Anderson, Vice Chairman and Chief Executive Officer of Best Buy, Co., Inc. one of North America's largest retailers of consumer electronics and major appliances, and headquartered in the Twin Cities area. An active lay person in the church, Anderson and his wife Janet are members of Luther Seminary's Leadership Circle. In his remarks Anderson used the story of God's call of Moses in Exodus 4:11-13 as a starting point for speaking of the significance of the way in which God comes to call individuals and the importance of the way in which each individual responds to that call in their differing journeys. Anderson spoke of his own journey of discerning his call, that included time as a student at Luther Seminary, and recalled how important that time had been for shaping, inspiring, and founding a sense of common core values and commitments that have continued to shape his life as a lay person in society and business. He further noted how important this sense of mission and values and vision are in drawing people together and inspiring them in whatever life's work they may be involved. He noted how shared values are at the core of effective business practices at moments of crisis when leaders and those they lead are forced to return to those things that matter. At such times these core values are important for people who make the difficult choices in their daily lives and allow people to have the confidence that at such times these choices will be ones about which one can say "this is the work of the Lord" in our midst.

A second moment came in the presentation of Luther Seminary's Christus Lux Mundi award which regularly honors the witness and service of persons who have manifested the light of Christ in the pastoral office or as a lay person. This year the award was presented posthumously to honor and mark the 75th anniversary of the birth and the 25th anniversary of the death of Ethiopian theologian Gudina Tumsa. After attending Luther Seminary from 1963 to 1966, where his witness as an international student is still recalled by his fellow students, Tumsa had returned to his native Ethiopia to become General Secretary of the Ethiopian

Evangelical Church Mekane Yesus and to active involvement in missional and social concerns on behalf of issues of justice in a nation in crisis. Arrested on several occasions for his public witness and leadership in the church and society, Tumsa was finally kidnapped and secretly executed in 1979. As a student at Luther, Tumsa had read and been inspired by the writings of Dietrich Bonhoeffer. In 1979, only days before his death Tumsa had written "As someone [Bonhoeffer] has said, when a person is called to follow Christ that person is called to die. It means a redirection of the purpose of life, that is death to one's own wishes and personal desires and finding the greatest satisfaction in living for and serving the one who died for us and was raised from death (II Corinthians 5:13, 14)." He continued, "A responsible Christian does not aggravate any situation and thereby court martyrdom. ...to be a Christian is not to be a hero to make history for oneself. A Christian goes as a lamb to be slaughtered only when he/she knows that this is in complete accord with the will of God who has called him to his service." The witness and mission of Gudina Tumsa stands a reminder and testimony of the long-standing and wide commitment of Luther Seminary to the preparing of leaders for mission in the church and in the world (See Appendix 1: Tribute to Gudina Tumsa).

Finally, as is the tradition, two graduating students spoke on behalf of the graduates who were anticipated new ventures of varieties of service in the church and world.. As they did so they spoke of the significance of this day in marking not only the completion of their degrees, but also as marking the promise of God's continuing amazing grace working in the community of the church. One noted that the day of graduation was "not so much about where we have come from, but about where God is sending us – to lead a life of witness and service and to equip, encourage and empower others to do the same"—"to be public leaders who witness to God's love for the world utilizing our gifts in a variety of places." Another called upon graduates to trust that the Word they will speak is alive and to be confident that God would use their words to raise people to new life in Christ – that through their hands God would work to care for the world (See Appendix 2: Graduating Senior Remarks).

In a variety of ways this event and the speakers thus gave testimony to the focus and breadth of Luther Seminary's program and mission. Luther Seminary has had a long tradition of commitment to the church and its mission. The effectiveness of that ongoing commitment that has marked its history and is still reflected so clearly in its current mission statement, can be glimpsed in these representative comments of leaders, lay and ordained, in the world wide expression of the church and its mission. That commitment is seen in those who have witnessed with their lives, in those who continue to struggle to express that witness in daily life in the world, and in those who anticipate the ways that God will continue to lead them into new forms of ministry in the future.

B. A Brief History of Luther Seminary

This self-study report prepared in anticipation of an accreditation visit scheduled for the fall of 2004 that covers the ten-year period just following Luther Seminary's celebration of its 125th anniversary. In the midst of preparation for that celebration in 1994 the 1994 self-study report stated the following:

As we have moved through various aspects of that celebration during 1994, we have been made newly mindful of the legacy of a long line of competent and dedicated persons who have shepherded and supported this school through the years. Upon completion of this challenging and fruitful self-study, it is our conviction that this seminary has carried forward the best of these efforts and presently embodies them. This is not to say that we can rest back on any laurels we may have realized; such a stance would be unfaithful to a dynamic divine promise and neglectful of the rapidly changing context in which ministry must now take place. But we move forward with foundations and resources that are substantial and with personnel that have the imagination and competence to lead us purposively into an uncertain future. (Self-Study Report 1994, Introduction, p. i)

During the past ten years Luther Seminary has continued to build on this strong tradition, while renewing its commitment to the mission of the church and to those communities for whom it seeks to prepare capable leaders for the future. This has been evidenced in continuing evaluation and revision of the curricular program adopted at the point of the last self-study; in continuing efforts to be attentive to the missional needs of the constituency which this seminary serves; and in strategic planning for a sound future through establishing of a sound financial basis and through renewed commitment to its mission in the 21st century. Such work has consistently been done while recalling a rich history and tradition that has marked the history of Luther Seminary

History of Luther Seminary

(See http://www.luthersem.edu/why_luther/history.asp?m=447)

A detailed account of the history of Luther Seminary is available in a 1997 publication called "Thanksgiving and Hope", a collection of essays chronicling the people, events and movements in the antecedent schools that have formed Luther Seminary: Augsburg Seminary 1869-1963; Luther Theological Seminary 1876-1976 ; Northwestern Lutheran Theological Seminary 1920-1982

Luther Seminary, through a series of mergers covering more than half a century, represents the consolidation into one seminary of what at one time were six separate institutions. The oldest of the antecedent institutions was Augsburg Theological Seminary, founded in 1869 at Marshall, Wis., as the seminary of the Lutheran Free Church. It remained a separate seminary until 1963 when the Lutheran Free Church merged with the American Lutheran Church and Augsburg Seminary was united with Luther Seminary in St. Paul.

Initial Merger in 1917

Luther Theological Seminary was initially formed through the merger of three institutions in 1917 in conjunction with the merger of three Norwegian Lutheran Churches. Each of the three churches operated a seminary: the Norwegian Synod operated Luther Seminary, located near Hamline Ave. in St. Paul; the Hauge Synod operated Red Wing Seminary in Red Wing, Minn.; and the United Norwegian Lutheran Church operated the United Church Seminary on a portion of the present site of Luther Seminary in St. Paul. The merged seminaries occupied the site of the United Church Seminary on Como Ave. and Luther Place, and retained the name of the oldest of the three schools, namely, Luther Theological Seminary, which had been founded in 1876.

Luther Theological Seminary and Augsburg Seminary

When Luther Theological Seminary was united with Augsburg Seminary in 1963, Luther, through the process of merger, assumed the earlier founding date of 1869. Northwestern Lutheran Theological Seminary traces its origin to the Chicago Lutheran Divinity School, begun in Chicago in 1920 following action taken by the English Evangelical Lutheran Synod of the Northwest, a synod of the United Lutheran Church in America. In 1921, the seminary was moved to Fargo, N.D., and the following year to Minneapolis. From 1921 to 1982, its name was Northwestern Lutheran Theological Seminary. Located in north Minneapolis from 1922 to 1940 and in the former Pillsbury mansion in south Minneapolis for the next twenty-seven years, it moved to the campus of Luther Theological Seminary in 1967.

Luther and Northwestern

At the time of the formation of the Lutheran Church in America in 1962, Northwestern Lutheran Theological Seminary was placed under the jurisdiction of two supporting synods: the Minnesota Synod and the Red River Valley Synod. Desiring to make a witness to their common faith, Luther and Northwestern Seminaries functionally unified in 1976, beginning with a single administration. After a period of six years, during which a common curriculum as well as common admission and graduation requirements were developed and cross-registration was encouraged among the student bodies, the governing agencies of the two seminaries set in motion the planning process which culminated in the establishment of a single seminary on July 1, 1982, known as Luther Northwestern Theological Seminary.

As of January 1, 1988, Luther Northwestern Theological Seminary became affiliated with the Evangelical Lutheran Church in America (ELCA) formed by a merger of three national bodies, The American Lutheran Church, the Association of Evangelical Lutheran Churches, and the Lutheran Church in America. The name Luther Northwestern Theological Seminary was changed to Luther Seminary on July 1, 1994. In the Evangelical Lutheran Church in America (ELCA), theological education is supervised and directed by the Division for Ministry. Luther Seminary is the largest of eight ELCA seminaries in the United States providing theological education to equip people for ministry. (See Graphic presentation of this History on the Luther Seminary Web Site at URL:http://www.luthersem.edu/why_luther/history.asp?m=447)

C. Stages Leading to the Self-Study

This self-study report is part of the process toward receiving reaffirmation of accreditation for Luther Seminary from the Association of Theological Schools (ATS) and The Higher Learning Commission (NCA). More specifically, Luther seeks reaccreditation for the following degrees: M.Div., M.Th., D.Min., M.A/M.S.M, and Ph.D. In conjunction with this self-study report and scheduled visit Luther Seminary is also requesting from the ATS formal approval of its proposal to offer one Masters of Arts degree with eight concentrations (some with further specializations) including also formal approval of the Distributive Learning Program in Youth and Family Ministry, which has had earlier interim approval from the ATS (see sections III.A.2.b) and III.A.4).

Luther Seminary has been accredited by ATS since 1944 and by NCA since 1979. The last comprehensive evaluation occurred in 1994, at which time full reaffirmation was given by both ATS and NCA for the degrees listed above.

The self-study process leading to this report has actually consisted of a number of interrelated stages that have marked planning and implementation for learning over the last ten years. The most significant of those stages are noted here.

Stage One: From Quarter to Semester Calendar

The First Stage might be identified as the overall continuing process of curriculum evaluation and reform that has marked the seminary's work over the past decade. When the last self-study was completed in 1994, Luther Seminary had just adopted a new curriculum. One of the hallmarks of that curriculum design was its commitment that the curriculum should be "self-reforming." Thus in its design it called for regular evaluation and redesign of its offerings. That has certainly been the experience of the past ten years. Already within the first year initial feedback began calling for moving from a quarter to a semester calendar along with the necessary revision of the curriculum to accompany this change. More than a year of fresh reevaluation, assessment, and some restructuring of an infant curriculum design were involved in the extensive review of the vision and shape of the curriculum just recently adopted in 1994 in connection with this proposed change from quarter to semester calendar. The proposed changes were adopted and a now freshly revised "new" curriculum inaugurated in the fall of 1998. Yet almost before this first stage could be implemented, another stage was gathering momentum. This was represented in the institution wide evaluation and planning process begun in 1998 and culminating in the strategic planning document "Serving the Promise of our Mission," adopted in January of 2000 (See discussion under Stage Three below). Several stages of curricular planning and evaluation were incorporated into the work of this strategic planning, including reflection on the outcomes forthcoming from the extensive evaluation that was part of the Lilly Institutional Assessment Project (1996-1999).

Stage Two: Curricular Outcomes

The Lilly Institutional Assessment Project, 1996-1999

While this extensive review accompanying the change from quarter to semester calendar was going on, another kind of assessment encompassing both on and off campus responses to the curriculum was also in progress. The Institutional Assessment Project supported by a grant from the Lilly Endowment was designed to evaluate the new curriculum adopted in 1994 through assessment of student work, through longitudinal assessment of graduates, and through feedback from congregations through focused site visits.

The data and the executive summaries of this extensive process, begun in 1996 and completed in 1999, cover the following components of the evaluation taking place over the years 1996-1998:

- Surveys of graduating seniors in 1996, 1997, and 1998;
- Analysis through reading and assessment of an anonymous sampling of student papers submitted from courses in the 1996 and 1997 academic years;
- Focused interviews with 18 graduates from the class of 1997 in their first-call sites;
- Focused interviews in 30 congregational site visits in parishes in rural, regional center, and Twin Cities metropolitan areas;
- 19 Faculty papers written in response to the findings of the project;
- A Final report concerning the results and administration of the project.

A report and discussion of the findings of the project was focused by written faculty responses and formed the agenda for the annual faculty retreat in the fall of 1997.

With regard to the curriculum, the summary report of this longitudinal study noted the following nine points.

1. The students' perception of their experience of Luther Seminary was overwhelmingly positive. They came expecting to receive a solid foundation in biblical and theological studies and they were not disappointed.
2. The results of student surveys for 1996, 1997 and 1998 were consistent in placing historical, biblical, and theological dimensions of the curriculum at the highest level of an effectiveness scale. A variety of leadership skills such as education and creating a congregational sense of mission were placed in the middle range. In lowest range were a variety of areas of learning such as stewardship, evangelism, addressing justice issues, welcoming people of diverse backgrounds and cultures, and youth ministry.
3. The rhythm of the curriculum – the move from "learning the story", to "interpreting/confessing," and to "leadership for mission" – was appreciated as sound, but noted that the leadership for mission area was currently the least developed.
4. The seminary was seen as a diverse community with many challenges for teaching and learning in such a diverse environment.
5. There was general agreement among students about priorities for effective ministry – preaching, equipping/ nurturing the laity, knowing/interpreting/confessing the story of God's faithfulness – and the seminary and curriculum received high marks in preparing graduates to carry out these aspects of their call.
6. Students valued the various "contextual" learning experiences, and none was rated more effective than internship, but noted that these experiences were not sufficiently tapped for their potential in preparing persons to serve in communities in mission.

7. Note was taken of aspects of the 1994 curriculum that had been adjusted or discarded along with the change to the semester system implemented in the fall of 1998. Along with this change, workshops and practicums that were intended to bring together theory and practice were largely abandoned, and along with this came a reduction in the area of discipleship, seen as one of the key areas of the revised curriculum in its focus on leaders for mission, was reduced.
8. Students collectively did not sense that their education prepared them for a particular setting of ministry.
9. While the perception the seminary experience was thus overwhelmingly positive, four areas of the teaching/learning climate were lifted up as needing to be heard:
 - a. Among M.A. students and among some students self-described as "evangelicals" the perception remained that they were not accepted as full members of the seminary community. Further there was a sense that there are few people of color in the community, but students did not perceive much effort being exerted to bring about change in that area.
 - b. Though students admired the faculty, their scholarship, their teaching ability and their commitment to the gospel and the life of the church, they remained not altogether satisfied that all faculty were sufficiently attuned to the different learning styles of those they taught. Students looked for modeling of more open ways of dealing with opposing viewpoints, a model they could carry with them into their ministries.
 - c. Worship was seen as a strong asset at Luther Seminary, but responses indicated that some believed the worship experience was not all that it could be, especially in the area of modeling "alternative" worship forms that might be used in congregations.
 - d. Concerns about the satisfactory level of the rigor of the new curriculum were expressed both by faculty and some students. A number of seniors perceived that the academic climate was less demanding than it might be, with the suggestion that the pass/fail grading system might need reexamination.

(For the full report, see Exhibit J: Lilly Institutional Assessment Project). For a summary of learnings from the thirty congregational site visits, see below under Faithfulness: Serving the Constituency, section II.B1.)

The studies and results noted above and associated with these two stages of assessment—the change to semesters and the Lilly Assessment Project—to a large extent formed the basis for the conversation, assessment, and planning that were incorporated into the process that led to the formation of the 2000-2005 strategic plan, "Serving the Promise of Our Mission" (SPOM).

Stage Three

Serving the Promise of Our Mission: A Framework for Planning

At its January board meeting in 1997 Luther Seminary began a quest for renewed statement of a shared vision that would guide this institution—faculty, board members, staff, students, and constituents together—into the future. At this point there had already been ten years of institutional planning as we listened for the Spirit's call as a seminary within the Evangelical

Lutheran Church in America (ELCA) newly formed by merger in 1988. There had been five years of a continually reforming curriculum. Over the next two years, in numerous arenas and on numerous occasions, hundreds of people from the seminary community and from the wider constituency worked together in a discernment process, contributing their ideas and responses to the shaping of this shared vision. How would this seminary community envision the future as shaped by its mission statement adopted in 1995? The two years of listening broadened the vision and sharpened the focal points where planning would be productive. Faculty, staff, and board members reviewed these materials together and engaged consultants, notably Dr. Robert Terry, to help us define our educational processes in terms of the leadership needed from our graduates. Guided by these responses a faculty-staff writing team produced ten drafts of a document that eventuated in a working plan.

On December 15, 1999, without dissent, the faculty affirmed the plan's vision and goals and called upon the students, boards, administration and constituencies of Luther Seminary to join in making it happen. The alumni association immediately added their endorsement, and in mid January, 2000, the boards unanimously adopted the strategic plan, "Serving the Promise of our Mission." (hereafter SPOM; See Appendix 3: *Serving the Promise of Our Mission*; also accessible online at URL: http://www.luthersem.edu/strategic_plan/?m=182).

The boards further directed the administration to develop a funding plan keyed to these goals. This was a significant moment for the Directors and Trustees to bring their stewardships of the educational mission and its financial base. The plan also gave the development department a rich case statement to test with prospective donors. The result was the adoption exactly one year later of the current \$96.7 million capital campaign, "Called and Sent."

This strategic planning document and the intensity and breadth of conversation that led up to its adoption in reality represented the first stage of the formal process of institutional assessment involved in the self-study process. In its reaffirmation of mission, its statement of vision, its expression of the theological values and commitments of Luther Seminary, and especially in its creative restructuring of the educational program of Luther Seminary into the newly identified "four educational processes" focused around the theme of "leadership," this document has continued to set the agenda for curricular strategy and evaluation for the near future.

Reaffirmation of Mission

The strategic planning document that grew out of this work begins with the statement, "We believe God is calling and sending the church of Jesus Christ into apostolic mission in the 21st century world of many cultures and religions." That statement represents a reaffirmation of a commitment to mission that took shape in the planning of the curriculum revision adopted in 1994, and which has continued to be shaped in the life, work, and commitments of the entire seminary community over the past ten years.

Luther Seminary adopted its present mission statement in 1995, a year after the adoption of the new curriculum. The Mission Statement has represented a major marker on the path of our journey. It continues to serve as a primary point of reference for all of the strategic decisions we are making. Our mission statement is dynamic in character—a living statement

that continues to breathe life into our work. It is a confession of faith in God's promise for the church's future. (SPOM, Appendix 3, p. 11) At their meeting in May of this year, the seminary's Board of Directors and the Foundation Board of Trustees unanimously reaffirmed their support of this mission.

Luther Seminary's Mission Statement

**Luther Seminary educates leaders for Christian communities
+ called and sent by the Holy Spirit
+ to witness to salvation through Jesus Christ and
+ to serve in God's world.**

Vision for Mission

Consistent with that Mission, the strategic plan seeks to state a clear vision of a preferred future that Luther Seminary will actively pursue in order to make that vision become a reality. That vision is stated as follows in the strategic plan:

Within five years (2005), potential students and other seminaries will increasingly employ the following description.

Luther Seminary is

- + internationally respected as a confessional seminary
- + educating leaders for the church
- + to participate fully in God's Mission
- + in a changing world.

The strategic plan further expands this vision by noting the following interpretive understandings.

- Being "Internationally Respected," envisions that we do our work, with and on behalf of global and local partners, in such a manner that these partners will regard us highly for our academic quality and our faithful and effective preparation of missional leaders for the church around the world.
- Being "Confessional" means that we are loyal to the common Christian tradition, represented by the ecumenical creeds and dogmas and by the Lutheran Confessions, and see them as freeing us to testify confidently to the truth of the Gospel of Jesus Christ in each new time and place, both living within and challenging cultural, religious, and civil institutions and pressures.
- As a "Seminary" we understand ourselves as a specialized community of God's people that is called and sent to educate leaders for the church by living as a community that demonstrates the life and presence of Christ in our midst; engages in effective and high quality theological education; and serves in the world as a called and sent community.
- In the task of "Educating Leaders," believing that theological education is a process of lifelong learning, our purpose is to educate missional leaders who are able to minister effectively in providing theological leadership for Christian communities.

- Finally, as a seminary of the Evangelical Lutheran Church in America (ELCA) we educate leaders for God's mission and also serve this same purpose within the church catholic. (SPOM, Appendix 3, p. 18-20)

Theological Values and Commitments

SPOM further identifies certain theological values and commitments within which we carry on this mission and vision. In the midst of a world of vast and significant changes, we confess that God is the creator of all things, and that God cares deeply about all persons and all of creation. We acknowledge that the problems we face reflect the reality of sin, death, and evil. But we have hope, and we trust the promises of God. The triune God who created all things remains on a mission in all of creation. God continues to create in the face of chaos and Amidst all these realities in the church and the world, we confess that the triune God is doing a new work in our day. Everywhere God is providing the church with a fresh opportunity to understand that it is in a mission location. In all its diverse locations and differing circumstances, the church's mission opportunity is tremendous for bearing witness to God's reconciling love, for warmly inviting others to place their faith in the living God through Jesus Christ, and for confronting evil and for doing good in the world. In order to proclaim the gospel of Jesus Christ effectively, Christians must rethink church structures, patterns of ministry, educational processes, discipling approaches, and basic assumptions.

We are thus mindful of five things as we go through this process of change:

1. First, we believe the Spirit is guiding us as we take this journey. We actively seek to discern the Spirit's leading as we make decisions to become more missional in our understanding of what it means to be the church and, for Luther Seminary, a school of the church.
2. Second, we are committed to examining carefully our biblical and theological foundations. We actively seek to draw on these in shaping our missional response to our changed local and global context.
3. Third, we recognize that the process of change is painful and that many will struggle with it, some will feel hurt, and a number may even become angry. We actively commit ourselves to be pastoral and understanding, while also seeking to be courageous and faithful to the new future that God is creating.
4. Fourth, we are aware that we are not alone in this process of change. We will seek to implement ways to learn and share together with churches around the world as each faces its own unique mix of change and opportunity.
5. Fifth, we acknowledge that the way into the future is not clear. We have entered uncharted waters and must exercise all the arts and wisdom of Christian leadership. We actively place our faith and confidence in the living God to guide us even as we look toward that day when all things will be made anew in the new heaven and the new earth. (SPOM, Appendix 3, p. 20-22)

Four Educational Processes

A major move in the conception and planning that is expressed in the strategic plan was shaped by the conviction that we will best serve the promise of our mission and guide our ongoing curricular strategy by identifying, describing, and shaping our future around four educational processes through which we carry out our mission. These educational processes

were grounded in the theological values and commitments stated above. Further, the Plan established specific goals and strategies for each of these four educational processes:

Lifelong Learning For Leadership Lifelong Learning for Leadership stewards both lay and professional leaders of Christian communities to pursue their learning needs, goals, and objectives for ministry and mission. It does this by connecting Luther Seminary with many other partners in an extensive distributed learning system.

Specialized Minister Leadership

The Master of Arts and Certificate program stewards leaders preparing to serve in specialized ministries to pursue their learning needs, goals, and objectives for Christian ministry and mission. It is anticipated that these persons will serve the leadership needs of the church through a wide range of roles and ministries.

Missional Pastor Leadership

The Master of Divinity stewards those preparing to serve as “missional pastors” to pursue their learning needs, goals, and objectives. “Missional pastors” are ordained pastors who are “apt teachers” (1 Timothy 3:2) within the “priesthood of all believers.” The leadership that missional pastors offer equips and empowers all the baptized for their vocation to bear witness to God’s creating and redeeming work in all the world.

Graduate Theological Leadership

The Doctor of Philosophy, Master of Theology, and Doctor of Ministry steward persons preparing for professional leadership in Christian communities in North America and throughout the world to pursue their learning needs, goals, and objectives. It is anticipated that most of these persons will either teach in colleges and seminaries of the church or serve the professional leadership needs of the church.

Curricular Strategy and Evaluation

As noted previously, the strategic plan is consistent with and reaffirms Luther Seminary's overall curricular strategy as adopted in 1993. This strategy called for the teaching of theological education within a framework of three inter-related movements. While the first movement receives more emphasis early on in our programs, and the last more emphasis later, all three emphases are part of the entire curriculum. The three movements are:

Learning the Story
Interpreting and Confessing
Leading in Mission

The curricular strategy adopted in 1993, as seen in the identification of objectives for each of the courses of the curriculum (See Appendix 4: Overview of the Curriculum, 1993), also involves a continual evaluation of teaching and learning according to four different indicators used to assess effectiveness in educating leaders for Christian communities. The seminary expects all students to master a necessary set of minimum standards in all educational areas, even as we seek to engage all students to aspire to the full level of their abilities. The four evaluation components are:

Attitudes and Beliefs
Skills
Knowledge Base
Habits and Character

Educational Administration and Process

Immediately after the adoption of the strategic plan, "Serving the Promise of our Mission," on January 20, 2000, leaders from the Academic Leadership Team, the Administrative Cabinet, and Work Group members met to begin the implementation process for the plan (See Appendix 5: Implementation Process). This process called for the formation of "Work Groups" to steward the implementation of those strategic goals outlined in SPOM.

Accordingly, six groups were constituted in a day long retreat corresponding to the agenda set by the plan, and charged with action plans for their work corresponding to the goals and actions steps outlined in the plan. The Work Groups encompassed the four educational processes plus two areas of strategic support for the educational program:

- Life Long Learning for Leadership
- Specialized Minister Leadership
- Missional Pastor Leadership
- Graduate Theological Leadership
- Learning Systems/Technology
- Environmental Scan, Performance Evaluation, and Research Development

These groups were assigned work to be done in several stages over the remainder of the spring of 2000 and for the school year 2000-2001, with the assumption that the groups would be meeting at least monthly and that the progress of their work would be evaluated in several planning retreats over the course of the next year.

Approximately one year later, by February, 2001, a new academic administration proposal had been prepared and adopted by the faculty. The work of the Work Groups was seen to be formally ended and they were dissolved. The task of stewarding the strategic plan especially with respect to curriculum was now handed over to the Educational Leadership Committee. At the same time a new overall structure for Academic Program Administration designed to be consistent with the guidelines of the strategic plan and the four educational processes was adopted on a two-year trial basis. That two-year trial was renewed for another year during the time of transition in the arrival of a new Academic Dean. At the time of this writing this administrative structure has been renewed for the next year with only minor modifications. See the description and chart of the Academic Program Administration appended below.

Academic Administration Structure: Description and Rationale

1. The Guiding Principles: "Serving the Promise of our Mission" (SPOM) and the Four Educational Processes. Under SPOM, academic administration is to be reconfigured to provide leadership and support for the four main educational processes for training persons for leadership in Christian communities called to apostolic mission in the 21st century. All existing and future educational programs and departments are to be incorporated within one of

the four processes. All facets of academic administration are to feed, support and implement the seminary's core values as they are incorporated in these processes.

2. The Four Educational Process Leaders. SPOM contemplates that strong and visionary leaders are to be appointed to head and direct each of the four educational processes. These leaders are to be held accountable for holding their respective process to SPOM's vision, and for achieving other financial and administrative goals as may be established. These leaders are to be given authority commensurate with this responsibility, resulting in a more decentralized and more focused administration of the seminary's work. Thus, higher-level groups and administrators, as they provide oversight and set over-all policies consistent with SPOM, are not to micromanage these leaders and their activities.

3. The Educational Process Advisory Committees. Each Leader of one of the four educational processes is to be assisted by an Advisory Committee. These four committees are not governing committees, but rather are the means by which program and faculty functions are coordinated and mediated. Represented on each such committee shall be a delegate from each of the Bible, History/Theology and Leadership divisions. These representatives are to convey the interests and concerns of the divisions to the Leader, and the interests and concerns of the program Leader to the divisions, thus insuring a synergy between program administration and faculty.

4. The Program Coordinating Team (PCT). This non-governing team provides a forum for communication and deliberation in which coordination and cooperation are maintained among the four educational processes. Such discussions are meant to insure that all programs are mutually supportive, and to provide the stimulus of new and different perspectives that enrich the thinking of the individual process leaders. This team may bring recommendations to the Academic Coordinating Team, the Educational Process Team, the academic dean, and the faculty as a whole.

5. The Divisions. Faculty participation and support are essential to the functioning of all seminary processes and programs. Under this proposal, the divisions (and their chairs) are no longer required by default to manage virtually all academic programs and issues; instead, they are freed to concentrate on curriculum, advising, teaching, and learning, on the one hand, and the many aspects of faculty development (e.g., searches, sabbaticals, research, evaluation, enrichment, and providing leadership in the intellectual life of the seminary). Most individual faculty members will be involved chiefly in their primary roles as teachers and scholars. As noted above, the requirements of the divisions and the programs as they relate to each other are to be coordinated and mediated through the Advisory Committees (no. 3 above).

6. The Academic Coordinating Team (ACT). As a successor to the ALT, this non-governing team provides a forum for communication and deliberation in matters related to curriculum and faculty development toward the goal of synergy among the three academic divisions. This team parallels the PCT (no. 4 above), and serves the same function on behalf of the divisions and the theological leadership of the seminary. This team may bring recommendations to the PCT, the Educational Process Team, the academic dean, and the faculty as a whole.

7. The Educational Leadership Committee (ELC). The purpose of this high-level group of academic administrative leaders is to keep the educational work of the seminary as a whole on the course set by SPOM, to plan and strategize, and to offer counsel to the president and the deans in light of the big picture. Its job also is to be sure that the work of the faculty (as a whole and as divisions) and the programs is coordinated as well as to mediate any issues unable to be resolved by lower level forums and leaders. Actions by this group are sent as recommendations made to the academic dean, the president, or to the faculty as a whole.

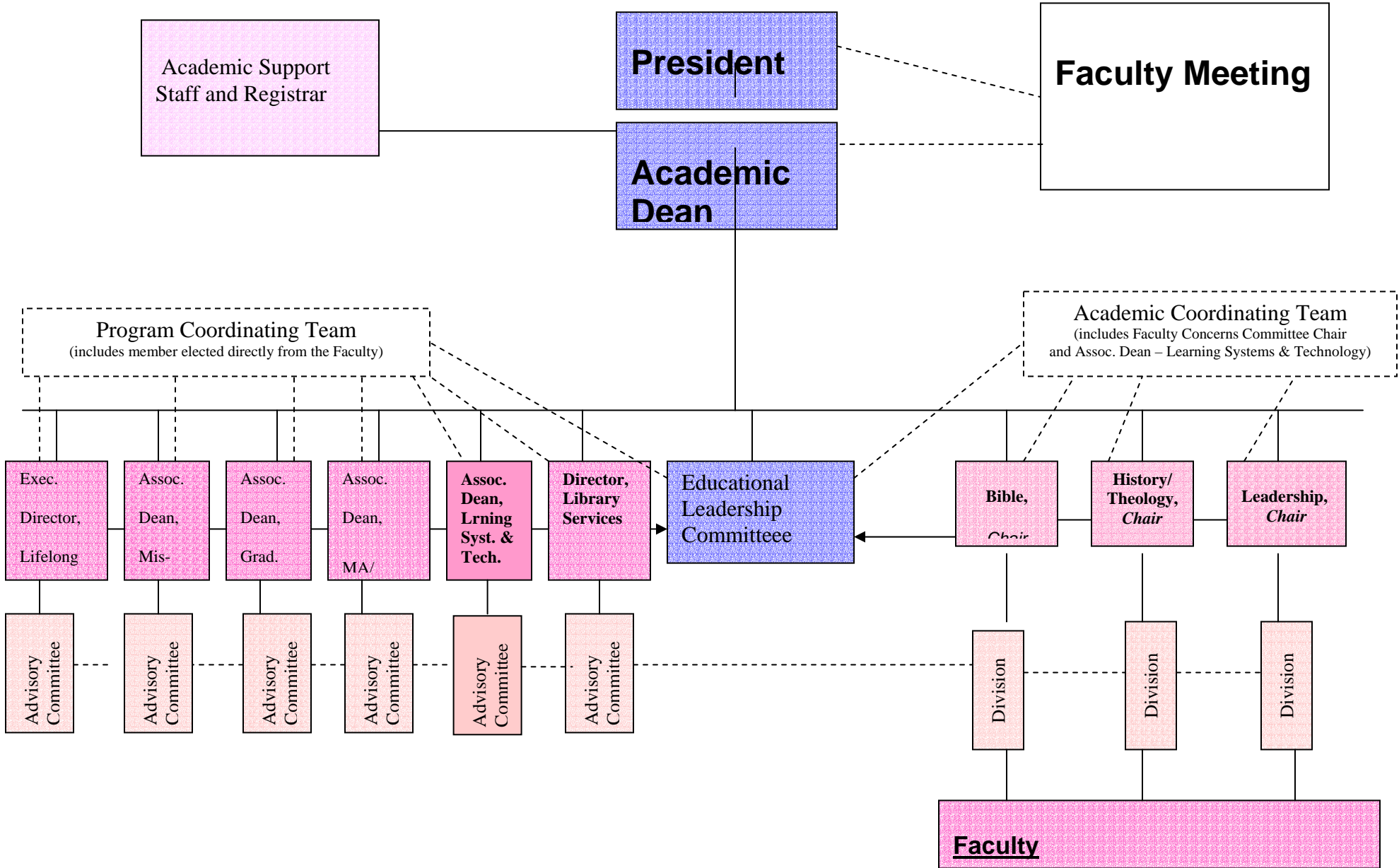
Five Strategic Initiatives

In the course of implementation, five strategic initiatives were identified as consistent with the mission of the seminary laid out in SPOM and marked for special strategic planning:

- Youth and Family Ministry
- Life Long Learning
- Biblical Preaching and Worship
- Congregational Mission
- Islamic Studies

These programmatic initiatives have each been assigned a point person to lead their development, the preparation of a business plan, and the implementation of programming and recruitment of participants. At the time of writing of this self-study these initiatives are at various stages implementation as noted in other areas of this report.

**Educational Program Administration
LUTHER SEMINARY**



Strategic Planning Audit Report

In February, 2001, in direct conjunction with evaluation and implementation of the strategic plan (SPOM), Luther Seminary organized a consultation for the purpose of conducting an organizational audit that would foster the Seminary's capacity for realizing the vision and goals of the plan. The consulting team consisted of Dr. Kathleen Cahalan, St. John's University, Mr. Anthony Ruger, Research Fellow, Auburn Theological Seminary, and Sr. Katarina Schuth, The Saint Paul Seminary of the University of St. Thomas. Their work included a comprehensive review of the SPOM and other extensive documentation pertinent to its implementation, an analysis of survey results from thirty-nine faculty, staff, and administrators, and on site interviews with thirty-eight faculty, staff, and administrators (See Appendix 6: Planning Audit Report).

The report was divided into three sections: The first part, "What We Have Seen and Heard" assessed the climate of the Luther Seminary community regarding its overall understanding and acceptance of and participation in the implementation of SPOM. It found a generally positive spirit, but also recognized the importance of acknowledging concerns identified by respondents. The second part, "What We Recommend for Your Consideration" included an appraisal of several steps to be considered by the community as it moved toward implementation. Some of these steps involved setting priorities, others dealt with building strategic skills for administrators, staff, and faculty, and still others with building community in the process of implementing SPOM. The third part, "What We Believe Could be a Vision of Your Future" provided a basic outline of what Luther Seminary might look like in the future. The report emphasized the importance of the realization that the full implementation of SPOM would take time beyond the 2005 date projected in the plan. Finally, it suggested that it would be important for the community to recognize that ongoing evaluation and realignment of goals and priorities would need to become a way of life at Luther Seminary.

Regarding the "Positive Spirit" the report noted:

1. A *broad understanding and acceptance* of the Seminary's vision and mission for the Church and its ministry.
2. Many members of the community who were *excited* that the Seminary was willing to step forward to meet the challenges facing congregational ministry.
3. Key leaders and a critical number of faculty who were *willing* to work toward developing and implementing the Plan over the next several years.

It concluded that Luther Seminary was well positioned to carry forth its vision and mission for the education of the next generation of congregational leaders. It noted little confusion or misunderstanding about the substantive character of the Seminary's vision and mission: people had a strong sense that the challenges facing congregational ministry were significantly different today and would have to be addressed within theological education. A significant number of leaders, both administrative and faculty, were ready to step forward to meet this challenge.

In respect to "Cautions," it noted however, that in light of the rapidly changing conditions of both congregational life and theological education, an unknown future faced the Church. Consequently, along with the positive spirit among community members, it noted the importance

of listening to substantial concerns about what tomorrow will be like at Luther Seminary. It noted:

1. While there was broad understanding and acceptance of the Plan, an *undercurrent of uncertainty* existed among administrators, faculty, and staff about how the specific details of the Plan would be developed and be carried out.
2. While there was excitement about the Plan, also expressed were *anxiety and fear* about the nature and quality of theological education within new delivery systems and the impact of these changes on faculty understanding of their vocation as teachers and scholars.
3. While there was a willingness to move forward (with only a little—though intense—opposition), *concerns* about the maintenance of the long-established spirit of Luther Seminary remained, including fears about: loss of excellence, decreasing morale and collegiality of faculty, increasing workloads, lack of equity in compensation, dissipating energies, and fragmentation of a centered, worshipping community.

The challenges facing Luther Seminary as it implemented the details of SPOM were thus seen to be considerable and to require deliberate attention and action on the part of its leaders. The report concluded that the work of the Seminary would thrive, and SPOM would be successful, as long as the uncertainties, anxieties, fears, and concerns of the whole community were addressed and not disregarded or viewed as hindrances or obstacles.

D. The Self-Study Plan: Process and Focus

Building on the stages that have just been summarized, the formal stage of the self-study process began with the appointment of a coordinator of the self-study process in fall of 2002 and with the appointment during the 2002-2003 academic year of the Educational Leadership Team along with the Vice President for Administration and Finance to serve as the steering committee for the self-study process.

During the 2002-2003 school year, the steering committee engaged in shaping the focus and work of the self-study process. A self-study plan was developed and assignments were given to six work groups roughly grouped around the framework provided by the ATS standards of accreditation. The conversation and planning was further guided by the identification of Luther Seminary as one of 10 seminaries specifically engaged in a project of curricular assessment under the auspices of a Lilly Grant administered by the ATS. The work of the self-study was thus seen to be focused both by that assessment project as well as by the by the strategic objectives of the planning process that immediately preceded the self-study project (see the discussion of SPOM and its framework for planning above).

Accordingly, a plan for the work of the self-study was prepared that combined the following key areas (See Appendix 7: Luther Seminary Self Study and Accreditation Process).

Overview of the Task

As part of the ATS Project on Character and Assessment of Learning for Religious Vocation a central goal of the self-study process was to continue to work on the assessment and evaluation of the effectiveness of teaching and learning at Luther Seminary. As such the goal was to

continue examination of the effectiveness of Luther Seminary's curriculum and support systems that had already been intensively begun in the Lilly Assessment Project completed in 1966-1999 and reflected in the strategic goals outlined in SPOM. Consideration of the seminary's program and support structures was to focus in the following two principal areas:

- Assessment of the educational goals of Luther Seminary's degree programs in the context of the ATS standards and Luther Seminary's stated missional objectives.
- Development and implementation of a system of assessment of student learning and the educational effectiveness of Luther Seminary's various degree programs for achieving the end of equipping missional leaders.

E. Disciplining our Commitment Faithfulness - Effectiveness - Efficiency

A Shared Framework for Planning and Assessment

It was determined that SPOM and its already identified framework of *faithfulness, effectiveness, and efficiency* would continue to guide our assessment. Monitoring of key indicators (identified as "Dashboards") would provide feedback data regarding institutional effectiveness and guide our decisions and actions in response.

Faithfulness:

Faithfulness is defined in terms of the commitment to recruit and produce graduates who will be the leaders that are needed by communities in mission. We will be faithful to our mission to the extent that our confessional clarity frees us to testify confidently to the truth of Jesus Christ and strengthens our calling to adapt our curriculum and pedagogy to prepare and send those leaders who will serve communities engaged in God's mission in a changing world.

Effectiveness

Effectiveness is defined in terms of:

- graduates who
 - know the story
 - show understanding as interpreters and confessors of the faith
 - have the skills that enable them to lead in mission
 - are disciples in their attitudes, habits, and character, and
- faculty who exhibit
 - excellence in teaching
 - scholarly productivity
 - leadership in church and community

Over the past 50 years, Luther Seminary has become known for its academic excellence. Our faculty publish in the first ranks of scholars. They are superb teachers of the church. Like most theological schools, our curriculum was intended to teach what faculty know. By listening in the church we heard a deeper concern. What do our students need to learn in order to lead Christian communities in the callings God gives them in the world? Our curriculum is now an educational strategy to serve such learning. Faculty excellence is more important than ever. Research comes

alive around enduring and urgent questions. Luther Seminary's four educational arenas, the "three movements" of the curriculum and the fourfold criteria of objectives and outcomes for learning in individual courses serve the church's future.

Efficiency:

Efficiency is defined in terms of

- Capital strength and stability
- Operating health and productivity (budget, educational costs, development, auxiliary enterprises)

In addition to the management of these capital resources, it also measures our stewardship of vocations of our students, faculty, and staff as each of them "Serve the Promise our Mission."

The plan also noted the importance of considerations of "ends" and "means" some "guiding themes" that should characterize this learning community's work.

Ends and means

The plan noted the importance of perspective: of recognizing in the implementation of assessment that certain aspects of our work have to do with central "ends" that focus the goals or outcomes of our program, while other aspects of our work constitute the various "means" or support structures that enable us to accomplish those "ends" or goals.

Guiding Assumptions

Relying upon responses from several open forums, the planning team also identified the following assumptions or commitments of this community that underlie our evaluation processes.

1. From recruitment to graduation, our work should be constantly assessed from the two perspectives of:
 - a. the seminary's commitment to provide leaders for communities in mission; and
 - b. the student experience of the learning systems
2. We need constantly to ask what in our *community ethos* helps or hinders our work and the learning experience of our students..
3. The church in mission and the various constituencies and communities we serve are the context and focus of our work
4. We must plan for longitudinal assessment involving both internal and external constituencies that will shape teaching and learning at Luther Seminary.

Working Groups

Taking into account these perspectives regarding "ends and means" and "guiding assumptions," working groups were formed as a way of engaging the institution as a whole as partners in this strategic planning and assessment project. The goal was to build on the work already initiated in SPOM and work at developing assessment strategies and structures that will continue to serve the seminary and its mission even beyond the more immediate framework of the self-study and the assessment for learning project.

Working groups were reminded of the findings regarding “best practices” of ATS institutions who are making good progress in establishing an institutional climate of assessment. Such schools:

- 1) have a reasonably coherent normative vision of the vocation of ministerial leadership;
- 2) have a fairly comprehensive understanding of what preparation for ministerial leadership involves;
- 3) have discerned some clarity about just what aspects of preparation the school can and should undertake to provide (and what not) i.e. they have a long range vision of learning and formation;
- 4) have a good working understanding of the interrelationship of educational goals, curricular components, and practices of assessment for both **students** and **programs**;

Key guiding questions for the working groups and the institution as a whole in light of these findings would include consideration of at least the following:

1. What issues do we need to address in order to do this task of assessment effectively?
2. What would we need to know in order to address these issues?
3. What decisions/actions will we need to take to implement our discoveries?
4. How will the focus and work of this area be integrated with that of other institutional areas?

In their work, the working groups were thus encouraged to keep in mind the desire to foster a climate of "closing the assessment loop" along the lines of a circular model that encompassed the steps of **Planning – Implementation - Analysis of Results - Action/Response**. Has the mission statement been translated into clear goals for every unit of the institution? Is the right kind of data regularly collected regarding each unit? Is the data presented in usable forms? Are there venues where the data is regularly assessed? Does this process result in decisions that foster a healthier institution assessed according to its own missional understanding?

The key focus of this self-study plan is thus to examine how we are doing in light of our mission and strategic vision and outlined above. The measurement of our success is derived from comparing what we are *actually* accomplishing with what we profess in our mission and vision that we *intend* to accomplish.

Such a discipline is an invitation to a journey that requires intentional visioning, careful planning, and courageous leadership. (see the description and graphic representation of that process in SPOM, p. 7-9) This self-study report seeks to monitor that journey. While organized basically in terms of the ATS Standards and while NCA Criteria for Accreditation have been kept in focus throughout, the overall shape of the report has been guided rather by the missional focus expressed in the Luther Seminary Mission Statement, and the particular expression of that mission as laid out in the 2000-2005 strategic plan: *Serving the Promise of our Mission* (see Framework for Planning above). A key part of that strategic plan has been the identification of the gauges that measure our success or failure in terms of the categories of "faithfulness," "effectiveness," and "efficiency" as they describe our work in relation to this overall mission. It is these categories as further defined and expanded above that will provide the outline for the self-study report.

The basic editing of the self-study has been done by the coordinator of the self-study, based on reports gathered from the six work groups and from others in the seminary community. A first preliminary draft was completed in April, 2004 and shared with the Luther Seminary community, Board, Faculty, Students, Staff and Administration.

Part II. Faithfulness

Producing the Leaders for Mission the Church Needs

Our overall faithfulness is measured in terms of our achieving the goals of our mission.

As noted in the Introduction the primary assessment of our work as a seminary is focused in the category of *Faithfulness*. Our mission and vision make a promise and a commitment to "educate leaders for Christian communities called and sent to witness and serve in God's world. Faithfulness is thus defined in the assessment of our ability to recruit, educate and produce those leaders the church needs. A primary focus, then, of faithfulness, is the recruitment, admission, nurturing and care of those students who will be the mark of this faithfulness.

A. Serving the Promise: Caring for Students Who Become Leaders

Luther Seminary's strategic plan calls for a comprehensive integration of a variety of student support services. The over-arching goal for student services is articulated in this way:

"Collaborate with the church in developing an effective system for calling, discipling, and sending people with the potential for leadership in Christian communities. (Serving the Promise of Our Mission, Goal 12.1) The strategic plan continues with specific targets for graduates in each of the five degree programs.

The desire to keep those promises led to innovations and restructuring within student services. In addition, changes in the church culture and in our world during the past decade rearranged expectations about the profiles of students who would be well served by the curriculum and learning venues at Luther Seminary. This section will highlight the most noteworthy innovations, the benchmarks by which our faithfulness in caring for the vocations of students is currently measured, and the arenas in which change has been the slowest and the most difficult to achieve. Those descriptions will be followed by a snapshot of the current design, goals, and assessment mechanisms of student services.

Enrollment Management

A seminary-wide system of enrollment management was set in place during the tenure of Dr. Paul Dovre, interim dean of students, 2000-2001. Together with the introduction of the positions of associate dean for the three degree programs and learning and technology, this integrative model provides a mechanism for coordinated planning by a much wider variety of administrative staff than was true a decade ago. The enrollment management team includes the four associate deans, the director of admissions, the director of financial aid, the coordinator of international students, the coordinator of ecumenical students, the coordinator of ELCA candidacy and placement, the registrar, and the director of communications. The team is led by the dean of students and meets bi-monthly (See Appendix 8: Enrollment Management Plan).

The task of the enrollment management team is to oversee the seminary's work in recruitment, retention, and placement of students in all degree programs. The success of such enrollment efforts is measured in terms of the seminary's *faithfulness* in preparing the graduates the church needs for leadership in communities of faith and in church-related institutions. The benchmarks for financial aid, the affordability of housing and food service, and the priorities for staff time are dictated by a shared commitment to admit students, who are ready to study, to offer classes and support services at times and in a way that is accessible to this real student body, and to gauge faithfulness by the annual number of graduates rather than simply by the number of enrolled students.

All this represents a shift to *student-first practices* with a high regard for stewarding the vocations of students. As the strategic plan states:

The church stewards the vocations of students along a continuing journey through four stages (or moves of spiritual formation). Students are named as a baptized child of God within a Christian community, called into leadership in God's mission, discipled through the whole of their theological education, and sent out to be leaders in a variety of Christian communities. The work of the Student Services team is directly involved in three of the four moves: called, discipled, and sent. (SPOM, Appendix 3, p. 86)

Profiles Of The Student Body

Master of Arts and Master of Sacred Music

The past decade has witnessed a significant increase in the number of students enrolled in the M.A. and M.S.M degree programs. This is a reflection of deliberate efforts to expand the attractiveness of these degree programs by matching concentrations to emerging opportunities for leadership in communities of faith and in church-related institutions. The M.S.M degree was inaugurated in 1994 as a revision of the Master of Arts in Worship and the Master of Arts in Music in Worship begun in 1990 and 1993 respectively. Added to this has been the more recent intentional recruitment of students for the M.A. in Youth and Family Ministries.

The first significant increase in M.A. enrollment came in 2000-2001 when the number of enrolled students jumped to 143 from the previous year's 112. By 2003-2004 there were 174 students enrolled in M.A. and M.S.M degree programs. Indications are that there will be about 75 new M.A. students in 2004-2005, comparable to the 72 who began degree work in 2003-2004. For the past three years there has been a retention rate in excess of 90%.

The Master of Arts student body tends to be 75% female with about half studying less than full time. Enrollment on a part-time basis has led to a slower rate of graduation than might be anticipated for a two-year program. (The M.S.M degree, however, is more likely to be undertaken on a fulltime basis.) Graduates in 1994 and 1995 numbered 28 and 24 respectively. In 2003 and 2004 the seminary awarded 34 and 37 M.A. or M.S.M degrees.

Master of Divinity

The profile of students enrolled in the Master of Divinity degree program has shifted in several ways during the past decade. Enrollment declined to a low of 372 in 2002-2003 from 498 in 1994-1995. Yet, concentrated efforts in recruitment have led to a steady upturn in the number of first year students the past two years. There were 86 new M.Div. students in 2003-2004 and over 100 are anticipated in 2004-2005.

Graduates from 2002 through 2004 numbered 82, 79, and 73 from a high of 118 in 1997. It is anticipated that graduates will number 100 again by 2007 through the admission of a larger entering class and the extended time required for graduation by part-time students. The retention rate in the M.Div. program is 97-99%.

This increase in the size of the junior class comes with new standards for admission to Luther Seminary, beginning in 2001-2002. A firm deadline is now respected that requires applicants to have a completed application folder two months prior to the beginning of a term. In addition, students with a grade point average below 3.0 are now asked to have a pre-admission interview. These may be done on campus or closer to home. Experienced campus ministers and parish pastors have been enlisted for such interviews away from the St. Paul campus (See Appendix 9: Pre-Admission Interview Form).

In 1994 out of the 175 applicants, 7% were denied admission to the M.Div. program. In 1999 those figures were 151 applicants or .05% denied admission to M.Div. program. In 2002-2003 175 applicants (17%) were denied admission. In 2003-2004 those figures were 145 applicants or .08% were denied admission to M.Div. program.

The profile of the M.Div. student body is fairly consistently 50:50 male and female. 10-15% study less than full-time in a given year. The overwhelming majority of part time M.Div. students are taking their junior level courses. These includes persons studying at a distance and those still employed full-time or raising young children, who begin their degree work in an intentionally paced way. These figures have not changed significantly during the past five years even with the introduction of online classes or block and evening courses.

Graduate Studies: M.Th., Ph.D., and D.Min.

The Master of Theology, Doctor of Philosophy, and Doctor of Ministry graduate degree programs have undergone a similar evolution in the past decade. Enrollment in the Master of Theology program, which serves both as an advanced study degree program and a degree location for students pursuing a year of residency in an ELCA seminary prior to ordination, has consistently averaged about 40 students. Because many of the “Lutheran year” students enter the program with no intention of ultimately completing the degree, graduation rates have varied, ranging from a high of 7 in 1999 to a low of 2 in 2001 and 2004.

The Ph.D. program and its various concentrations have undergone a number of transformations over the same ten year period. The Doctor of Theology degree was changed to the Doctor of Philosophy degree in 1999-2000. In 2002 the faculty voted to suspend further admissions to the Ph.D. concentration in Bible. In 2003, a new Ph.D. concentration in Congregational Mission and Leadership was launched, complementing ongoing concentrations in Church History, Systematic Theology, and Pastoral Care and Counseling.

Ph.D. enrollment has gone from 39 in 1994-95, and 51 in 2000-01, to 56 in 2004-05. Recent Ph.D. recruiting efforts have focused, not upon increasing the size of the program, but rather upon increasing the quality and size of the pool of applicants, with the ultimate objective of thereby increasing the quality of the overall Ph.D. student body. Significant progress has been made in this respect, with the average number of applications received in the past two years having increased by 50% over the average received in prior years. The size of the graduating class has varied from a low of 1 in 1999 to a high of 8 in 2004. Over the past five years an average of 6 Ph.D. degrees has been awarded annually.

The D.Min. program has also undergone a significant reorientation in the past three years. Historically, Luther Seminary has offered a “general” D.Min. program (within the meaning of Rule F.2.2 of the ATS Accreditation Standards) in collaboration with other participating schools constituting the Minnesota Consortium of Theological Schools (the “Consortium Program”). As a part of the discernment process that resulted in the Seminary’s 2000-2005 strategic plan, it was determined that the Seminary would independently of the Consortium Program design and offer D.Min. concentrations in “specialized area[s] of ministerial practice” (Rule F.2.2). Accordingly, in 2002 the Seminary launched a new D.Min. concentration in Congregational Mission and Leadership. This concentration currently has 30 students enrolled in it. In 2004, the Seminary launched a new D.Min. concentration in Biblical preaching with 14 students enrolled in its inaugural class.

In 2002, the Seminary determined to admit no further students to the Consortium Program. Hence, enrollment of Luther Seminary students in this program has dropped from a high of 139 in 1998-99 to 68 in 2004-05. In 2004, the schools participating in the Consortium Program voted to cease joint administration of the program. Thus, these remaining 68 Consortium Program will be allowed and encouraged to complete their degrees as before, but under Luther administration. Total combined D.Min. enrollment from all programs and concentrations in 2004-05 is 112.

Taking all graduate study degrees together, the profile of this portion of the student body is 75% male. About 10% study less than fulltime.

Overview

The variety of degree programs and the variation in the enrollment by gender in each gives the Luther Seminary student body a nearly equal enrollment of men and women. In the aggregate for the past three years about 25% of the whole student body has been enrolled less than full time. These students are most likely to be female.

The average age of the student body increased in the 1990s but is now decreasing. The average age of students entering the M.A., M.S.M, and M.Div. degrees in 2003-2004 was 25 with 55% of the class under thirty. It is anticipated that the average age of this group will be even younger in 2004-2005. The average age of those enrolled in Ph.D. and D.Min. has not changed dramatically during the past decade.

Other noteworthy transformations in the profile of the student body concern the numbers of students commuting to campus, those studying online, and the inauguration of a distributive program for the M.A. degree in Youth and Family. Each of these and the attendant concerns for providing student services are addressed elsewhere.

Student Debt Load

In recent years there has been a high concern that the level of educational debt incurred while in seminary places a disproportionate burden on graduates, limiting where they are able to serve in their early years of ministry.

Three goals were set for 2002-2005:

- to award 65 full tuition scholarships each year

- to off-set 20% the unmet financial need of students by 2005
- to have 80% of graduates leave seminary with less than \$25,000 in educational debt

Currently, 60-65 scholarships are offered to M.A., M.S.M, and M.Div. candidates, based on previous academic achievement and promise for leadership in mission. These include 30-35 Presidential Scholarships (10 for entering students, others as renewable awards), 10 St. Paul Missional Scholarships (awarded to first year students), 1-3 Heritage Awards (offered to those nominated by alumni/ae), 1-3 Leadership Awards (offered to those nominated by ELCA synod leaders), 3 Quest Scholarships (for second career candidates), 4-5 Ecumenical Scholarships (partial-tuition), and 6-8 Spectrum Scholarships (awarded to students of color). Annually, over 30 international students receive significant funding through partnership with the ELCA and other church bodies or congregations.

In addition, the Adopt-a-Seminarian program, begun in 2002-2003 and highlighted during the public phases of the *Called and Sent* capital campaign, holds promise for significantly increasing the percentage of students who do not incur educational debt for their tuition.

Since the cost of a year of seminary study includes more living and incidental expenses as well as tuition, a portion of that additional financial burden is off-set through financial aid grants as well as subsidized loans (For sample budgets for single, married, and households with children, see Appendix 10: Sample Student Budgets).

From 1994-2004 seminary generated funding for financial aid increased from \$959,284 to \$1,879,600, an increase of 96%. From 2002-2005 the formula for off-setting unmet need from these resources increased from 17% to 20%, the targeted goal. Currently 55% of enrolled students receive some form of financial aid.

In academic year 2003-2004, \$2,800,000 in federal student loans were processed through the seminaries office of financial aid. In addition, a loan-forgiveness fund, the Maurer Fund, was inaugurated in 2003-2004 with \$250,000 made available to 45 students (See Appendix 11: Mauer Loan Fund Protocols). Students also participate in the federally funded work-study program. In 2003-2004, \$81,521 was distributed to 77 students.

The dashboard of having 80% of Luther Seminary graduates leave with less than \$25,000 was set in part after a student of the base compensation that can be expected by M.A. and M.Div. graduates in their first call or placement and the monthly cost based on loan consolidation at 3.5%. For the past three years 40% of seminary students have not received any financial aid. These are generally married students with a spouse with significant income, second career students with significant savings from pervious employment or the sale of a house, or part-time students not eligible for financial aid.

For the past three years 55% to 70% of graduates have crossed the stage at commencement with less than \$25,000 in educational debt. (2001-2002 = 57%; 2002-2003 = 70%; and 2003-2004 = 55%) These figures include educational debt from previous degrees as well. However, these figures do not account for consumer debt, which may have accumulated while students were enrolled in seminary.

In any given year, about 10% of the student body has educational debt exceeding \$40,000. This includes students enrolled in graduate studies as well as first theological degrees. Knowing how to best address these excessive levels of borrowing by a small number of students remains a challenge. Remarkably, the loan repayment default rate for Luther Seminary graduates remains at less than 1% annually.

Assessment Practices

Currently a variety of assessment tools are used to gauge the seminary's faithfulness in preparing the graduates that are needed in the church and world. Most notably, the ATS sponsored "entering student questionnaire" and the "graduating student questionnaire" are in use at Luther Seminary.

Information from the entering student responses has allowed us to better know the profile of the first year class and to ascertain their reasons for enrolling. Information from our recent graduates, used together with a number of other surveys, has allowed us to track the indebtedness of our students, their assessment of the most valuable strengths of our curriculum, and their plans for service.

An additional assessment tool, "The Kolden Survey", developed in 2002 by Marc Kolden, then Academic Dean, is used to measure the overall progress of the student body in reaching the curricular goals outlined in the strategic plan (See Appendix 45: Sample Kolden Survey with Results). For the past two academic years this survey has also been completed by faculty members in assessing the skill levels of ELCA candidates during the endorsement process (ordinarily in the middler year for M.Div. students or the second year for M.A. students). Graduating seniors complete this as well.

An immediate challenge is the implementation of a comparable assessment to track the effectiveness of our graduates in their first five years of service. Taken together with profiles of entering and graduating students, faculty assessments and student self-assessments this will give us a more accurate reading of our overall impact as a theological seminary.

In addition, the office of financial aid regularly generates a profile of the educational debt load of each graduating class. In the summer of 2002 a comprehensive "Progress toward Degree" survey of the 2000 and 2001 graduates was conducted by Student Services. This survey allowed us to glimpse reasons for part-time or full-time study, educational and consumer debt load, as well as reasons for requesting a leave of absence while these alumni/ae were enrolled in a degree program (See Appendix 12: Progress Toward Degree Survey).

Discipleship

A major project undertaken as part of *Serving the Promise of our Mission 2000-2005* mandate was a redesign of the discipleship program. A shift in the academic calendar from three quarters to two semesters in 1998 also rendered the old format less effective in meeting the goals outlined in the strategic plan.

The planning team for the 2001-2002 review of discipleship included the seminary pastor, the associate dean for M.A. students, the associate dean for M.Div. students, and the dean of students. Two students (on M.A. and one M.Div.) were subsequently added to the planning team. Their work included listening to focus groups, discussions with students and faculty, and site visits to other seminaries. A new discipleship program was set in place as a two-year experiment beginning with fall semester 2002-2003.

At Luther Seminary “all students participate in a weekly discipleship group throughout the time they are enrolled in seminary. Discipleship groups are comprised of a faculty advisor and advisees from a variety of programs. Each group meets weekly during fall and spring semesters, normally at 11:00 a.m. on Wednesdays. Participation is noted on the transcript” (See Exhibit C: Luther Seminary Catalog, 2003-2005, p. 11).

Understood more broadly than spiritual formation, “five aspects of discipleship are incorporated into the weekly group time. They include attention to the Word of God, prayer, *koinonia*, encouragement of vocation, and service. Each discipleship group establishes a pattern for how these five marks are honored during a particular semester.” (Catalog, p. 11; for an overview of the discipleship program, standard resources, and frequently asked questions, see Appendix 13: Discipleship Program).

An outside consultant, Dr. Vic Klimoski, was hired to assist with an assessment of the discipleship program during the two year trial. He met ten times with the discipleship planning team from December 2002 until March 2004, helped design and evaluate feedback from a number of student and faculty evaluations, and provided an overall assessment of the strengths of the new model (See Appendix 14: Discipleship Evaluation). In April 2004 the experimental designation was removed and the discipleship program was adopted as an ongoing requirement within the curriculum for the M.A. and M.Div. degrees.

Diversity And Multicultural Awareness

During the past decade the seminary has addressed the campus climate with respect to issues of gender, ecumenism, and the welcoming of students from a variety of ethnic and racial backgrounds in a number of ways.

A long-standing commitment to the recruitment of international students and their full inclusion in all aspects of community life is a given at Luther Seminary. Despite the new regulations concerning student visas, international enrollment remains at 45-50 students a year. Many come with families, broadening the international facet of community life. While formal student support services are offered through the office of the international student coordinator, a partnership with the Global Mission Institute and host families from neighboring congregations widens the influence of global understanding even further.

The enrollment of ecumenical students has been at 14-20% of the student body during the past five years. For 2003-2004 this included 106 students. At some points the percentage was higher by virtue of defining as “ecumenical” any student who was not a member of the ELCA. For the past three years international students from Lutheran churches in partnership with the ELCA

have not been included in the ecumenical census. During the past decade a fulltime position for the recruitment and support of ecumenical students has been added to the student services staff.

By self-declaration there were 65 students of color enrolled this past academic year. To encourage recruitment of a more racially diverse student body a targeted scholarship fund, the Spectrum Scholarship, was inaugurated in 1994-1995 for students of color. Spectrum Scholars receive full tuition and book money. In the 2003-2004 school year eligibility for this scholarship fund was made on the basis of competitive nominations, aligning it with other targeted and merit scholarships. During 2003-2004 there were 27 Spectrum Scholars enrolled in the M.A. and M.Div. degree programs.

Responsibility for recruitment and support of students of color has also evolved during the past ten years. A portion of the responsibility for addressing issues of cross-cultural understanding and racism shifted from the office of student services to the office of contextual education in the mid-1990's with the realignment of the position of Director of Cross-Cultural Education. Primary responsibility for recruitment, scholarships, and retention of students of color continues to reside in student services.

The Rev. Al Harris, a Luther Seminary alumnus, was hired part-time in 1994 as the coordinator of students of color. He also brought strengths to help Luther Seminary extend its ecumenical reach in African American churches. His position shifted from the office of admission to student services in 2001-2002. When Rev. Harris resigned to take a parish call out of state in June, 2002, this position was discontinued, in part because of questions about whether funding this staff position was the best means for achieving the seminary's multi-cultural goals. Faculty and staff of color have continued to meet occasionally with students of color. Some have thought there has been a diminishment of programs and support since the ending of the coordinator's position. Others have noted the seminary's investment in scholarship support for students of color, ecumenical, and international students. The current contextualization initiative which is shared with Pacific Lutheran Theological Seminary includes significant engagement with varied ethnic and racial communities throughout the west and seeks to welcome more faculty and students from within their community contexts. The seminary's goals in its strategic plan indicate its continuing commitment in this area, while the means to those goals remain a work in progress.

In preparation for this self-study during the past school year the Dean of Student convened an ad hoc task force of outside consultants and members of the seminary community to review the recommendations of the 1994 re-accreditation in light of issues named there concerning issues of diversity and preparation for service in a racially and culturally diverse world. Issues of gender and sensitivity to gay and lesbian students were also addressed (See Appendix 15: Summary of Last ATS Self-study).

Members of this task force included: Dr. Susan Jenkins, chair of the Student Life Committee of the Board of Directors; Dr. Cheryl Chatman, Vice President for Diversity at Concordia University-St. Paul; Dr. Margaret McCray, Director of Westminster Counseling Center; Dr. Richard Wallace, Associate Professor of Pastoral Care; Marie Hayes, coordinator for international students; Ron Olson, director of admissions; Terri Endres and Marc Ostlie-Olson,

students; and Patricia Lull, Dean of Students. Three of the task force members are persons of color.

Staffing For Student Services

Currently, the staff of student services includes the four members of the admissions team (director, associate director, welcome coordinator, and administrative assistant); the director of financial aid; the coordinators of housing, ecumenical students, international students, the 5,000 recruiters initiative, and candidacy and placement; the parish nurse, an administrative assistant, and the dean of students. The administrative staff of the Global Mission Institute, the director of the Wee Care Center, and the seminary pastor join this team for bi-weekly meetings.

Admissions

The admissions team includes a director for admissions, Ron Olson, who has been at Luther Seminary for nine years; an associate director for admissions, Shauna Hannan, completing her second year; an administrative assistant, Sandy Hammerlind, and a welcome coordinator, Barbara McCauley, who have both joined the staff in the past 24 months. In addition, the admission staff relies on occasional contract help with data management and employs a number of student workers as office help and tour guides.

The admissions staff travels extensively, representing the seminary at colleges and universities, in congregations and synods of the church, and a variety of other ministry settings (including outdoor ministries of the ELCA, Lutheran Volunteer Corps sites) across the country. This is crucial for the seminaries of the Western Mission Cluster which bear particular responsibility for theological education in the Western half of the United States. The office is also dedicated to encouraging visits of prospective students and provides travel stipends to make such possible even from considerable distances.

The increased utilization of the Web for informing prospective students, making application and application materials available, and regularizing prompt communication with them has also served to reach a much wider audience. Candidates for rostered ministry studying at Luther Seminary frequently represent 50+ of the ELCA's 65 synods.

The admissions staff also represents the several concentrations of the Master of Arts (including M.S.M) programs to prospective students in relation to the many specialized ministries for which they may be preparing themselves. In addition to the diversity such programs entail for the church's leadership per se, they also tend to play the largest role in diversifying Luther's student population (often including 25+ denominations other than Lutheran).

New initiatives are emerging for the identification of leaders among the growing immigrant populations of the Twin Cities metro area and upper Midwest. These include prospective students from South East Asian (especially Hmong) and Latino backgrounds.

Financial Aid

Bill Silva Breen serves as the director of financial aid and housing and has been at Luther Seminary since 1997. During the past year all financial aid forms and award letters have been

accessible online. Newly admitted students generally receive their financial award information within ten days of completing a financial aid application.

In addition to the director and assistant to the director, Pam Creager, who oversees student housing, a number of student workers assist with communications and prospective students. An emergency loan fund offers enrolled students access to up to \$1,500 to cover unforeseen expenses, emergency car repairs, etc. These loans are made at 0% and must be repaid prior to graduation or withdrawing from studies.

Student Housing

The assistant to the director for financial aid and housing assumes primary responsibility for housing the students of Luther Seminary in apartments and dorms. This includes both long-term and short-term stays with some short-term stays coordinated through event services and guest housing. During the 2003-2004 academic year 146 apartments and 128 dorm rooms were rented. Of the later, 26 were commuter rooms in the dorms.

Commuter housing is a relatively new option on campus. Started as a means of addressing an occasional need for one or two nights of housing mid-week, housing options for commuter students are now formalized with contracts which commuters sign at the beginning of each semester to guarantee that space for them each week. On average 16 rooms were so occupied each week in 2003-2004, housing 26 different students.

Currently, students from a variety of short-term residency programs are housed on campus from one to seven weeks each summer. The housing package for such students includes board, weekly linen service, a fan, and a desk lamp. The seminary has also been able to accommodate non-students (St. Olaf interns, HACU interns, summer CPE students) for several months during the past few summers.

Student feedback is welcomed through email, phone calls, or personal appointments. In addition, head residents in the dorms and apartment buildings provide another avenue for open communication about housing concerns.

In fall semester 2003-2004 a survey was sent (electronically) to all students not currently renting housing from Luther Seminary (See Appendix 16: Housing Survey). In response to the request of several students, an existing policy was reviewed and revised, opening some of our vacant two-bedroom apartments to same-sex roommates.

International Students

Since 1994 Marie Hayes has served as the coordinator for international students and scholars. While most of her work addresses the immigration and enrollment needs of students, she also assists the seminary with immigration paperwork for visiting international scholars and for non-citizens on staff. She is the Principal Designated School Officer (PDSO) for the seminary with the new SEVIS system and serves as a consultant to other institutions of higher education.

While changes in the immigration system had resulted in the reduction in the growth rate of international students in many institutions of high education in recent months, Luther's

enrollment of international students has remained steady. With the admission of 20 new international students for 2004-2005, the number of international students is expected to increase.

The international student committee for its part has set and maintained scholarship priorities for international students. With the cooperation of Leadership Development, ELCA Division for Global Mission, various congregations, and a few individuals, the Office of International Student Services has awarded scholarship and financial aid to 38 of the 55 or more international students (current and new) expected at Luther Seminary in 2004-2005.

Currently the seminary maintains a contract with the Global Language Institute to provide intensive English language study at the start of international students time at Luther Seminary. All international students for whom English is a second language are sent for a one-day assessment of written and conversational skills at the seminary's expense. Those needing additional English language instruction are enrolled in a 4 to 6 week day-long course. Additional assistance is offered as needed throughout the student's time at Luther.

The coordinator also supervises a number of student workers. Most of these are international students. They assist new students, meet with spouses, and coordinate a variety of social and educational programs.

Ecumenical Students

Intentional work with ecumenical students began with a student worker in 1993. In 1999 Jean Justice was hired as a full-time coordinator for ecumenical students. Originally located within the admissions team, this position was realigned within student services in 2002. Through this office work is done in recruitment, support of students, and coordination with denominational judicatories about degree requirements. The coordinator oversees the administering of ordination exams for Presbyterian students.

During the past two years, ecumenical faculty members have taken on a new role of shepherding students from particular denominational traditions. Dr. Alan Padgett meets with Methodist and Wesleyan students and Dr. Matt Skinner convenes students from the Presbyterian and Reformed communions.

With Jean Justice's retirement in June 2004 a search is underway for a new ecumenical coordinator. This person will continue work in recruitment and retention of ecumenical students while taking on even more responsibility for connecting the seminary with denominations beyond the ELCA.

The 5,000 Recruiters Initiative

The "5000 Recruiters Initiative" is a three-year endeavor to intentionally engage Luther Seminary alumni/ae in recruiting efforts, led by Mary Steeber, who also works part-time in seminary relations as Coordinator of Volunteer Programs. In this first year, the Alumni/ae Calling Team (ACT) was established. The program asks alumni/ae to pray on a regular basis for the future leadership of the church and to refer a minimum of two people with gifts for public ministry to Luther Seminary. Together with Pacific Lutheran Theological Seminary a three year

strategy has been developed to host events in the western half of the country in order to invite gifted high school students to participate in discernment retreats led by seminary faculty. The first event was held in Seattle in spring semester 2003-2004.

Encouragement of more diversity in our student body and alumnae relationships is also a concern. Plans are underway to develop caucuses of ecumenical alumni/ae, alumni/ae of color and alumni/ae of programs other than M.Div. to serve as resources in the development of networks with these important constituencies.

Members of the Alumni/ae Council, an eighteen member governing board, also work with current students to instill an identity as alumni/ae and to encourage recruitment of the next generation of seminarians. Interactions include roundtable discussions, the presence of an alumni-in-residence on campus each winter, and a dinner for graduating seniors.

Candidacy and Placement

Krista Lind serves as the coordinator for ELCA candidacy and placement. Inaugurated in 2002-2003, this office attends to the details of the candidacy process for more than 400 students, who seek to serve in the rostered ministry of the ELCA. Krista's work involves tracking student progress, coaching students, scheduling interviews, and working with faculty and synodical candidacy committees. She is assisted in this by the Dean of Students.

Placement services, discernment experiences, interview and resume resources are offered to all M.A. students as well as ELCA candidates in the M.Div. and M.A. degree programs. A variety of resources and tools are available on-line. Current opening in youth and family ministries, lay leadership positions, and church musicians are posted as well.

Health and Wellness

Lydia Volz served as the seminary's first parish nurse from 1999-2004. Responding to goals set in the strategic plan as a strategy for discipling—to "*infuse the entire seminary educational process with components which foster intentional patterns for health and wellness among students, faculty, and staff*" (SPOM, p. 87) – the parish nurse has helped set the agenda for a more systematic approach to wellness.

Under Lydia's direction the Healthy Leaders Initiative was launched in 2002-2003. By the following academic year there were 100 participants in the 21-day healthy leaders challenge in which individual participants were asked to set goals for healthy habit building.

In 2003-2004 the Wheat Ridge Foundation awarded a grant of \$20,000 to sustain the efforts of this initiative. With funding from the grant the parish nurse was able to hire a student health promoter to oversee the 21-day challenge.

Student, staff, and faculty have access to the Fitness Center in the basement of Stub Hall. A \$25 security deposit is required for a key. The center includes treadmills, stationary cycles, cross-trainers, guided weight machines, and free weight. A shower and changing room is available. Ping pong tables and space for aerobics and yoga are also found in Bochman Hall and Sandgren Apartment Building.

Other Student Services

A variety of other student-oriented services are offered through office of the Dean of Students. While students have access to dozens of psychological counselors in the Twin Cities, in 2001-2002 the seminary formalized a contract with Westminster Counseling Center, a pastoral care agency housed in downtown Minneapolis. Under this agreement, students on the seminarian health insurance plan may see a counselor for \$25 per visit for up to twelve visits and students covered by other insurance may access such counselors for \$25 per visit for six visits. While the agency keeps records for auditing purposes, no one at the seminary knows which students are using this service, increasing the assurance of confidentiality. Students choosing to use a counselor apart from Westminster Counseling Center may have their out-of-pocket expenses reimbursed on a dollar for dollar basis up to \$300 per year.

Spiritual Formation resources are also available on-campus. Dr. Bill Smith, emeritus professor of pastoral care, teaches group spiritual direction to seniors one semester each year. These students, in turn, run small group experiences for fellow students.

During 2003-2004 a new initiative was launched, matching volunteer spiritual directors from the wider religious community to five person groups from the student body. This past academic year two such groups were formed.

Occasional “quiet days” and spirituality workshops are also offered on campus. Presenters have included members of an informal spirituality network, college chaplains. Other facets of spiritual director and formation have been incorporated into a number of the discipleship groups.

Student Activities And Community Life

During the past decade there has been a decrease in the number of standing student groups sponsored by the dean of students and an increase in the number of ad hoc or occasional student groups, often emerging around a particular interest. Consequently, there has also been a reduction in the number of student workers, charged with overseeing a particular function, e.g. recreation, youth programs, couples groups, etc.

Two student-led groups have been maintained throughout that time span. The Concord, a student journalistic ministry, and Student Council received annual budget allotments. The newspaper now appears bi-weekly in an electronic format with a modest number of paper copies. Most issues focus on a particular theme including topics from evaluation of teaching to community life at Luther Seminary. Paid student positions include the editorial staff, design staff, and reporters. The editor (or co-editors) annually submit a business plan to the dean of students and then are freed to run their own publication without administrative censure.

The Student Council plays a public role in the representing the views and interests of the student body to the Board of Directors, the faculty meeting, and other arenas as needed. Student Council appointment student representatives to the Board and faculty meeting, recommends students for search committees and task forces, and sets one agenda for community-wide discussions. Current membership includes representatives from each year of the M.A. and M.Div. degree programs

and from graduate studies. A concerted effort is made to encourage a diversity of students to run for such positions. The officers receive a small monthly stipend.

The Student Council is burdened both by the competing demands on the time of student leaders and an antiquated constitution and by-laws. The past three years the Council has met in the early morning to avoid scheduling conflicts with classes and campus jobs. This often means that there is only sixty minutes of meeting time per month. The efficient use of small task forces has increased the effectiveness of this representative group.

Student Council initiated a re-writing of the constitution and bylaws in 2002-2003. The new proposal received a majority of the student support but not sufficient approval to replace the existing constitution. The Council largely functions outside most of the constitutional mandates, respecting the spirit but not the letter of the document. Generating sufficient student interest – even among Council members – to deal with this remains a challenge.

Currently, several student positions address programmatic needs among the student body. Under the supervision of the dean of students there is a coordinator for seminary life and a coordinator for seminary families. The former plans, advertises, and leads a number of community-wide events from concerts to theater experiences, works with other student organizations on co-sponsored events, and matches individual students and discipleship groups with volunteer service opportunities in the Twin Cities. In addition, arrangements are made for use of the gymnasium at a nearby school. The coordinator for seminary families runs bi-weekly programs for families with children, organizes picnics and potlucks for those living in the seminary owned apartments, and rallies students to assist when neighbors need food or child-care in an emergency.

Together with the dean of students, these student coordinators make decisions about the dispersal of funds for student-led activities. Monies have been invested in sponsorship of soccer teams, coffee houses, the annual student-faculty softball game, film nights, dances, and community-wide meals.

In response to student interest there is a community garden on campus this summer. Two student spouses have been hired to coordinate this project, which runs from May-October 2004. If all goes well, this will become an annual option for students desiring to grow more of their own food or flowers. The community garden is located on land adjacent to the apartment complex on the lower campus.

Students may organize groups and apply annually for status as a recognized student group. Recognized student groups may advertise their group's mission and meetings on the seminary webpage, receive assistance in the creation of a listserv, reserve rooms for meetings, and have display tables in the campus center. Application involves submission of the names of two student leaders, a brief mission statement, and agreement to abide by policies in the student handbook (See Exhibit G: Student Handbook).

Recognized student groups during the past two years have included The Concord, student council, seminary families, seminary life, a group dedicated to promoting missional church activities and evangelism, a group committed to non-violence, a group advocating equality for

gay, lesbian, bi-sexual and transgendered persons, a group interested in helping to find missing children, a men's Bible study, and a campus political party. This more flexible format seems to match the fluid interests and mobility of the student body.

New Student Orientation

Students entering the M.A. and M.Div. degree programs are required to participate in a four day experience each fall called First Week. This orientation provides experiences designed to integrate students into seminary life. Worship, keynote presentations, small group activities, time with faculty advisors, a day-long service project, and shared meals are all part of this overall orientation experience. Special attention is given to assisting students to see their lives as disciples in the context of formal theological education.

Orientation information is available online for all students entering studies at Luther Seminary. Smaller orientation events are held at the start of J-term, spring semester, summer term, and whenever graduate study cohorts are first on campus. Additional orientation experiences are crafted for international students to help with the transition into graduate study in this setting in Minnesota.

Access, Petitions, And Grievances

The office of student services is open 8:00 a.m. – 5:00 p.m. Monday through Thursday, closing for twenty minutes at 10:00 a.m. for chapel. Friday hours are 8:00 a.m. – 3:00 p.m. with the similar closing during chapel. Extended hours (until 7:00 p.m.) are offered during the first week of the term and at other times when there is a heightened need to come into the office.

Forms for leave of absence and the request to withdraw from studies are slated to be online in summer 2004. Requests to switch advisors may be made by email. Information about student services, deadlines, and announcements about programs are all made electronically.

A student wishing to contest a bill or fee for a missed deadline may do so by writing a brief letter (or email) of explanation to the dean of students. Such petitions are resolved by consent of the offices immediately involved. Students ordinarily have a response within seven days.

A student wishing to pursue a more serious complaint about treatment in a class, progress toward degree, or conflict with another student may approach the dean of students or the academic dean. Such matters are treated with urgency and confidentiality. The student handbook names a list of "safe persons" with whom students may talk about issues possibly involving incidents of sexual harassment.

Student conversations and all student records are kept with standards of confidentiality.

Students may offer suggestions and feedback in person or by email. The Dean of Students hosts occasional "open forums" on hot topics like the seminarian health insurance waiver fee, housing policies, etc. A systematic evaluation of satisfaction with student services has not been conducted in recent years.

B. Serving the Promise: Serving the Constituency

Lilly Institutional Assessment Project

In 1996-1998, in conjunction with the Lilly Institutional Assessment project, thirty congregations were visited – in most cases by three members of the seminary community. The intention was to listen to lay members of congregations regarding their expectations for leaders. Each team wrote a report summarizing what they saw and heard while they were present in the congregation they visited. The reports are summarized in the Lilly Assessment Project Report, Exhibit J.

Though the answers were complex, seven categories emerged as to what members of these congregations looked for in their leaders. These expectations included:

1. Good solid persons who know who they are, and knowing who they are, are able to function well with a wide range of people.
2. Persons who know, or are will to learn, and value the context in which they are called to serve.
3. Persons who are good communicators.
4. Persons who have strong convictions and are dedicated to their calling.
5. Persons who are good administrators in a broad range of congregational activities both spiritual and institutional.
6. Persons who have solid pastoral skills and a heart for ministry with people.
7. Persons who have a solid knowledge of the scriptures and a the faith tradition of the church.

The reports from these visits were available and incorporated into the strategic planning process for "Serving the Promise of our Mission."

Lifelong Learning and Congregations

Lifelong Learning for Leadership is identified in SPOM as one of the four education programs of Luther Seminary's curriculum. The first goal outlined in that strategic plan points to Luther Seminary's mission as it seeks to make contact with and support the congregations of the church and their mission in the world.

Goal 1.1 (SPOM) By 2005, Luther Seminary will have in place a Lifelong Learning for Leadership process that serves as our most public point of contact with and the broadest means of access for the membership of the ELCA and the larger church.

A work group was established that was responsible for the initial development and implementation of the vision and action steps for this educational process (SPOM 1.1.1). While some of the process took longer than originally proposed in SPOM, the work was done and continues well beyond the goals, dates, and scope of SPOM (See Appendix 21: Lifelong Learning Report).

SPOM set a goal of having in place by 2005 a fully integrated system of outreach and service to congregations. We are still on target toward that goal, but based on learnings from our research and design and pilot phases of development, we shifted our emphasis in the original understanding of the system as a litany of resources ("Called and Sent" plan) to a comprehensive

framework for sustainable change in congregations with multiple programs and resources that we could garner from existing products and services. In addition, as we discover where the gaps are, we carefully create resources to fit in the framework. Resources for congregations are now enclosed within the larger architecture of Centered Life™, and the original plan is now enfolded within the larger framework of the Center for Lifelong Learning within the Seminary strategic plan.

Based on assumptions gained from our listening to congregations, the research of others, and potential network partners and their experience as well as the overall SPOM assumption that “God is calling and sending the church of Jesus Christ into apostolic mission in the 21st century world of many cultures and religions” (SPOM, p. 7), the Center for Lifelong Learning was created and an Executive Director of the Center for Lifelong Learning was called in July, 2000. The Center was created to engage, encourage, and strengthen congregations, pastors, laity around the ministry of the whole people of God. The work of the Center has been built on several key assumptions, centering on the conviction that that a sound theological understanding of call and vocation will help us to be effective priests and ministers for the sake of Jesus Christ in the world” (“Called and Sent,” p. 10), and that the most vital missional congregations for the future will be those who set free the baptized for their mission in the world and who equip their people from Sunday to Monday.

With these key convictions and while believing that congregational change happens through evolution and not revolution, the Center has developed an assessment tool to address what research has shown to be the nine forces at work in congregations that either block or support members in living out their faith from Sunday to Monday. The assessment tool had the following goals:

- Education. We wanted to educate in two ways: provide information and awaken the imagination to get conversation going in congregations
- Diagnosis. Rigorous, with the possibility of doing again 3-5 years later in the congregations
- Framework or architecture for change in congregations that allows multiple opportunities for change around the 10 Pathways
- On-going conversation and capacity to co-create with congregations resources to fill in gaps of need

To guide the work of the Center, a Steering Committee was created comprised of people outside the Seminary and others new to the Seminary as well as those already involved in the Seminary: Seminary president, a faculty member, staff, three people from AAL and LB (now Thrivent Financial for Lutherans), the senior leader for the Amherst Wilder Foundation and founder of the Wilder Research Center, a congregational researcher; a pastor of one pilot congregation; and two lay leaders who are active members of congregations who also have been trained to administer the assessment instrument in urban contexts.

By its assumptions about being listening partners and engaging congregations in conversation, the infrastructure of the Center for Lifelong Learning has enlisted potential network partners and are developing this network into “a coalition for building a distributed learning system, utilizing the strengths of other partners where possible while leveraging Luther Seminary’s strengths

SPOM 1.1.6).” Some of the potential partners were identified early, but many have come into the picture as the program has developed and other groups have heard about us, or we have heard about them (for a list of Partners, see the full Report, Appendix 21).

It is the conviction of the Steering Committee and staff that sufficient participating congregations are necessary to create a critical mass to be effective for sustainable change. The goal is to have 10,000 congregations that create inviting places for the Centered Life point of view. To support this goal means that a vehicle like The Internet is integral to our marketing, education, delivery, and tracking systems. Work on technological hardware and software for the marketing plan and delivery of educational services began immediately as SPOM was published and continues now as the program is being more specifically established. We have worked closely for more than two years with High Point Solutions, an integrated marketing and Web site company based in Seattle on development of the Web site and on a marketing strategy. Integrating the work of HPS with the Seminary’s technology team, we launched an initial, limited Web site for CenteredLife~CenteredWork in January, 2002 (SPOM 1.1.8) Our permanent Web site, under the Centered Life™ name and logo and with e-commerce capability (www.centeredlife.org), was launched on January 7, 2004, under the direction of a fulltime Web Content Manager. The site offers public and private channels for Centered Life congregations and individuals to share resources with one another, take online courses, and receive information and tools from the Center (SPOM 1.2.2). While using lessons learned from research and design and pilot congregations in the initial design, the site now allows us also to learn from all the future participating congregations (SPOM 1.2.4).

Although SPOM asked for a name for the educational process by December, 2000 (1.1.7), the process has tried several alternatives and finally settled on "Centered Life." The CenteredLife~CenteredWork trademark has been registered and we are in the final stages of registration for the Centered Life trademark. A strategic plan was shaped with the guidance of the Steering Committee, with the most recent plan for 2003-2006 developed in February of this year in preparation for a major funding partnership with Thrivent Financial for Lutherans as a strategic partner for Centered Life (These strategic planning documents are included with exhibits in the Resources Room).

Focus on Leadership Visits

Consistent with its mission of preparing leaders for communities in mission, Luther Seminary continues to seek ways to hear and learn from congregations about the kind of graduates and leaders they need and seek. The Focus on Leadership project represents a major step in this process. Focus on Leadership has involved a series of focus visits to 23 congregations from April 2002 through March 2004. In these visits conducted by three to four visitors from Luther Seminary, including faculty, staff, and students, a series of questions were asked eliciting responses from the congregations about their sense of mission and their partnership with Luther Seminary in the preparation of leaders for mission. The following questions were asked:

1. God is calling the church into a new time of mission. Our congregations are facing new challenges as their communities change. How is your community changing? Who are your new neighbors, and how do they relate to your church?

2. Is your congregation doing anything differently now than you did, say five years ago, to respond to these changes? Do you have plans to do other things differently in the coming five years?
3. Lutheran congregations are blessed with talented people. How do you equip your members for their callings in the world, in their families, and in the congregation?
4. What is the primary mission of your congregation, now and in the future?
5. The more congregations and other ministries focus on their missions, the more aware they become of their leadership needs. Think about specific leadership skills and / or qualities that might best lead your congregation in fulfilling its mission, now and in the future. Could you name anyone you may know, either clergy or lay, with these characteristics?
6. Less than a third of the demand for first call pastors can be met by the supply. Would you encourage a gifted young person to become a pastor? Why or why not?
7. In recent years, a growing number of people are attending seminary to prepare for non-ordained leadership roles in the ministries of the church. What do you see as the future for other Christian vocations in professional leadership such as parish nurses, youth workers, etc? What could the seminary do to help assure this future?
8. The seminary has learned that we do not simply recruit like the colleges, but the best candidates are sent to us by pastors, lay leaders, and strong congregations. What does your congregation, the national church, and the seminary need to do to identify and encourage our talented youth or adults to consider seminary?
9. In the past, the national church paid for the educational costs of seminaries. Now only about 16% is paid from the benevolence systems of the ELCA. What can the seminary, congregations, synods, national church, and individuals do to provide the resources necessary to prepare our future leaders?
10. If you could make one statement to the president or faculty of Luther Seminary, what would you say?

The important feedback data gained from these interviews is very recent and still in the process of being summarized and evaluated (See Appendix 17: Focus on Leadership Summary Reports, 2002-2003; 2003-2004; for the full reports see Exhibit K: Focus on Leadership Reports).

Public Relations/Communication

The mission of Luther Seminary's public relations and communications efforts is to build constituent relationships that support and further the seminary's mission of producing leaders. Our shorthand way of talking about this is in terms of "dollars and scholars:" how does any PR or communications effort or product help us enroll students or raise money? In an economy of limited resources, both time and money, it is good stewardship to measure our efforts in these terms.

This is not to say that we don't care about "good will" among our constituents. We most certainly do. But we measure how many resources we can devote to a project by how effectively that "good will" will translate into actions that further the seminary's mission. A communications effort directed toward alumni/ae, for example, may be focused on building an institutional identity that will encourage those alums to refer students or donors. That

communications effort would almost certainly include a vehicle through which the alum can take appropriate action.

This section of the report will identify key programs through which Luther Seminary builds mutually beneficial relationships with its constituents. Whenever possible, we build two-way relationships so that our constituents have the opportunity to give feedback to the seminary about its work.

Printed Communications

The primary written communication with our constituents is through Story magazine (Exhibit L). The magazine, published quarterly, is sent free of charge to all donors, all alums, and non-alums serving pastorates in Regions I and III of the ELCA. The publication has deliberately changed its editorial focus so that more articles focus on ministry “out there” and fewer have a “how great we are” theme. Surveys and focus groups tell us that the magazine is read and appreciated and has a fairly long shelf life.

Though not first and foremost a public relations piece, the Luther Seminary's quarterly journal *Word & World: Theology for Christian Ministry* is a world-recognized resource for pastors, congregations, and students and teachers of theology. Now in its 24th year of publication, *Word & World* presents theological articles and book reviews geared to those who are engaged in Christian Ministry, both clergy and laypersons. Each 100+ page issue contains articles, many of them regularly written by Luther Seminary faculty, on the issue theme and features such as "Face to Face" (different or opposing views on current questions in church and world); "Texts in Context" (providing preachers and teachers with reflections, insights, methods, and models to help in proclaiming the biblical message in a particular context); and substantial book reviews. (Exhibit M; for more on the journal see the Luther Seminary web site at <http://www.luthersem.edu/word&world/>)

Of course, a number of printed pieces are produced for admissions purposes (Viewbook, Exhibit N; Brochure, Exhibit O). These are primarily promotional in nature and are meant to spur the reader to contact Luther Seminary either by going to the website or by calling or emailing the seminary. They are designed to be reader-centered, focused around the theme “God Could Use Someone Like You.” Admissions pieces are developed in consultation with focus groups representing our target audience, primarily college students and recent college graduates. Current seminary students in their twenties also give valuable feedback.

Printed materials also build relationships with donors and prospective donors. The capital campaign case statement (Exhibit P) was developed after extensive interviews with prospective donors to the campaign. Programs highlighted in the statement largely illustrate the intersection between Luther Seminary's priorities in its strategic plan and our donors' sense of what their congregations most need. Annual reports, Sustaining Fund materials, and targeted fundraising appeals are developed in consultation with volunteer committees representing many different constituencies. The ultimate assessment of their effectiveness is measured in how much money they help the seminary raise.

Multi-Media Communications

Over the past five years, Luther Seminary has increasingly used multi-media presentations to build relationships with congregations, donors and potential students. Two examples are included as exhibits. The first is a video produced in 1997 for use in the seminary's fundraising efforts (Exhibit Q). It was extraordinarily cost-effective and is still in use, though sections are outdated. The use of video helps build a much deeper connection with the seminary by making real the ways in which Luther Seminary serves them and their congregations. The seminary has recently completed a new video which will be used in connection with the public phase of the Called and Sent campaign (Exhibit R). This production will likely be available in DVD format as well as VHS.

The second is a CD-ROM produced in 2002 primarily for use with prospective students (Exhibit S). The CD-ROM amplifies what is in our admissions printed pieces. It becomes a self-directed guide to Luther Seminary, with the user determining what information s/he sees and when. The CD is shared not only with prospective students but also with a network of influencers who are known to encourage potential students to attend Luther Seminary. The CD-ROM also contains material that we have been able to use on the seminary's website.

Special Events

Luther Seminary builds relationships through special events including Previews for high school students and their pastors, the Partner celebration for donors, the Reformation Festival for constituents with a love for the Lutheran musical heritage, the Leadership Circle retreat for top donors and board members and others.

Our goal with these events is to provide an experience that deepens the faith life of the participant even as it connects the participant more tightly with Luther Seminary. In most cases, we will identify an "action step" for the participant: refer a student, include the seminary in your estate plan, reflect on whether God is calling you to be pastor, etc.

In some of these events, most notably the Leadership Circle retreat, we actively engage participants in conversation about the opportunities and challenges facing their congregations and the role that Luther Seminary might play in supporting their mission. A small number of faculty are always present at the retreat which helps strengthen the feedback loop with the academic program.

Affinity Groups

Luther Seminary has established several affinity groups the build relationships with constituents. Notable among them are the Alumni/ae Council, which advises the president and other administrators about strategic issues in the church and world. While this group's authority is more informal than formal, it has grown into an active organization that has sponsored programs related to student recruitment and development.

The ACT program (Alumni/ae Calling Team) has brought together alums who play a role in encouraging prospective students to attend Luther Seminary.

The Friends organization raises money for scholarships and provides tangible volunteer assistance to many offices around campus.

The Good Neighbors program provides opportunities for local volunteers to provide service to international students and a variety of other programs.

The Ambassadors provide a link between Luther Seminary and their congregation. They promote Luther Seminary and are also invited back to campus annually to give feedback to the seminary.

Exhibit T is a handbook of volunteer opportunities at Luther Seminary. It describes these affinity groups and the ways they connect with and support the seminary.

Fundraising

The development program is discussed in greater depth later in the self-study in the section on "Efficiency" (See section IV.C). Here we note the important role that the Called and Sent campaign plays in serving many of our constituency. First, it should be noted that the campaign itself derives from the seminary's multi-year planning process that involved over two hundred volunteers representing a variety of constituencies (see the discussion of SPOM in the Introduction). Second, the campaign that emerged was framed in response to nearly one hundred interviews conducted with a variety of prospective major donors. The feedback from those donors helped identify the specific programs which we would include in the campaign.

Most significantly, though, the Called and Sent campaign has a goal of reaching broadly into the congregations of our church, sharing important messages about the church's need for quality leadership and our calling to support those future leaders with our care, prayer, and financial support. We have developed an "Adopt a Seminarian" program that encourages congregations to provide half- to full-tuition support for students for the length of their seminary education. In turn, the congregations will be able to develop a personal relationship with "their" student. By targeting the program to congregations, we can grow the level of financial support for students without jeopardizing the unrestricted funding on which we rely so heavily (See Exhibit U; Adopt a Seminarian folder).

We know that one of the barriers to people's support is that they have little or no knowledge of the mission of Luther Seminary. We intend to use the campaign as a vehicle to demonstrate the ways in which our seminary very directly exists to support the mission and vitality of their local congregations. When this link is made, we believe financial support will follow.

The Luther Seminary Web Site

In 2001, Luther Seminary hired its first web manager, a full-time position responsible for managing the architecture, content and look of the seminary's website. This was a pivotal moment in the life of the seminary that has allowed the consolidation and coordination of many individual efforts across campus into a more unified and cohesive online presence designed to communicate dynamic information. Internet technology has allowed us to engage in more timely and more effective two-way conversations with our constituents—congregations, prospective students, donors in the form of feedback, registrations, survey data and information requests. In

this way we provide support and online services to our community and further support the seminary's mission.

Development Principles and Goals

The principles guiding the seminary's ongoing Web development include analysis and definition of key audiences, "findability" of our site, adherence to common Web standards, overall usability, and faithfulness to the seminary's mission.

Although the Web site is designed primarily for prospective students and donors, the Web also provides resources and information for current students, faculty, staff, alumni/ae, congregations, church leaders, visitors to campus and academic researchers. As a dynamic resource, we continually gather feedback through Web logs and direct communication. This information is then used to refine the content..

To ensure that the site remains accessible, we research current Web standards and test the site on various platforms and browsers. To ensure that site visitors easily find the information they seek, we analyze Web logs and user actions to refine the site based on the information people have trouble finding. We also use unsolicited communication from users to refine the site.

Faithfulness to our mission means that we prioritize Web development projects according to the overall vision and goals of the seminary. Each year, the Seminary Relations and Communication offices formulate a written work plan for the upcoming fiscal year. These plans reflect our commitment to the Luther Seminary strategic plan, "Serving the Promise of Our Mission." (see discussion of "Seminary Relations Work Plans" under Efficiency, section IV.C, and Exhibit V).

Current Online Resources and Capabilities

Some of our key achievements on the Web in the past three years have included the launch of our Intranet (Inside Luther), the integration of Jenzabar (campus-wide back-office) information on the Web, the creation of interactive Web sites for various offices and departments, and the development of a content management system.

Intranet – Inside Luther

Inside Luther provides one-stop up-to-date information for the seminary community. Information on the site ranges from campus events, directories, and cafeteria menus to Web-based personal e-mail access, class rosters, and a "swap" where the community can post items and services wanted or for sale. Students, faculty and staff can all submit information online to Inside Luther. User feedback is gathered in an annual survey which provides direction for future site enhancements. It is the primary communication tool for what is happening in the campus community. Some areas of the Luther Seminary Web site are also utilizing Jenzabar back-office data such as course registration lists, student directories, course offerings and schedules. Inside Luther is the primary link to this internal data and a login is required to authenticate users to view this information.

Specialized Web Sites and Services

Several offices and departments have launched sites, on the public and Intranet sites, to provide students, faculty, and staff with up-to-date information and interaction. The sites provide information when and where users need it, rather than having to make a trip or call a particular office. This is particularly important for commuting, online, and distance students, but it is also appreciated by the on-campus community. For example, the Registrar's office Web site now automatically publishes updated class schedules directly from our Jenzabar database. This site also offers students a variety of online and printable forms, an option to view the entire academic catalog online and a place to see timely announcements of deadlines. Another example is the Library which offers students quick connection to a growing collection of searchable resources which are available on the Web, on the Luther Seminary network or in the library.

There are a variety of other sites with various levels of information and interaction, including Financial Aid and Housing, Student Services, Business Office, Computer Services, Healthy Leaders Initiative, Event Services, Dining Services, Marriage Care, Media Services and Student Council.

www.luthersem.edu

As our internal collection of online services has grown, so too has the collection of resources on our public site. These resources are intended to serve our key external audiences: prospective students and donors, alumni/ae, congregations, friends and academic researchers.

The Admissions area now offers visitors a chance to order a promotional CD-ROM which addresses call and describes the seminary and its programs. Prospective students can also request more information, sign up for various e-mail lists and even submit their application and request recommendations online.

Visitors can browse through continuing education courses and events and register securely online. Pastors and congregational leaders can view stewardship resources, submit names of potential students, or browse resumes and job postings for church positions. Donors can view publications like *Story* or *Word & World*, or view chapel services live or in archive. Visitors to the physical campus can browse interactive campus maps, driving directions and building diagrams, view the events calendar and browse resources for their congregations.

In 2002, we began a daily online devotional, "God Pause," that is delivered to subscribers via email (Exhibit W). In addition to providing a way to be of use to our constituents, it also is a way to connect with our alumni/ae. Alumni/ae are selected and invited to write a week's worth of devotions and prayers based on the appropriate lectionary texts. We receive positive (for the most part!) emails from around the world about God Pause. We have also found that our volunteers enjoying sharing "God Pause" with potential donors as a way for them to connect in a meaningful way that enhances their faith life.

We offer three electronic newsletters. One is called "E-let" with the subhead "News you can use" (Exhibit X). It is sent to everyone for whom we have an active email address. It is short and is designed to drive people to the web where they can find more information about a program that is of interest to them. It could be anything from signing up for an event to enrolling in a

course to asking for an educational resource. The second electronic newsletter is called “Stewardship for the 21st Century” and is a compendium of resources for congregational leaders who wish to help their congregants become more generous biblical stewards (Exhibit Y). This is a subscriber-only newsletter. The third newsletter is “The Insider,” a monthly newsletter that briefly highlights fundraising campaign news for our campaign volunteers and major donors (Exhibit Z). The newsletter shows where we are at in achieving our goal, highlights new major gifts and the impact they have had on a particular program, and spotlights a key volunteer. We have seen rapid growth in response to these publications.

We also use the web to do frequent, focused surveying of our constituents, both internal and external. A relatively inexpensive online service called “Survey Monkey” allows us to do quick, easy surveying. The surveys often provide useful information for institutional planning. Sometimes they are used as a lighthearted way to engage people in our website (See Appendix 18: Alumni/ae Survey Sample; see Exhibit AA for two further such survey samples).

We are also in the process of developing an interactive website for our Called and Sent campaign volunteers who will help us in the public phase of our campaign. This password-protected site will give them access to event planning information including guest lists, RSVPs, mailing schedules, etc. This is an attempt to efficiently get our volunteers the information they need at times that are convenient for them, rather than convenient for us.

Content Management System

A key part of launching these new services and keeping information updated on the Luther Seminary Web site has been the creation of a content management system. This system allows various users on campus to enter and manage data related to their area. This data then “feeds” various pages on the Web dynamically. For example, the sacristan (who coordinates speakers in chapel) can log into the system and enter dates and names for chapel speakers on a simple Web form. This information then automatically feeds the online schedule and chapel information. The sacristan doesn’t have to change the information in each location it appears, and he/she doesn’t need to know HTML or Web formatting to update the information.

The content management is also used to organize and update a great variety of information in other areas such as library resources, alumni/ae news, chapel broadcasts, continuing education courses, cafeteria menus, job placement resources, employment opportunities, faculty speaking schedules, volunteer opportunities, etc. This system does not require a great deal of technical training or knowledge. Thus, it allows a greater number of departments and offices to update their information directly.

Details about the current year’s Web development plans are included in the Seminary Relations and Communications Work Plan for 2004-2005 (See Exhibit V: Seminary Relations Annual Work Plan). A few highlights are listed here.

Future Plans

The future holds much promise for Luther Seminary on the Web. We know that many of our constituents rely heavily on the Web. We plan to continue expansion of services for both our internal and external audiences in order to meet their needs and expectations. This will include

creating more resources and developing more online forms for interaction with various departments and offices. This online medium is crucial as we plan to increase both the number of students enrolled at the seminary, and the number of donors who respond to the mission of this institution.

Jenzabar Internet Campus Solution

During the 2004-2005 academic year, Luther Seminary will launch the Jenzabar Internet Campus Solution (JICS) product from Jenzabar. This is an integrated Web application which ties to our key back-office information systems and data and provides a portal into key information for students, faculty and staff. The launch of JICS will give students 24-hour-day/seven-day-per-week access to the following crucial information: personal information, course history and transcripts, business office accounts, online course Web sites and online community tools. Students will be able to pay their Luther Seminary bills and register for courses online. More information about JICS can be found in the “Institutional Resources: Technology” section of this document.

In the coming years, we will explore how the JICS portal can be expanded to include donors and alumni/ae. The system will allow these constituents to securely access their giving history, and stay more connected with the institution.

Other Development Highlights

During the 2004-05 academic year, we will create program-centric Web sites which will provide information about areas of academic concentration into one online location. For example, a focus within “Serving the Promise of Our Mission” is the development of new degree programs in Congregational Mission and Leadership. A new area on the Web is planned which will feature congregational mission and leadership resources, links to various degree programs at the seminary, more in-depth faculty information and timely announcements all related to this area of interest.

Another highlight is the development of new online forms and tools to support the administration of the Contextual Leadership Initiative (CLI), a partnership in contextual education between Luther Seminary and Pacific Lutheran Theological Seminary (PLTS). This site will support CLI staff and students who are spread across the country and the world as they pursue educational experiences related to their degrees.

Key Web Links for More Information

Luther Seminary	www.luthersem.edu
Accreditation Self-Study	www.luthersem.edu/selfstudy2004
Strategic Plan	www.luthersem.edu/strategic_plan
Academics and Learning	www.luthersem.edu/academics_and_learning.asp
Resources for You	www.luthersem.edu/resources_for_you.asp
Learner Services	www.luthersem.edu/learnerservices
Inside Luther (Intranet)	www.luthersem.edu/insideluther
Admissions	www.luthersem.edu/admissions

Part III. Effectiveness

Learning for the sake of Leadership and Mission
Assuring that graduates are achieving appropriate learning
and other outcomes consistent with our mission

The second major area of the self-study report addresses the theme of *Effectiveness*. As noted in the introduction, effectiveness has to do with assessing the degree to which the curriculum at both the level of overall programs and at the level of individual courses is consistent with and contributes to the outcomes envisioned in the mission of Luther Seminary. Accordingly, this area addresses matters of the curriculum with its four program areas outlined in the strategic plan (SPOM); aspects such as the contextualization initiative and cross-cultural education that move across all the programs; special strategic initiatives; and those structures and systems that support and enable the academic programs—academic technology and online learning; the library; and above all the faculty. Finally, it addresses the matter of assessment and the overall climate of assessment in relation to institutional programmatic effectiveness.

A. The Curriculum

The Curricular Strategy

Luther Seminary completed a curricular revision process in the early 1993, which called for significant changes in the way theological education was conceptualized and implemented. This process also led to the redesign of the academic structure and administration from five departments to three divisions – Bible, History/Theology and Leadership. This departure from the traditional division of the theological faculty reflected the faculty’s commitment to a new vision of a curriculum focused on the two foci of mission and confessing. Along with approving each course description in the new curriculum, three movements to the overall curricular strategy were emphasized by the whole faculty—Learning the Story, Interpreting and Confessing, and Leading in Mission—all encompassed within the overall expression of what it means to be called and live in mission as a Disciple of Jesus Christ (See Overview of Curriculum, Appendix 4).

What is important about this curricular strategy is that all faculty members are responsible not only to their individual courses as such but to teach toward these overall movements in their courses as well. This means that the faculty members share a common framework for developing both the content and the pedagogy in the courses that are taught. This foundation also serves for evaluation and assessment. The premises of this strategy are while courses earlier in the curriculum are structured to point more to the movement of Learning the Story, while those later point toward the movement of Leading in Mission, these three movements run across the whole curriculum as representing the rhythm or movement of the disciple life. Thus the theme and experience of Discipleship incorporates or encompasses the whole of the seminary life in helping to shape leaders for Christian communities (see the Luther Seminary mission statement).

There is regular reference to the curricular strategy in faculty conversations regarding our shared work as well as our individual teaching. This is reinforced by the Interpreting and Confessing courses which are interdisciplinary and team-taught (See the overall criteria for IC courses in Appendix 4: Overview of Curriculum). This team teaching across division lines has been well received by the faculty for the professional development that it inspires and the collegiality that it invites. Students have consistently valued these courses for their exposure to different ideas and approaches where differences between faculty are openly presented and discussed.

The curricular strategy at Luther Seminary represents one of the primary strengths of the institution. It fosters a set of shared commitments across diverse academic disciplines, something

that is not always easy to achieve in theological schools. It invites collegiality and mutual learning among the faculty. It provides a framework for assessing educational outcomes, both in specific courses and for programs as a whole. And it provides students with a reference point for navigating their seminary experience.

A number of significant developments have been made in curricular programs over the past five years, primarily in light of the work envisioned in SPOM.

First, these programs have been given administrative leadership from among members of the faculty appointed as Associate Deans. These persons have provided for definition, coherence, and integration of each of these programs within the overall work of the seminary. These persons serve on the Program Coordinating Team (PCT) which is a committee of the overall academic administration – the Educational Leadership Committee (ELC).

Second, significant development of the different programs has been achieved through the leadership of these Associate Deans working with various faculty members, especially the point persons for the strategic initiatives. This has led to better curriculum management and scheduling, including a four-year promised curriculum of core course offerings that allows students to better plan their seminary work.

Third, specific program identity has been achieved which has supported our efforts in marketing these programs and recruiting potential students. This has been a benefit especially to students who are looking for a particular program emphasis. Luther Seminary has been able to develop a focused offering of degree programs that reflect a set of common commitments in terms of our curricular strategy and mission, but which allow for differentiation in terms of calling and career interests on the part of students.

Fourth, in 1998, the academic calendar was changed from a quarter system with three nine-week quarters and a December interim term to a semester system (13 week semesters with a January term). This move was made for several reasons, among the most important of which were:

- Regularizing our calendar with those of our consortium partners
- Providing opportunities for cross cultural immersion events and intensive classes at a time other than the Advent and Christmas season
- Providing students in all areas with increased time to process, absorb, analyze, and learn material that is challenging.

Along with this change has come considerable expansion of our J-term, offering a number of intensive core classes for all our students. Because we have begun to admit more students to seminary work at the beginning of J-term and the beginning of the spring term in February, we have also added intensive introductory Greek and Hebrew to the J-term with a 6-week spring completion. The J-term has also become an important time for students in the Youth and Family ministry programs to be on campus. This has provided an impetus to offer a wide variety of core courses in creative ways. It has become an important part of our academic year in ways that the December term did not allow. The shift to a semester system has also allowed for a re-shaping of the contextual education program for first and second year M.Div. students. As noted in the Introduction, in order to make the shift to a semester system from a quarter system, Luther Seminary faculty and administration went back to the drawing board in order to get our quite

newly revised curricular structure to fit reasonably into this very different configuration of the school year.

Fifth, has to do with the area of curriculum management. One of the chief functions of the ELC generally, and the Program Committee Team (PCT) specifically, is to “manage the curriculum.” The use of the term “manage” is to avoid expectations like “re-writing” and “reforming.” The goal of curriculum management is manage the curriculum in ways that achieve the goals laid out by the faculty:

- To create a more user friendly curriculum for students
- To create a four-year skeleton program around which students can design their years at the seminary.
- To use faculty resources as effectively and efficiently as possible (e.g. team teaching, the use of adjuncts, class size, on-line education, offerings of electives, etc.)
- To adjust and better administer courses with problems of enrollment, schedule and/or competition.
- To gain necessary feedback from courses on a regular basis from students and faculty.

The ELC has embarked on a two year intensive “management review” of the curriculum. The results have been three-fold. First, the ELC as a body is gaining increased capacity in supervising its own teaching and learning activities. Second, a four-year skeleton curriculum was designed. Third, significant savings were realized through the adjustment of courses.

Though we have thus taken a number of important steps in reshaping the curriculum and its management, we continue to work at development a system of evaluation and assessment of curriculum that will enable us to continue in the assurance that our programs are consistent with our mission. The goal is that Luther Seminary will have in place an assessment system that (1) is sustainable and ongoing and (2) improves the work of students and teachers in the education of leaders for Christian communities, called and sent by the Holy Spirit to witness to salvation through Jesus Christ and to serve in God's world. The assumption is that Luther Seminary faculty members are teachers who want graduates to be leaders these Christian communities.

This task calls for a shared institutional mission in which we ask together, How do faculty, degree programs, divisions, departments, offices, and students themselves improve student learning to this end. Further we will need to continue to ask as a whole as well as divisions, programs and individual teachers how and whether our activities assist students to attain the goals inherent in our curricular movements/foci [Learning the Story, Interpreting & Confessing, Leading in Mission, and Discipleship] We must be able to show the correlation of our courses to overall curricular or programmatic objectives.

In the process of assessment, the faculty as a whole, through its leadership, will ask if its curricular movements/foci [Learning the Story, Interpreting & Confessing, Leading in Mission, and Discipleship] are (1) *assisting students* to maximize their learning in order to lead Christian communities, called and sent by the Holy Spirit to witness to salvation through Jesus Christ and to serve in God's world and (2) *producing graduates* who are leaders for Christian communities, called and sent by the Holy Spirit to witness to salvation through Jesus Christ and to serve in God's world.

Finally we will need to continually assess our teaching & learning environment in order to adapt when changes & variations occur in that environment (e.g., variations in learning styles, student backgrounds, funding patterns, leadership needs of the church, demographics of student body, etc.). The goal of any such adaptation is improvement in educating leaders for Christian communities, called and sent by the Holy Spirit to witness to salvation through Jesus Christ and to serve in God's world.

The accompanying chart illustrates a schema that we have used for conceptualizing the interconnectedness of these different levels of curricular planning and assessment, with course levels and program levels of the curriculum interrelated in such a way that each level is in turn evaluated and accountable to the overall mission of the institution.

On the program level this has meant the need to deal with overall learning goals, assessment data, and decisions about the overall objectives and structures of program areas. Several of the divisions have made strides in this area. Over the past several years, in light of the goals set by SPOM the Leadership Division has been involved in a proposal to completely reconceptualize and restructure the way in which they do their work. In the process they have invited the rest of the seminary community into that reflective process (See Appendix 19: Leadership Division Curricular Proposals). The Bible Division has also this year spent considerable time and effort in the process of trying to write a common definition of its goals and objectives at the program level and has shared that process with the members of the other divisions (See Appendix 20: Bible Division Program Level Revisions).

**Multiple Levels of Assessment
Interconnecting Movements**

Assessment Levels:				
Divisional Level Course Level	Program Level Curricular Level	Institutional Level	Program & Divisional Level Curricular Level	Divisional Level Course Level
Criteria:				
Knowledge base Attitudes & beliefs Skills Habits & character	Curricular movements/foci	Mission Statement	Curricular movements/foci	Knowledge base Attitudes & beliefs Skills Habits & character
Discipleship		Discipleship	Discipleship	
Course Objectives		Luther Seminary educates leaders for Christian communities, called and sent by the Holy Spirit to witness to salvation through Jesus Christ and to serve in God's world.	Course Objectives	
1.			1.	
2.	Learning the Story		Learning the Story	
3.			3.	
4.			4.	
Etc.			Etc.	
	Interpreting & Confessing		Interpreting & Confessing	
Course Activities			Course Activities	
1.			1.	
2.	Leading in Mission		Leading in Mission	
3.		3.		
4.		4.		
Etc.		Etc.		
Discipleship		Discipleship	Discipleship	
Primary Participants:				
Individual teacher Divisions (ACT) Students	Programs (PCT) Faculty as a whole Students	ELC Entire Institution	Programs (PCT) Faculty as a whole Students	Individual teacher Divisions (ACT) Students

The Four Educational Processes

Luther Seminary continues to offer five different academic degree programs (plus certificate programs), which include: Master of Arts (M.A.); Master of Divinity (M.Div.); Master of Theology (M.Th.); Doctor of Ministry (D.Min.); and Doctor of Philosophy (Ph.D.). However, as noted already in the introduction, one of the major programmatic moves of the recent strategic plan (SPOM) was to reimagine our work through four major programmatic areas. Three of them included more traditional areas, though newly focused around the mission statement's call to educate leaders for communities in mission (Specialized Ministry, Missional Pastors, Graduate Theology). The fourth added a new commitment and program arising from the conviction that one of the major tasks of our overall seminary program should be the support of and engagement with the mission of congregations in the world (Lifelong Learning). A certain rank of place was assigned to this last by being addressed first in the strategic plan. For figures regarding participation in the various aspects of the Lifelong Learning program, see the full report of Lifelong Learning, Appendix 21. The matters regarding enrollment in the other degree programs have been addressed under "Profiles of the Student Body" in section II.A.2 above.

Lifelong Learning for Leadership

The first aspect of this program area as it especially addressed the mission of congregations has already been addressed under the area of "faithfulness," section II.B.2, of this self-study report. Here we turn to that facet of this program as it more directly relates to a focus and function within the curriculum and program of the seminary as a whole. From this perspective this program area focuses our curriculum towards the constituencies we serve and calls on the whole seminary curriculum to be attentive and committed to the way in which our curriculum succeeds in preparing leaders for communities in mission.

Goal 1.2 of SPOM states,

By 2005, Lifelong Learning for Leadership at Luther Seminary will be a fully operational distributed learning system within an extended network of multiple partners that provides learning opportunities for community-based lay and professional leadership that is confessional and missional.

While Lifelong Learning Goal 1.1 was directed at the creation and development of the Centered Life initiative and process, Goal 1.2 addressed the integration of existing entities and programs (SPOM 1.2.1; 1.2.1; 1.2.3; 1.2.4; 1.2.5). The success of the goals in SPOM depends upon the interaction of the three entities that comprise the Center for Lifelong Learning: Centered Life, Continuing Education, and Luther Productions, in the creation of good, relevant products and distributive learning opportunities, as well as the extent to which the whole seminary community—curriculum, faculty, and staff—are integrated into the focus of Lifelong Learning as an integral part of seminary education in the preparing of leaders for mission. Each of these areas serves as a laboratory for the others and invites involvement of our programmatic resources. A perusal of the new Centered for Lifelong Learning catalog (beginning with the 2002-2003 edition) in comparison with the old Kairos Continuing Education catalog demonstrates how quickly we have begun to integrate all of the entities. We are in the early stages of seeing how this integration will fully take hold.

The strategic planning for the Centered Life initiative incorporates courses developed and regularly offered through Continuing Education for Centered Life congregations and leaders. One of the first courses of this sort is the Dependable Strengths workshop, a course that teaches groups of four people to help each other discover their “dependable strengths.” Two people, one of them a staff member, have been fully trained to teach to congregational leaders to teach it. In addition, we have begun to offer several other courses for Centered Life. We present a short introduction to Centered Life at all of our Kairos continuing education events. We are building online courses, telecourses, and other distributive learning methods, fully intending to provide quality resources to as many congregations as we can.

Luther Productions came under the umbrella of the Center for Lifelong Learning in the summer of 2002. In the first year, we established an editorial committee of pastors, lay leaders, faculty, and staff and began work on some new products along with more of a vision about what Luther Productions could be for the Seminary and the larger church and how it could connect with Centered Life. Luther Productions has also begun to take advantage of other Lay School and Kairos offerings, interviewing Seminary faculty to produce more marketable short courses on CD.

In 2003, Centered Life commissioned two centerpiece introductory videos from Luther Productions using congregations, pastors, and lay people involved with the initiative. A third will be ready by April.

We designed a new logo and Web site for Luther Productions that co-brands us with the Seminary. When appropriate to Centered Life plans, those resources will be included on the LP site for sale. We are delighted that not only have we received excellent reviews for our new products by individual congregations, but also by publications such as *Lutheran Partners* and *Metro Lutheran*, and larger distributors such as ECUFILM and Augsburg Fortress Press have accepted them for their catalogs. Our sales have increased dramatically with this restructuring and new vision under the Center for Lifelong Learning. Such increases will only allow us to produce more of the kinds of resources congregations need as well as resources that help us move our mission at Centered Life forward.

Fisher’s Net has been involved with us in several ways:

- The development and distribution of two online courses, one designed by a graduate of the Seminary and developed and funded by a committee of the Western Mission Cluster. The second course was developed from a Lay School of Theology course taught by Jack Fortin called “Living Out Our Calling.” Both of these courses are now housed on the Centered Life Web site.
- Further development of the Centered Life Web site infrastructure.

Lifelong Learning is integrating with the other educational processes to identify and encourage persons in the Lifelong Learning for Leadership process whose call flows into one of the other educational processes. We regularly converse with Kairos people who want to enroll in the new Doctor of Ministry in Biblical Preaching as a result of our courses and our announcements about the program. Lay School of Theology participants occasionally use those courses as ways to “test the waters” of content and faculty and then enter Seminary as students. The Center for Lifelong

Learning has established a specialization in Ministry in Daily Life for the Master of Arts in Congregational Care and Leadership.

Action Step 1.2.5 regarding “an operational plan for all students at Luther Seminary to receive instructional orientation on how to access and utilize for ministry the Lifelong Learning for Leadership process,” has yet to be addressed.

Evaluation

We are in the process of developing a performance evaluation and tracking system to assess the impact of the lifelong learning system on participating lay and professional leaders, which also assesses the effectiveness of the ministries of the congregations and Christian communities they serve. The process design includes provision for continuous feedback with our audience (For report on evaluation, business plans, and offerings of Lifelong Learning, see Appendix 21: Lifelong Learning Report).

Resource Room Exhibits

Items illustrating Lifelong Learning work are included in the Self-study Resources Room, including such as business plans for each area; CL Starter kit; CL introductory materials; CL Videos; published books; Thrivent Alliance agreements; 2000-04 budget summary; Discover Strengths curriculum; Power Point presentation; and Luther Productions products.

Specialized Ministry: M.A./M.S.M Degree Programs

This section of the report is completed in conjunction with Luther Seminary's request for ATS approval of its proposal to offer one Masters of Arts degree with eight concentrations some with further specializations.

Serving the Promise of Our Mission

The M.A. and M.S.M degree programs constitute one of the four educational processes that Luther Seminary continues to develop to help educate theological leaders for the 21st century. In the seminary's 5-year plan, SPOM, the vision for these degree programs is found in the section entitled “Specialized Minister Leadership in Christian Communities” (pp.29-35). In this section, the following two goals are articulated:

Goal 2.1: By 2005, Luther Seminary will prepare to meet the needs of the church in North America and throughout the world for a wide variety of specialized ministries by at least doubling (see goal 12.1) the number of M.A., M.S.M., and Certificate program students.

Goal 2.2: By 2005, Luther Seminary will have in place specialized M.A. and Certificate programs for strategically providing leadership within diverse ecumenical, ethnic, and economic populations, and strategically serving congregations needing leadership in ministry.

Values and Commitments We Bring to the M.A./M.S.M

Many of the values and commitments we bring to our M.A./M.S.M degree programs (and certificate programs) are found within this same section of the plan under the title “Context and

Vision for Goals.” There we speak of our commitment to enriching the discipleship of our students, of continuing our excellent offerings in the classical disciplines, and also of expanding our offerings in various specialized ministry fields in order to prepare leaders to serve within a variety of rostered and non-rostered callings. We speak of the need for strong partnerships with other schools as well as the need for flexibility within our programs. We highlight our commitment to strengthen the children, youth, and family program as well as our desire to design programs which might meet the needs of ethnically and internationally diverse communities.

As we have continued developing our M.A. degree, we have added to our commitments and values. As a school we have committed to certain strategic initiatives. Several of these, most notably World Christianity and Islam, Congregational Mission and Leadership, and Lifelong Learning, as well as Children, Youth, and Family, have contributed to the development of specific M.A. concentrations. Additionally we have geared M.A. concentrations to certain other Luther Seminary initiatives including Health and Healing, particularly with an eye towards helping in the education of parish nurses and continuing our long time work in aging; rural ministry, a long time commitment of Luther Seminary that serves much of our constituency; and Faith in the City, a partnership formed with several other major organizations in the Twin Cities.

Throughout the development of the M.A./M.S.M degree programs we have built on the specific strengths and expertise of our faculty. We have been mindful of the necessity of working closely within the core M.Div. curriculum as a matter of both conviction and efficiency. Most of our course offerings are open to M.A., M.S.M, and M.Div. students, and they benefit from each other’s presence and approaches to ministry. We have also striven to include flexibility within each concentration to serve the vocational needs of individual students.

History of Changes and Developments

Since 1994, we have seen a great many changes in the M.A./M.S.M programs. We have moved from 90 enrolled students to 214, more than doubling our enrollment and thus meeting our first strategic goal. In the last ten years (1995-2004) we have graduated 370 students, up from 205 in the previous ten years. We anticipate an increase in graduating students in the next years to match our increasing student enrollment. In the last ten years, the M.A. programs have both maintained their strong academic integrity and variety of offerings and have gone through a number of additions and transformations. These can be traced from the 1999-2001 catalog, through the 2001-2003 supplement, and up to our current 2003-2005 catalog.

In 1999-2001 we distinguished between an academic M.A. offered in Old Testament, New Testament, History of Christianity, and Doctrine and Theology and a professional M.A. in Christian Lay Ministry, Christian Education Ministry (marking a change from offering an MRE), Cross-cultural Ministry, Ministry with the Aging, and Islamic Studies. We also offered a separate M.A. in Youth and Family Ministry and a Master of Sacred Music (M.S.M).

In 1999, we also added a new dual degree offering, either an M.A./M.S.W. or an M.Div./M.S.W.. These dual degrees are offered either in conjunction with Augsburg College in Minneapolis or with St Catherine College and St. Thomas University in St. Paul, and they represent a major new undertaking both at Luther and at the two schools of social work. The

interest in this program has been steadily increasing with 14 students either currently enrolled or indicating their intention to enroll in the dual degree program.

In 2001 we added two major new initiatives to our “professional” M.A. offerings. One was an M.A. in Congregational Care Ministries, under which we offered four concentrations: Pastoral Care Ministries, Ministry with the Aging, Parish Nursing, and Health Ministry. The second was an M.A. in Outreach and Discipleship, under which we offered five concentrations: Urban Ministries, Rural Ministries, Educational Ministry, Mission and Leadership, and Ministry in Daily Life. These new initiatives turned out to be a transition to a new way of conceiving our entire M.A. offering. This new conception of the M.A. program is reflected in our current 2003-2005 catalog.

One M.A. Degree (including M.S.M), Many Concentrations: A Matter of Conviction

In 2003 we saw a need for a new organizational arrangement for our M.A. offerings. In addition to our M.S.M degree, we clarified that we offered only one Masters of Arts degree. Within this one degree we offer eight concentrations some of which have further specializations.

In consistency with its strategic plan and its statement of mission, Luther Seminary currently offers one M.A. rather than two or more (one “academic” -- ATS standard E and one or more “professional” -- ATS standard C) in the conviction that all of our concentrations are both theological and directed for service in the church, including academic as well as congregational service. Luther Seminary’s mission, curricular design, and plans for the future all contain within them an understanding that all our graduates are well educated theologically to lead a great variety of Christian communities in witness and service. For example, our degrees with an emphasis in Congregation Ministries and Leadership are no less theological than our degrees with an emphasis in Scripture, and our graduates from various concentrations might equally go on for further graduate education or serve as diaconal ministers in a congregational setting. Thus we find the recommended division between the two types of M.A.s works against our conviction that the academic and profession degree goals often collapse into one as well as against the wide variety of our students’ vocational goals. We thus designed and presently offer one M.A. degree with the following eight concentrations and specializations (see 2003-2005 Catalog, p. 15-47)

Bible*Old Testament**New Testament***History and Theology***History of Christianity**Doctrine and Theology (renamed Systematic Theology in 2004-2005)***Islamic Studies****Mission and World Christianity** (beginning in 2004-2005)**Cross Cultural Ministries****Congregational and Community Care***Aging**Faith and Health Ministries***Youth and Family** (offered both residentially and through a distributed learning program)**Congregational Ministries and Leadership***Educational Leadership**Rural Ministries**Urban Ministries**Congregational Mission and Leadership**Ministry in Daily Life*

Of particular note is that our various concentrations both fulfill our core value of continuing our excellent offerings in the classical disciplines as well as match Luther Seminary's strategic initiatives. Several of the concentrations are particularly noteworthy in relation to the Seminary's planning and progress that has been made in implementing various aspects of the Seminary's visions.

Beginning in 2003, the Youth and Family concentration has been offered both residentially and as a distributed learning program. The course work is the same for both programs, but the latter is designed to enable students already engaged in ministry settings across the country to continue that youth work in congregations and take advantage of the special learning opportunities this offers. The distributed program makes use of both on-line courses and short term face-to-face courses. As of April 2004, we have 51 students in our Youth and Family M.A., 25 are residential and 26 are distributed. Our M.A. specialization in Educational Leadership, with 15 students as of April 2004, also helps to fulfill our commitment to strengthen the children, youth, and family program (See Appendix 22: Distributed Learning Program in Youth and Family Ministry: Proposal/DL Manual and Appendix 23: DL Program Evaluation, and see the separate discussion of the Distributive Learning Program in Youth and Family Ministry below).

The M.A. in Islamic Studies continues to thrive with 16 students currently enrolled. This program has been well positioned to respond to the increased desire on the part of Christians since 9/11 to understand Islam and to work with Muslims both nationally and internationally. We have strengthened our ties to the Muslim community in the Twin Cities. We have military chaplains and even several Muslims enrolled in our program. Along side of this concentration, we have added a new concentration in Mission and World Christianity. This program should

help us not only with the strategic initiative in Islam and World Christianity, but it will also help us to strengthen our ties with various international institutions of higher learning.

The relatively new specialization in Congregational Mission and Leadership matches our strategic initiative in this area. With the addition of a second full time position and the influx of students in the new D.Min. in this area, this M.A. specialization will help us to meet the growing need not only for leaders in congregational mission, but also for scholars trained to contribute to the burgeoning field of congregational studies.

Similarly through the specialization of Ministry in Daily Life we are working towards integrating Luther Seminary's Centered Life initiative into the curriculum as one of the four strategic educational processes identified in SPOM. This specialization has the potential of educating congregation leadership for lay ministry and fostering intimate connections with various congregations and organizations committed to the ministry of the laity.

Several of the concentrations and specializations help us to form fruitful partnerships with a variety of other institutions in the Twin Cities and elsewhere. In both the M.S.M and the dual M.A./M.S.W. degree, we partner with other educational institutions (St. Olaf, Augsburg, St. Catherine's and St. Thomas). Many of the Cross Cultural Studies courses are offered in partnership with other national and international ministries. The rural courses are often offered at Shalom Hill Farm in Windom, Minnesota. The urban courses are offered as part of a collaboration within the Minnesota Consortium of Theological Schools as well as through the Seminary Consortium for Urban Pastoral Education (SCUPE) in Chicago. The group of adjuncts who help to teach courses in Educational Leadership are located in congregations throughout the Twin Cities. In the area of Congregational and Community Care, students and faculty make use of institutional connections with hospitals, colleges, and congregations, and are developing a relationship with the nursing school of the University of Minnesota. These partnerships and others both help our students to receive a broad and varied education, and help Luther Seminary to stay connected to local, national, and international congregations and communities.

All these various M.A. concentrations and specializations are aligned with the Seminary's various initiatives and are designed to provide leadership needs in congregations and within diverse ecumenical, ethnic, and economic populations. Thus our M.A./M.S.M programs are specifically designed to meet our second strategic goal.

Further Strategic Aspects of the M.A./M.S.M Degree Programs

Several aspects of our M.A./M.S.M programs are worthy of special note.

Each concentration or specialization, as well as the M.S.M and dual degrees with the M.S.W., has an individual point person who stewards the concentration and the particular students within that concentration. These point people meet with the students during their initial orientation (First Week) and are available throughout the student's years of study to offer advice on courses and final projects. Additionally, the point people as a group constitute the M.A. committee which is brought together several times a year by the Associate Dean of the M.A./M.S.M Programs to discuss issues and to further refine the programs.

Following closely on the design of the M.A. reflected in previous catalogs, all students within each of these concentrations take 7-9 core courses, 6-9 concentration courses, and 1-3 elective courses for a total of 18 courses. Each concentration is undergirded by both a required Bible proficiency exam and a strong core of theological courses in Bible, History of Christianity, Systematics (including ethics and mission courses), Interpreting and Confessing (course offered jointly by faculty from two divisions), and Leadership for Mission (including Congregational and Educational Leadership, Cross-cultural, Homiletics, Music, Pastoral Care, Rural Ministry, and Worship). Each M.A. student must complete a Writing or Ministry Project (except in the Youth and Family concentration, in the joint M.A./M.S.W. and in the M.S.M, all of which have their own projects). Students have a choice of three project options: a Thesis; Two Papers (or one paper and CPE); or a Ministry Project. An earlier option of an Essay/Interview was eliminated when the more rigorous Ministry Project was added. The student's own vocational interest, rather than the particular concentration, is determinative of which option is pursued. Upon the completion of the project each M.A. student meets with the project advisor and reader for a structured interview.

One of the visions for the M.A./M.S.M programs was to develop a process of discipleship that was integrated into the entire process of education. The Discipleship program has now been reshaped over the last two year to accomplish this purpose both in the M.A., M.S.M, and M.Div. degree programs. (See the discussion of Discipleship in the section on Faithfulness above)

One of the challenges of the M.A./M.S.M programs is designing and supporting contextual leadership experiences that fit both the degree concentrations and the specific vocations of the students. The M.A. committee has been working on this challenge. Some of the concentrations have very particular contextual leading opportunities built into the programs. Often M.A. students who are pursuing rostering, particularly in the ELCA, work through the same system of contextual education as the M.Div. students. We are working towards setting up teaching opportunities in churches and other venues for those students pursuing educational vocations. And we are pursuing service learning opportunities for our students. At this point we are working on a student by student basis in consultation with the Associate Dean and the various point people.

The M.A. degree is designed to provide both a basic structure and considerable flexibility to the serve the vocational and educational needs of individual students. Many of our M.A. students are part-time. We have therefore worked through the Curriculum Committee to develop a four year promised schedule of offered course to help our student plan their schedules in advance. During 2004-2005, we will publish a promised rotation and schedule of concentration and elective courses with this same goal in mind.

Community Support

The students in the M.A. program have many opportunities for community support as they navigate their time at Luther Seminary. During First Week (orientation), all new M.A. students and returning M.A.s are invited to gather in program groups, meeting with their faculty point people and learning about the idiosyncrasies of their concentration or specialization. Some of these groups continue to gather throughout the year. For example, the students in the residential youth and family program gather weekly for lunch and community building.

Other programs happen throughout the course of the year: lunch and introduction to the rosters of the ELCA; assistance in applying for or choosing a graduate school; overview of the M.A. Writing and Ministry Projects; sharing the call stories of M.A. graduates; "strengths discovery" workshops; a resume and job search seminar; negotiating salary and interview skills seminars; and a feed back session for graduating seniors.

A number of staff and faculty are available to assist M.A./M.S.M students in their journey through seminary. Each student has a faculty advisor who meets them for discipleship, a point person in their concentration, and for those required to do a writing or ministry project, a project advisor and reader. In addition to these faculty, the staff who assist M.A. students includes the Associate Dean for M.A./M.S.M programs (Diane Jacobson), the Administrative Assistant for the M.S.M program (Kristin Rongstad), the Coordinator for M.A. Youth and Family Distributive Learning program (Hal Weldin), and the Coordinator for Candidacy and Placement (Krista Lind).

Enrollment and Graduation Statistics

From 1995-2004, 734 students enrolled in the M.A./M.S.M/M.R.E. programs. Of these, 214 (plus 11 on leave of absence) were students as of April 1, 2004 (see Chart A, Number of Students by Concentration, below). 370 students have graduated in these ten years (see Chart B, Graduation Statistics, below), 36 during this past year. This indicates approximately 195 (26.5%) students began these programs but did not finish. The length of time students take to complete the program was not tracked in the previous database, but is being tracked starting with those entering in 2003.

Our M.A./M.S.M students are denominationally fairly diverse. Forty-nine percent of the enrolled students listed their denomination as Evangelical Lutheran Church in America. Twenty-eight percent did not list a denomination. Two percent each listed Lutheran Church Missouri Synod, Lutheran - Other, United Methodist, and Baptist - Other. One percent each listed Roman Catholic, Presbyterian Church USA, Nondenominational, Baptist General Conference, and Assemblies of God. And less than 1percent each listed United Church of Christ, Salvation Army, Christian Reformed, Presbyterian International, Presbyterian Church- Canada, Evangelical Presbyterian, Church of God in Christ, Greek Orthodox, Muslim, Free Methodist, Wisconsin Synod Lutheran, Jewish, Evangelical Free, Covenant, Church of God General Conference, Church of Christ, and Disciples of Christ

Most of the M.A. students come from Minnesota and neighboring states. Of the 175 M.A./M.S.M students who began in the Fall of 2003, 22 (12.5%) identified themselves as either a non-resident alien (12), black non-Hispanic (7), Asian or Pacific Islander (2) or Hispanic (1).

Evaluation

For the last several years we have begun fostering an atmosphere of evaluation among our students. Those graduating M.A.'s who do final projects are invited to fill out an evaluation of the program. The faculty project advisor and reader are asked to submit an evaluation of the student at the same time. Those graduating students who do not do a project are invited to fill out their evaluation on line. Whenever students fill out on-line or in-class surveys or evaluations,

they identify themselves by degree program. For the last several years graduating students have been invited to have an exit interview with the Associate Dean of the M.A./M.S.M Programs. While we have thus begun to collect a certain amount of data, we are still working out how best to use the data we collect.

The faculty point people have also begun to evaluate the M.A./M.S.M programs as a whole and as individual concentrations and specialization. In the summer of 2002, the new Associate Dean met with each point person to design and envision their own M.A. concentration. During these interviews, certain 3-5 year goals were set. These goals will be reviewed over the next several years.

ELCA Candidacy

A number of M.A./M.S.M students from the ELCA are also candidates for rostered ministry. These students are working toward being one of the public leaders in the ELCA, rostered as either an Associate in Ministry, a Diaconal Minister, or a Deaconess. The candidacy process toward rostering entails both field experience and a three-step interviewing process with a synodical candidacy committee. Often specific courses are also required. Rostered leaders from the community have been involved in mentoring current students through the process as well as hosting intermittent community gatherings of students preparing for rostered ministry. The Contextual Leadership Initiative Office is available to work with candidates for Diaconal Ministry in securing a field experience and the Office of Candidacy and Placement oversees the entire candidacy process for candidates. Currently, 24 M.A. students are at some stage in preparation for rostered ministry in the ELCA.

Placement Opportunities for Graduates

In the past, little institutional energy was expended in assisting M.A. students in securing employment after seminary. After feedback from graduates who were having a hard time navigating the hiring processes of the church and other non-profit agencies, the Office of Candidacy and Placement was created. The focus of this office is not only to help students with the traditional career development issues (job hunting, resumes and cover letters, interviewing and compensation negotiation) but also to help students better identify and articulate their own vocation goals. The goal of the office is less about placement of students in jobs and more about helping each student reach their vocational goals through strengths-based counseling and networking ideas.

Recently the ELCA has launched a new nationwide, web-based mobility system for lay rostered leaders entitled "People and Places." This is the first ongoing, nationwide effort to support those serving on one of the lay rosters in finding calls that suit their gifts. At Luther, we have been eager to encourage the church to think outside the box in creatively using the talents of those whose call is to something other than the ministry of the ordained. We have begun this conversation by hosting a "Stirring the Imagination" conference which sought to hear the stories of lay rostered leaders and to think strategically about how seminaries, synods and candidates can work together to lift up the gifts of all theologically trained leaders.

Graduates

Two years ago the Office of Candidacy and Placement surveyed the graduates of the M.A. program from the previous 5 years to determine their job search processes and the types of work in which graduates are engaged. Many of our graduates have gone on to further graduate school. Others ended up in a wide variety of jobs including the following: teacher of religious studies at a parochial school; staff for the Lutheran Volunteer Corp; chaplaincy: home health care, hospital, hospice, long term care; Minister of Music; Camp director/ program director in outdoor ministries; director of Volunteer Ministries; Global Missions staff; staff for Lutheran Coalition for Public Policy; Director of social outreach for a congregation; Director of Youth and Family Ministries; Director of Christian Education; Synod staff; staff for community youth mentoring program; vocation associate at a Lutheran college; executive for a non-profit; program specialist at Lutheran Social Services; community health planner; social worker in junior high; congregational worship planner; parish administrator; religious staff writer/editor; choral director– children, youth and adult; and congregation/community sponsored day-care director/teacher.

On the whole, the M.A./M.S.M programs have worked toward meeting the goals set forth in Luther Seminary's planning document and beyond. They have done this faithfully, efficiently, and effectively.

Chart A

M.A./M.S.M Point People and Number of Students by Concentration as of April 1, 2004

<u>M.A. Concentrations</u>	<u>Point Person</u>	<u>Student Numbers</u>
Bible		(16)
<i>Old Testament</i>	Rolf Jacobson	10
<i>New Testament</i>	David Fredrickson	6
History and Theology		(26; includes 1 double major)
<i>History of Christianity</i>	Walter Sundberg	9
<i>Systematic Theology</i>	Alan Padgett	16
Islamic Studies	Mark Swanson	16
Mission and World Christianity	Frieder Ludwig	new program
Cross Cultural Ministries	Rod Maeker	8
Congregational and Community Care		(16, incl 5 general)
<i>Aging</i>	Janet Ramsey	7
<i>Faith and Health Ministries</i>	Richard Wallace	4
Youth and Family	Hal Weldin	51 (25 resid; 26 distributed)
Congregational Ministries and Leadership		(25)
<i>Educational Leadership</i>	Mary Hess	15
<i>Rural Ministries</i>	Alvin Luedke	2
<i>Urban Ministries</i>	Rod Maeker	
<i>Congregational Mission and Leadership</i>	Kelly Fryer	8
<i>Ministry in Daily Life</i>	Jack Fortin	
M.A./M.S.W.	Richard Wallace	14
M.S.M	Paul Westermeyer	13
Christian Lay Ministry (Old Catalog)		8
Not Yet Declared		21
	Total:	214 (plus 11 on leave)

Chart B

M.A./M.S.M Graduation Statistics 1995-2004

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	Total
<i>Old Testament</i>		3	1		1	1	2	1	3	4	16
<i>New Testament</i>			1	1	3			.5*	2		7.5*
<i>History of Christianity</i>	1.5*	2.5*	4	1	2	2	4		4		21
<i>Doctrine and Theology</i>	6.5*	3	2	4	6	5	3	3	5	6	43.5*
<i>Mission and World Christianity (2004 on)</i>											
<i>Christian Lay Ministry (1999-2001)</i>					7	4	5	6	4	3	29
<i>MRE (ends 1999)/Christian Education Ministry(1999-2001) / Educational Leadership (2001 on)</i>	1	5	2	2	1	1		2	2	4	20
<i>Cross Cultural Ministry</i>	1	2		3	2	2	1	2	1		14
<i>Ministry with the Aging</i>	.5*	2	2	2	4	4	5	1.5*	3	1	25
<i>Faith and Health Ministry (2001 on)</i>											
<i>Pastoral Theology and Ministry (ends 1999)</i>	8.5*	2	2	1	1						14.5*
<i>Leadership for Mission (ends 1999)/ Congregational Ministries and Leadership (2001 on)</i>	1	6.5*	5	4			2	3	1	1	23.5*
<i>Urban Ministries (2001 on)</i>											
<i>Rural Ministries (2001 on)</i>											
<i>Ministry in Daily Life (2001 on)</i>											
<i>Islamic Studies</i>		5	4	3	4	1	6	5	3	3	34
<i>Youth and Family</i>	9	7	8	6	8	8	10	10	5	8	79
<i>M.A./ M.S.W. (1999 on)</i>							2	1	1	2	6
Subtotal	29	38	31	27	38	28	40	35	33	32	333
<i>M.S.M</i>	6	4	2	2	4	3	5	6	1	4	37
Total	35	42	33	29	42	31	45	41	34	36	370

*.5 indicates a student with a double major

Missional Pastors

In Luther Seminary's 1994 ATS self-study in a section titled Future of the Curriculum (Section VI, pages 125-126) four questions are noted as "discrete pieces to be monitored closely over the early years of the curriculum." They were as follows:

1. Academic calendar. Does it serve the curriculum and the students effectively?
2. Courses. Do they meet agreed upon goals and objectives? Are the objectives rightly articulated in relation to the mission of the school.
3. Field education and internship. What model(s) best meet(s) the objective of the integration of theory and practice?
4. Academic administration. Are the faculty and academic administrative staff organized in a way that effectively supports the implementation, evaluation, and revision of the curriculum?

During the decade between 1994 and 2004 most of the changes in the Master of Divinity degree program, either completed, in process, or on the horizon, have been made in response to one of the four areas above. In reflecting on the changes described here, it is important to note that the impetus for change did not come from external pressures or even from the 1994 Self-Study per se. Instead, the kinds of changes that have taken place at Luther Seminary stem from our on-going commitment to our educational mission and the desire to seek ever more faithful, effective and efficient ways in which we can fulfill it. We have come through a decade of institutional change that is necessitated by our changing North American context in regard to the needs and expectations of both our student body and the Christian communities they seek to serve. Hence it is to be expected that the decade ahead and a 2014 report will also be marked by significant changes.

As Luther Seminary participates in designing yet another grant proposal, we are already committed to imagining how we might work more closely with our sister school in the Western Mission Cluster (Pacific Lutheran Theological Seminary) to admit and graduate church leaders who will be sustained in their callings. Whether we do or do not receive the grant, the process of identifying populations we might better serve and the work we do with PLTS and our own faculty and staff makes us deeply aware of how much there is to do in three important areas that impact the M.Div. program. Our post-admissions task will be twofold:

- to develop fruitful ways for students to engage theological study such that they complete it efficiently,
- to shape theological study so that it will support and challenge our graduates through years of ministry

Academic calendar. Does it serve the curriculum and students effectively?

As previously noted in this report, in 1998, the academic calendar was changed from a quarter system with three nine-week quarters and a December interim to a semester system (13 week semesters with a January term). This move was made for several reasons, among the most important of which were:

- Regularizing our calendar with those of our consortium partners
- Providing opportunities for cross cultural immersion events and intensive classes at a time other than the Advent and Christmas season

- Provide students in all areas with increased time to process, absorb, analyze, and learn material that is challenging.

Since this change, we have expanded the use of our J-term significantly, offering a number of intensive core classes for all our students. Because we have begun to admit more students to seminary work at the beginning of J-term and the beginning of the Spring term in February, we have also added intensive introductory Greek and Hebrew to the J-term with a 6-week spring completion. Enrollment shows that the Hebrew class has been especially successful in attracting students. Likewise, enrollment has shown that a class, "Genesis to Revelation" has been very popular both for students preparing for the Bible exam and for more experienced students seeking an integrating course in Bible. The J-term has also become an important time for students in the Youth and Family distributive learning program to be on campus. This has provided an impetus to offer a wide variety of core courses in creative ways. It has become an important part of our academic year in ways that the December term did not allow.

The shift to a semester system has also allowed for a re-shaping of the contextual education program for first and second year M.Div. students. It also allows students who are required to complete Clinical Pastoral Education more flexible options for scheduling that experience during their seminary studies. This leads us to the second question from the 1994 report.

Courses. Do they meet agreed upon goals and objectives? Are the objectives rightly articulated in relation to the mission of the school?

In order to make the shift to a semester system noted above, Luther Seminary faculty and administration went back to the drawing board in order to get our quite newly revised curricular structure to fit reasonably into this very different configuration of the school year. Because of this and the strategic planning work in connection with the creation of SPOM, the work of this faculty since 1994 has been a long process of discerning the answers to the questions above, making adjustments, and evaluating once again. There have been several reasons for the on-going press for this process, including:

- The development of intensive courses to serve a variety of students more effectively
- The increasing use of electronic teaching means, both for whole classes and as part of residential classes.
- The change to a semester system and increase of length of classes from 9 to 13 weeks
- The whole and half course system that went into effect when we moved to a semester calendar
- Student and faculty frustration with our more experimental team taught courses, particularly "Reading the Audiences" and "Exercises in Biblical Theology."
- The continuing increase in our M.A. program and the pressure to provide adequate specialized courses for M.A. students. Also, increasing numbers of students in Bible classes who did not have biblical language training.

Courses taught by new faculty and faculty being evaluated for promotion and/or tenure have been routinely evaluated through the academic dean's office. Courses have also been evaluated by individual faculty members in a number of ways. As part of our course and learning evaluations we have looked carefully at student work. This assessment has included: papers submitted for prize competitions; selections of work produced for courses (cf. the Lilly

Assessment Project elsewhere noted); papers produced for both the endorsement and final approval processes for all ELCA (Evangelical Lutheran Church in America) M.Div. students; and more recently, the "Kolden" survey. This survey, a systematic and somewhat quantitative instrument, was designed by the former Academic Dean Mark Kolden to find a way to hear from students themselves as to how they rate their own learning over the course of their seminary education. All our seniors take this survey. We have also begun to use the survey for entering students in brief interview format and collect their responses.

The result of all this work, along with numerous in class evaluations and on-line surveys on a variety of topics, has been continual course re-vamping within the parameters of the curricular structure of the early 90's. One example of how evaluation and change continue to shape the M.Div curriculum has already been noted in the work of the Leadership Division to specify its goals, action steps, methods of evaluation, and reshaping of their allotted hours for the sake of giving students considerable voice in their own learning and assessment. This work will come to the faculty, of course, and experience considerable revision, but the direction and values of the division are clear. They have worked intensely as a team and are seeking to model an integrated approach to leadership for the students. A second example is the work that has been done to make the required introduction to worship course the best that it can be. This is presently a team-taught course. Our professor of education attended the course, worked with the syllabus and with students and made some recommendations concerning the course. We then spent a year talking about worship with in-put from a wide swath of the community and outside of it. Coming from these discussions we hope to implement a more cohesive program in teaching and experiencing of worship at Luther Seminary.

Field education and internship. What model(s) best meet(s) the objective of the integration of theory and practice?

Two factors have enabled and, at the very least, encouraged us to revamp our contextual education program at Luther Seminary since 1994. The first was a Lilly grant, "Learning Congregational Leadership in Context," which we received in 1999. The second was the combining of the contextual education programs of Luther Seminary and Pacific Lutheran Theological Seminary in 2003.

The Lilly Grant allowed us to develop a carefully organized program of contextual education, the "Twin Cities Strategy" required of all first and second year M.Div students. The program drew upon the insights of faculty and supervising pastors, as well as receiving input from students and a consultant to put together a curriculum for all students and pastors in participating congregations. Pastors and students make commitments to one-on-one meetings, to monthly cluster meetings, to a common curriculum, and to an evaluation process (on-line as well as personal). This process has operated well and we will continue it.

The grant also allowed us to develop our distance site theological education plans more carefully. While this is still a work in progress, we have had significant success in the sue of Shalom Hill Farm for the provision of seminary courses. We continue to work to develop sustainable sites in the Pacific Northwest, in Phoenix, and in Denver. This work has involved assessment of numbers of likely students in an area, the ability of an area to provide supervision for students, technology, and space for education. Our own technological capacity has continued

to increase dramatically since 1994 and we have hopes of being able more effectively and efficiently to serve students not able to come to the Luther campus for their entire program.

Both of these activities are in tune with our sensibility that context is critical, if not central, in the way we apprehend, construct, and share theology and pastoral practices. We are committed to and have made significant progress in developing this model of theological education for its integration and relative decentralization of theological education.

The creation of the Contextual Leadership Initiative as a program that belongs both to Luther Seminary and Pacific Lutheran School of Theology, has begun to reshape the way we set up and administer internship experiences at Luther and at PLTS. Our cooperation with one another opens a wider variety of sites to students from both schools. Our smaller staff and budget has pressed us to make good use of both technology and of local supervisors to work with interns at a distance from either campus. This initiative is still young, but seems to be serving students and congregations well. It continues to be evaluated.

Serious attention to the context of ministry has begun to shape theological education at Luther in very profound ways, encouraging faculty in particular continually reexamine their work in regard to assignments, evaluation techniques, the building of a "class community," the development of an ethos, theological formation and the like. The residential faculty is required to trust off-site "faculty" in an unprecedented way to do much of the work of formation and ethos building, as well as instruction. We are learning to treat students as adult learners and give them much greater responsibility for their own learning. This not easy for many students and for many faculty. Most importantly, we are being forced to consider how our own learning, past and continuing, in our own fields really does matter to the people of God in the 21st century.

Academic administration. Are the faculty and academic administrative staff organized in a way that effectively supports the implementation, evaluation, and revision of the curriculum?

The answer to this question has occupied us in a significant way since 1999. At the present time we have Associate Deans for each of the strategic program areas, including the M.Div. program for Missional Pastors. These deans meet with the division chairs in a large committee, but do much of their work together or with committees pertinent to their programs. We have also retained divisions and chairs. All these persons are faculty members with reduced teaching load and some additional financial compensation for their work.

These deans have met regularly to work at the orientation process, the admission process, the re-development of discipleship, and planning for the next Lilly grant we will be seeking. Especially in regard to the M.Div. program they have been involved in trying to maintain an overview of curricular change, including the work of the dean of students, divisional proposals, admissions, candidacy, and especially, contextual education. It is still too early to know how effective this current administrative design will be in the long run. It is a heavy structure with a lot of people involved. The lines of accountability and interaction are not as clear as they might be, for the M.Div program which has so many different specialties and specialists serving it.

Other matters effecting the M.Div. program

The various reports supporting this self-study reveal that Luther Seminary is engaged in an ambitious, multi-faceted, on-going process of theological education designed to serve our students, real and hoped-for. We work at discerning who those students are and might be and how best to serve them so as to prepare them for leadership in mission in a variety of settings. A number of areas for continuing assessment and growth seem worthy of special note:

- Learning how to work with faculty for consortium wide class planning, scheduling, and even hiring.
- Continuing to work at understanding the contextual nature of theological thinking and practice
- "Slimming down" the required courses in all divisions at Luther Seminary
- Having adequate instruction for worship learning and experience.
- Working more consciously and conscientiously at formation for students near and far from campus.
- Becoming a significantly more ecumenical campus, not only in terms of student presence, but also within the faculty and in the ways all faculty and students learn how to listen to one another
- Continuing to improve on distance learning (and residential!) pedagogies for adult learning.
- Continuing and increasing assessment of student learning, with the inclusion of former students in and out of parish ministry.
- Becoming a more diverse campus ethnically, racially, linguistically. (One small step here would be to make the learning of a contemporary language for mission easy to arrange and not overly expensive.

Graduate Theology

The fourth major strategic program area identified by SPOM is graduate studies. The graduate programs have become well established at Luther Seminary and an integral part of its mission. The Ph.D.. program is now in its 17th year, the M.Th.. program having been established at least a decade before. In addition, the Seminary has participated since 1974 in a D.Min. program offered collaboratively by the Minnesota Consortium of Theological Schools. The Seminary's primary vision in relation to these programs is that they be deliberately theological and confessional without compromising their dedication to academic excellence and accountability. It is these commitments that make these programs unique and are the reason for their existence. It is these same commitments that attract like minded graduate students, the next generation of teacher/scholars of the church, to these programs.

In the period leading up to the adoption of the Seminary's strategic plan for 2000-2005, Serving the Promise of Our Mission (SPOM), an exploratory work group consisting of board members, faculty, and other interested parties strongly reaffirmed the importance of the Seminary's graduate programs to the achievement of the Seminary's mission, pointing out in some detail the programs' continuing and essential contribution to the ELCA, the global church, the regional church, the ecumenical church, and the academic study of religion. SPOM itself committed the graduate programs, as it did the other seminary programs, to a re-energized vision of God's mission in a changing world in the 21st century, and to measuring their success in realizing this vision by reference to the standards of faithfulness, effectiveness, and efficiency. These

commitments have resulted in a realistic evaluation of each of the graduate programs, the making of some difficult choices, and some clearly positive developments for the future.

With respect to the Ph.D. program, SPOM called for the redesign of its format and approach with a view to maximizing faculty participation and strengthening the curriculum. This project has been completed, the faculty having adopted in the spring of 2003, after a year long process of review, a redesign of the doctoral program curriculum. Among other things, the following were accomplished; (1) the subject matter of some core curriculum courses became “unscripted,” allowing faculty to teach according to their real strengths and interests; (2) a “common seminar” was adopted, required of all Ph.D. students, allowing greater collegiality and the examination of methodological issues common to all concentrations; (3) a reevaluation and restatement of the curriculum for all concentrations was undertaken with a view, principally to improve student learning and experience, but also to maximize efficiency and levels of course enrollments through the development of courses common to several concentrations and attractive on a selective basis to the best students in the undergraduate programs; (4) and a renewed commitment was made to a formal periodic review of the progress of each student.

SPOM also called for the development and implementation of a new Ph.D. concentration in Congregational Mission and Leadership, an area focusing on effective leadership particularly in the revitalization of existing congregations and the development of new ones. This also was accomplished through the approval of the concentration by faculty and administration in the spring of 2002, again after a year long process of review, including surveys of the need and market for the program, the development of an extensive educational plan including curriculum, and a business plan gauging the economic impact of the program upon the institution and including a revenue/expense analysis and projection. Applications for admission to this concentration have been strong, and an average of four students per year has been enrolled, which is the maximum number of spaces available in the program as a whole allocable to any given Ph.D.. concentration. The Congregational Mission and Leadership concentration joins the other concentrations that have been traditionally offered, Systematic Theology, Church History, and Pastoral care. On the other hand, upon the recommendation of the Bible Division after careful review, the faculty voted to suspend admissions to the concentration in Scripture. An additional concentration in World Christianity and Islam is being actively considered.

Over the past ten years, over 80% of students enrolled in the Ph.D. program have eventually graduated. Over 95% of them have found employment in the field.

Significant development has also taken place in the Seminary’s D.Min.. programs. SPOM called for a review of the Seminary’s D.Min.. program offered in collaboration with the Consortium. This resulted in a faculty and administration decision in the spring of 2002 to suspend further admissions to this program, allowing for its eventual termination upon the graduation or other disposition of the students currently enrolled in the program. In its place, the Seminary, as mandated by SPOM, has developed and implemented two new D.Min.. concentrations, the first in Congregational Mission and Leadership, approved by faculty and administration in the spring of 2001, and in Biblical Preaching, approved in the spring of 2003. Again, each of these programs was initiated only after an extensive need and marketing analysis, and the development of detailed program and business plans. Three cohorts of students totaling in the aggregate 32

students have been admitted to the Congregational Mission and Leadership program. Retention of admitted students is high (95%). One cohort of 14 students has been admitted to the program in Biblical Preaching. Each of these programs has been specifically designed to promote and routinize regular progress and expected graduation. Both heavily employ a technology and web based component to allow teaching and student contact and collegiality during the lengthy periods away from campus. Very preliminary discussions have been held about the possibility of beginning a third D.Min. program in Youth and Family Ministry.

Intensive efforts have been underway in the last three years to market these programs and to increase their visibility both nationally and internationally. Print materials have been redesigned and more broadly distributed. In addition, the web presence of each of the programs and each of their concentrations has been or is being developed and expanded to allow extensive and effective marketing through the internet. These efforts have already borne fruit. For example, while the Seminary has no immediate plan to increase the over-all size of the Ph.D. program, recent marketing efforts have effectively doubled the number of applicants to the program each year, allowing the Seminary to realize its goal of significantly enhancing the quality of students admitted and therefore of the program as a whole.

While the foregoing picture of the graduate programs is positive and its future bright, there are areas of concern that require attention. One such area is the continued retention and development of faculty and administration support, which, particularly in difficult economic times, understandably and of necessity focuses upon the health of the undergraduate programs that are the more primary work of the institution. Another perhaps even more fundamental area of concern is the lack of any increase over many years in endowed scholarship funds that can be made available to students. Without additional support of this type, it may be difficult to sustain the effort and advances in faithfulness, effectiveness, and efficiency that have so far been made.

Strategic Initiatives

As was noted in the Introduction, *Serving the Promise of Our Mission*, Luther Seminary's strategic plan for 2000-2005, envisioned four new initiatives, particularly consistent with the directions set by the Four Educational Processes and with the overall vision and mission of Luther Seminary. A fifth initiative was added shortly after the plan was adopted. These are:

1. Life Long Learning
2. Congregational Mission and Leadership
3. Children, Youth and Family
4. Biblical Preaching and Worship
5. World Christianity and Islam

A point person was assigned to give overall leadership to the development and implementation of each of these initiatives. The requirements for authorization and funding was that a business plan be developed that identified program design, and anticipated program costs. Business plans have now been developed for each of these initiatives. The first three are fully operational, the fourth is currently in process of becoming operational, and the fifth is in the final staging ground for initial implementation.

One of the key developments in initiatives two-through-five listed above was the envisioning of the possibility of academic program offerings by each initiative in all four of our degree

programs – Master of Arts, Master of Divinity, Doctor of Ministry, and Doctor of Philosophy. With a few variations, plans for this have been implemented for areas two-through-four and are being planned for the fifth area. This work has led to the need for two things: (1) integration of efforts between these strategic initiatives; and (2) alignment of these initiatives with the academic administration of our programs. These needs have been clearly identified and are scheduled to be addressed during 2004-2005.

Distributive Learning Program in Youth and Family Ministry (DL)

A key example of the way in which commitment to these strategic initiatives has been expressed is the design and implementation over the course of the past several years of a distributed learning alternative for students in the M.A. program in youth and family ministry who are already serving in a ministry setting. This option allows students in this program to begin their theological education without becoming a residential student, but more importantly to capitalize on the learning opportunities provided by their context of ministry.

Introduction and Brief History

Introduction and brief history:

The Distributive Learning M.A. in Youth and Family degree was inaugurated in discussions in the spring of 1999. The concept was forged as a way for Luther Seminary to bring an existing theological degree program in Youth and Family ministry to those potential students who were serving in the context of ministry and desired a graduate degree. Funding for this proposal was secured with an initial agreement of two years funding with Youth Leadership identified as both the fiscal agent of the program and to provide support in the program's development. This arrangement was extended an additional year until August of 2003. An overall Director of Distributive Learning for the M.A. in Youth and Family Ministry was hired in August of 2000 with this job description: "Take the idea of a distributive learning degree for potential graduate students and make it a reality. Then work on the task to help both Luther and Youth Leadership create the needed structures to service and tend the students in the pilot."

The initial vision for the DL program was three fold:

1. Design a proposal and degree manual for a new distributed M.A. degree in Youth and Family Ministry ultimately for ATS review and approval.
2. Secure a group of students to pilot the program and begin using this group as a way to shape and form a comprehensive distributive degree program.
3. Building on the strength of Luther Seminary's online course development to move in building the infrastructure needed at Luther Seminary and Youth Leadership to service this program and its growth.

Within the first three months of this program it was discovered that many systems and layers of support would be needed to service this program and students. First, it became very clear that an ATS approved program design was crucial for this program to become a reality and that approval was required before wide publicity about the program was appropriate. Second, a comprehensive investment in online technologies and distance learning design was needed at both Luther and at Youth Leadership. Third, designing and developing the area of student support services and mentoring for online learners in this program became a key element to the success of this degree.

Fourth, a focused and collaborated effort in developing a schedule of both an online and face to face course intensives would be primary to the future of the program.

The first draft of the Distributive Learning M.A. in Youth and Family ministry was completed and submitted to ATS in November of 2000. This draft was not approved and a second re-write began immediately addressing the stated concerns from ATS. The primary concerns stated for the rejection of the first draft fell into three categories:

1. Concern about the percentage of online coursework (The original draft allowed two-thirds of the degree to be completed online. The rewrite changed this amount to one half or nine courses.).
2. Concern about the potential student's Luther Seminary's identity and Luther's responsibility in relation to Youth Leadership in the concentration course work.
3. Concern about matters of students' spiritual formation throughout their theological studies.

The second draft addressed these issues and was submitted to ATS in November, 2001. The program received tentative approval in February, 2002, pending a full review in connection with the self-study process 2004-2005. The DL manual and program design has continued to be modified throughout the last three years as the program matures (See Appendix 22, which presents the DL Manual, i.e. the Pilot Proposal for the Distributive Learning Program in Youth and Family Ministry; and Appendix 23, a two-year progress report and evaluation. Attachment A of the progress report includes a timeline summary of key developmental stages of this degree program).

Student enrollment

2000-2001 Initial Pilot group of 12 students.

The DL program was launched in September, 2000 with 12 student participants. Six of those in this initial group entered the DL pilot with some course work already completed. The six other students in the initial pilot entered as new Luther M.A. students.

2001-2002 Total active students 24

Twelve additional students were added to the pilot during the second year, to total 24 students involved in the pilot. The program received 35 requests for information during this second year, many came following an ELCA Extravaganza event in February, 2001. One DL student transferred into the residential program to finish his M.A. degree.

2002-2003 Total active students 34

Ten additional students entered the program in September, 2002, with an additional four students beginning their studies in January, 2003. The total new students for 2002-2003 that are either approved or in the process of approval was 18. As the year began it became clear that 6 students would be on academic leave, yet intend to pick up their studies in 2004-2005. (Three students were pregnant and gave birth during this year and three relocated to new congregations.)

2003-2004 Total active students: 26

Beginning in the fall of 2004 we have initiated a process of clarifying with all DL students their academic goals and involvement. Students who were either unsure of their study plans or planning on not taking courses this year were placed on formal academic leave. Five students are

on leave during the 2004-2005 academic year. Two students shifted into a residential program, and one graduated in May 2004.

In addition to adding new students to the DL program in second year, we have had four students transfer to a residential M.Div. program (three to Luther Seminary and one to Wartburg Seminary) and one student, Jeremy Myers completed his degree in 2003. Six students have dropped out of the program over the past four years.

The graph below is helpful in sorting out these student numbers:
Fall 2004 Student Total:

Number of Students	Level of activity
39	Students who have had any official involvement in the DL program since September, 2000
26	Active students taking courses Fall 2004
22 (2 independent study)	Active students taking courses Fall 2003
5	DL students not taking a Fall, 2003 course on formal academic leave.
5	Students who have transferred into a residential program
5	Number of additional students currently in the application process 2004 - 2005
6	Students who have dropped out of the DL program
2	Graduated in DL program

A number of questions have emerged in relation to student needs and involvement in this particular Distance Learning program:

1. How is this student population distinct in both their academic needs and their context of ministry? Most of these students enter their theological studies with far more experience and ministry responsibility than our residential students. Average years of full-time congregational ministry experience for DL students is 7.5 years.
2. What are the key factors that help students to stay engaged and to continue in their course of study and conversely, what are the factors involved for students who choose to take a semester break or drop completely out?
3. Are there more effective cohort models which encourage students to continue in their course of study? In addition, is there a way to structure a non-cohort model that encourages students to continue their studies till completion?

Future Directions

Over the course of the program, the following learnings and recommendations for the future have emerged.

The DL program was initially created as a distance learning module using the residential model as the framework for the program. By the fourth year, it is clear that the DL degree is more like a “new creation” than a transformation of an existing residential degree. Many of the operating assumptions of residential students and their work in local congregations do not transfer to those

distant students in distant places of ministry. DL students are highly valued players in their context of ministry and what happens in their ministry context greatly affects their ability to tend to their studies.

Findings

- Everyone is on a technical learning curve. To advance both personally and institutionally on this learning curve takes training and initiative. Technology, like any other area of discipline does not advance well passively, but must be embraced and pursued. At some points Luther Seminary has embraced this e-learning curve much more aggressively than Youth Leadership in the initial years. Specific technical training and e-learning development remains a key element for the continued success of this program.
- Luther seminary is currently evaluating the relationship with Youth Leadership and the Distributive Learning program. Luther is exploring the expansion of seminary's resources to fully service the Distributive Learning Program and students without the aid of Youth Leadership, possibly beginning in the academic year 2005 – 2006.
- Supporting the unique needs and desires of distance learners takes new skills and informed strategies. Supporting distant learners is more than making information available and accessible on the web; it also includes overt training and orientation to the e-learning environment. We have developed several "online primers" for students as they begin their experience with e-learning and implemented an on-site orientation program for beginning students during their first intensive.
- The DL program model has been designed initially as a non-cohort experience. In other words, students begin when they are approved and are not specifically grouped with other students that remain constant throughout their degree program. Ideally, we will be able to create both non-cohort and cohort grouping. We are currently piloting a 10 person cohort with began January, 2004.
- The 14 point Distributive Learning Matrix that was presented for discussion on March of 2002 by Rolland Martinson was a helpful framework for picking up the various issues, tasks, and responsibilities in the DL program. I would advocate both a review of these 12 points of program elements and responsibilities and the creation of a new matrix based on the future needs of this program. As the Director of Distributive Learning shifted to Luther Seminary June of 2003 and internal discussion has begun in accessing and evaluating the partnership with Youth Leadership.
- Distributive Learning students are pushing the capacities of the existing course concentration curriculum. These are students who enter their study with 4 – 12 years of full time experience in the parish, (a six students that have more than 10 years full time experience) and their experience and needs are not fully embraced by our current curriculum. A curriculum team has been working to revise the core concentration classes for all M.A. Youth and Family participants with an expected launch of this new curriculum Fall, 2005.

Curriculum elements

- Courses and content need to embrace show respect to a more advanced level of vocationally experienced student.

- Pedagogical shifts from teacher based learning to learner based experiences. This would include a constructivist learning model that embraces a collaborative learning environment. A basic explanation of this shift can be found in the following article by Michael Moore: <http://www.knight-moore.com/pubs/ajde3-2.html>. An excellent example of implementing this shift as it relates to e-learning can be found in Randall Kindley's article on "Scenario Based E-learning: a step beyond traditional e-learning" <http://www.learningcircuits.org/2002/may2002/kindley.html> Two of his summary tables; "A comparison of Traditional and Scenario-Based Learning Approaches" are particularly relevant to our DL program.
- Overtly Lutheran theology must be more present in curriculum with these students as the vast majority of them are functioning in a Lutheran theological ministry context. This is a part of the evaluation with both the curriculum and the partnership with Youth Leadership.
- It was a matter of great wisdom on behalf of the leadership team to put limits on the number of participants in this model so that we can critically and authentically provide the care for these students that are participating in this pilot. Too many students would have resulted in poor service and a less than excellent experience for all involved. We need to show concern and constraint as we add participants in this program. Presently, the numbers of students active in the program is 26 and we will limit the number to 30 for the academic year 2004-2005.

Summary

The Distributive Learning Program has journeyed from concept to reality and yet has only entered its infancy as it moves through its fourth year. According to the proposal submitted to ATS, we now have five years to pilot this program and craft it into excellence. I am pleased with the progress that has been achieved, yet a bit overwhelmed at the needs for careful analysis and re-design as we move forward. It is my hope that this process of development would be done

Discipleship

In the design of the new curriculum adopted in 1993, as has been noted, "Discipleship" was seen as an overall theme and programmatic agenda that encompassed all three of the movements of the curriculum from Learning the Story, through Interpreting and Confessing, to Leading in Mission. The move from a quarter to a semester calendar originally necessitated some major review and redesign of course offerings in this area. This area has been continually revisited and assessed especially during the last several years. For a report on this area see the discussion of Discipleship in the section on Students in the "Faithfulness" section of this self-study report.

Contextualization Initiatives

Three factors have both enabled and encouraged Luther in the redesign of our contextual education program since 1994. The first was the theological insight and commitment in the new curriculum to the central role of "contextualization" for all theological education; the second was the Lilly grant, "Learning Congregational Leadership in Context," which was received in 1999; the third was the combining of the contextual education programs of Luther Seminary and Pacific Lutheran Theological Seminary in 2003.

A major impetus for change has come when Luther Seminary undertook the Lilly project as part of its commitment to redefine its approach to theological education by creating a direct, intentional link to the contexts of ministry themselves. The intention of the grant was to make congregations more essential partners with the seminary in the work of preparing well prepared and equipped leaders for the mission of the church in a world of many cultures. This commitment to reform itself as a center of theological learning and formation for mission keenly aware of the contexts of ministry and congregational life is captured in the bold language of the Lilly proposal:

“[We seek] to place congregations at the center of the theological education process in order to develop leaders who can provide missional and evangelical leadership in helping congregations carry out their apostolic calling with the context of the communities they serve.”

Under the auspices of the grant, a major recasting of the pre-internship program of contextual education has been accomplished. The impact on other dimensions of contextual education has been less dramatic, we have begun to explore the possibilities inherent in using contexts other than the residential campus as settings for the work of theological education (See Appendix 24: "Learning Congregational Leadership in Context:" Summative Evaluation).

The Lilly Grant allowed Luther to develop a carefully organized program of contextual education, the "Twin Cities Strategy," required of all first and second year M.Div. students and referred to already in the section on Missional Pastors above. The program drew upon the insights of faculty and supervising pastors, as well as receiving input from students and a consultant to put together a curriculum for all students and pastors in participating congregations.

The grant also allowed us to develop our distance site theological education plans more carefully. While this is still a work in progress, we have had significant success in the use of Shalom Hill Farm for the provision of seminary courses. We continue to work to develop sustainable sites in the Pacific Northwest, in Phoenix, and in Denver. This work has involved assessment of numbers of likely students in an area, the ability of an area to provide supervision for students, technology, and space for education. Our own technological capacity has continued to increase dramatically since 1994 and we have hopes of being able more effectively and efficiently to serve students not able to come to the Luther campus for their entire program.

Unanticipated was the extent to which the grant contributed to a growing partnership with our sister seminary in Berkeley, CA that resulted a year ago in the establishment of the Contextual Leadership Initiative, a program bringing the work of contextual education at PLTS and at Luther under one umbrella. After one year, that program is already well established and the integration of the work of the two schools continues to gain momentum. Cooperation and integration is especially evident at the level of internship and cross-cultural education. The congregational contexts which are hosts for internship and the variety of settings in which cross-cultural immersion experiences take place are equally available to students from both schools. The placement process as well as the on-going supervision of such experiences are carried out in collegial fashion by personnel from both schools. It is expected that other components of contextual education will receive similar treatment in the next few years.

The receipt of the Lilly grant made it possible to add personnel to oversee some of the new work of the last few years. That was especially true for the pre-internship Contextual Leadership program and in the area of technology. A full-time person was called to oversee the development and implementation of the Contextual Leadership program and a part-time consultant was called to assist in the development of cluster programs bringing together off-campus contextual students and pastors in monthly meetings through e-mail and other electronic means.

With the completion of the grant and the advent of the CLI, there has been a reduction in personnel to a level below that of what was in place before the grant was received. The transition in staffing represents both an effort to reduce costs and to conduct the work of contextual education in new ways. Thus, what was a staff of three Directors of Contextual Education, one Director of Cross-cultural Ministry, one office manager and one half-time office assistant in 1999 has now become two directors of the Contextual Leadership Initiative, one Coordinator of the Contextual Leadership Initiative, a half time office assistant, and a half-time program developer on a two-year contract.

New, however, is the position of part-time deployed contextual faculty of which there will be three in separate locations across the western half of the United States. These three deployed persons will serve the integrated CLI program from their respective locations. One such deployed person is in place with two to be added during the academic year. The three together will be roughly equivalent to one full-time person.

The use of deployed faculty represents an effort to be more fully contextual in how the work of contextual education is administered. It parallels the effort to contextualize the student involvement more fully as well. Finally, both efforts are intended to root the work of contextual education more fully and deeply into the fabric of the seminary curriculum as well. Thus, the work of contextual education continues to evolve at Luther Seminary in continuity with its past but in formats and directions responsive to the demands and challenges of the 21st century.

Cross-Cultural Education

Background

At the time of the last ATS evaluation in 1993-94 a revised curriculum at Luther Seminary had just been put into place. It included a required cross-cultural experience of two to 4 weeks in a culture that was different from each student's formative culture. In a culturally diverse world, both locally and globally, cross-cultural education was deemed to be an important and essential component of theological education that had as its mission to educate leaders for Christian communities in a world of many cultures.

Since 1993, Luther Seminary has offered cross-cultural experiences in at least 12 to 14 sites during the January Term and summer school in such diverse sites as Mexico, Guatemala, Pine Ridge Reservation, El Paso Border Immersion, Zimbabwe, Chicago, Twin Cities, and Shalom Hill Farm.

One of the goals for the redesigned curriculum is to assist students in learning some of the basic knowledge and essential skills for mission and ministry in cross-cultural contexts. While it was assumed that students would learn some of the basic skills by simply observing and reflecting with engaged practitioners in culturally diverse ministry settings, the need for assessing growth and progression in learning became immediately apparent. What framework for understanding and assessing learning in cross-cultural education might be useful and helpful?

A Framework for Development and Learning

A search began immediately for a framework to determine and assess student learning and development. For our purposes at Luther Seminary, we discovered work being done at and through the Intercultural Communication Institute in Portland, Oregon. While this organization is not affiliated with churches or congregations nor has a theological focus, it offered some tools for identifying stages of cultural sensitivity and a framework of progression in learning and skills. The particular framework was formulated by Milton Bennett and is called the Developmental Model for Intercultural Sensitivity or DMIS.¹

The model defines six stages of intercultural sensitivity and development: Denial, Defense, Minimization, Acceptance, Adaptation, and Integration. The first three stages are labeled as “ethnocentric,” i.e., viewing other cultures through the lens of one’s own culture and system of meaning or evaluating them only through one’s own world view. The last three stages are “ethnorelative” -- viewing other cultures as relative to others within their own cultural context. The model is predicated on the skill of seeing and recognizing cultural differences.

In the DMIS, Bennett defines persons in the denial stage as those unable to see or sense differences. In this stage persons have no categories for dealing with difference. In the Defense stage, people begin to recognize differences, but are threatened by them. Minimization is the third stage where differences are viewed as not mattering. They are minimized into the assertion that “in the final analysis we are all the same underneath it all.”

From here the model moves to a new framework of seeing differences as not only in relation to one’s worldview (ethnocentric), but as a meaning system that has validity within a particular cultural context. The Acceptance stage views difference as interesting and non-threatening. It accepts cultural difference as another valid way of seeing the world. Adaptation is the stage of development where one can adapt their behavior to a different cultural context. The last stage of development is called “Integration.” This is the stage where one can feel comfortable in more than one culture and can integrate behavior and values in such a way as to operate appropriately in multiple cultural contexts.

While this framework does not inherently have a theological orientation, it was recognized as having insightful and essential framework for determining the cultural skills necessary for moving from a “Christendom” model of Christianity to a “Missional” orientation of leadership in the world.

¹ Milton J. Bennett, “Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity,” Education for the Intercultural Experience, Chapter 2, Yarmouth, ME: Intercultural Press, 1993, p.21-71.

Inventory Assessment

After making the decision that the DMIS provided a helpful framework for determining the cultural skill development of students, the next question that surfaced was, “How might assessment be done in such a way as to measure and determine development in cross-cultural knowledge, skills, and attitudes for mission and ministry?”

Milton Bennett and Michael Hammer have recently developed an inventory called the Intercultural Developmental Inventory (IDI)² which was designed to assess a person’s development on the framework of the DMIS. The instrument consists of a configuration of statements that allow one to assess the probable stage of intercultural sensitivity development. The decision was made to request students who registered for a Cross-Cultural Studies Seminar and/or a Cross-Cultural Mission Experience to complete an IDI inventory when entering the course to determine a benchmark for students’ knowledge, attitudes and skills at Luther Seminary. The instrument was used over the course of several years to ascertain the stage of development of Luther Seminary students on the DMIS.

As the data from the IDI inventories was scored and analyzed, students ranged over most of the spectrum of the six stages. However, over half of them scored in the “Minimization” stage. This is the stage where cultural differences tend to be viewed as not mattering in intercultural communication. One of the major prescriptions for cultural sensitivity development beyond cultural minimization is engagement in cross-cultural experiences where one learns about their own culture as well as the cultural realities of others, stressing and encouraging the recognition of differences in different cultural contexts.

From the analyzing this data, it was determined that cross-cultural experience needed to continue for students at Luther Seminary if students were indeed to be better missional leaders. But it was also clear that more attention needed to be given to awareness of one’s own culture as well as the cultural differences of others.

Design Changes and Results

In Cross-Cultural Studies Seminars and in preparation and orientation for Cross-Cultural Mission Experiences, more attention was then given to DMIS stages of development and recognition of cultural differences. Recognition of ethnocentrism and cultural reflection on differing theological content was encouraged. To assess whether our changes were having the desired effect in cultural sensitivity, we used the IDI not only before, but after the completion of classes and cross-cultural experiences. In the past two years, students usually develop to the next higher stage of cultural sensitivity in 60% of those engaged in cross-cultural education and experiences. This seems to indicate that we are making progress in teaching and developing cultural sensitivity which we judge to be essential for missional leadership.

² Mitchell R. Hammer, and Milton Bennett, Intercultural Development Inventory, Intercultural Communication Institute, Portland, OR, 1999.

Future Assessment

While the assessment and results described are encouraging, there is much more work that needs to be done. The assessment and evaluation of learning would be much more helpful with the development of a specifically designed assessment tool that would use more theological content and categories for cross-cultural learning and development.

B. Academic Technology and Online Learning

Narrative history

At the point of Luther Seminary's last self-study, digital technology had begun to have a prominent role in our work, particularly in the library and business office. Word processing was becoming standard and database searches were increasing in importance for both faculty and students. Ten years later digital technology is pervasively present in our academic work.

Currently, faculty and students employ digital technology for a wide range of activities. Email communication, for example, is standard. Computer access (with connections to the Internet) is readily available in labs, dorms, classrooms, and, via wireless connection, in all the common spaces of campus. LutherNet accounts, issued to faculty and students, provide access to functions ranging from email to library databases. Students and faculty can set up home pages on a seminary Web server and access storage space on seminary drives. In addition, roaming profiles make it possible to replicate most desktop capacities elsewhere on campus. Through our Homelab system, students and faculty can access their profiles anywhere there is Web access. This flexibility is possible because we have turned to a Web-based structure wherever feasible. The emergence of the Web within the last decade has had a profound impact on our deployment and employment of digital technology. (We have not invested significantly in teleconferencing equipment, turning instead to the Web early in the decade.)

It is most important to note how extensively the environment of our work has been digitized. The infrastructure of our work has become heavily digital. Even faculty who are unlikely to ever make a PowerPoint presentation in a classroom regularly communicate with colleagues and students via email, use search engines/programs to gather data, and access announcements, class lists, etc. via our Intranet (www.luthersem.edu/intranet). Thus, the worth of much of the cost of building this capacity cannot be established by narrowly asking whether or not there has been an improvement in single areas of activity. Our students and new faculty alike expect this level of infrastructure capacity and long-term members of the community have come to depend on it. We could not communicate efficiently or effectively – internally or externally – without this capacity. In fact, much of this infrastructure has become “invisible” to its users, that is, it has become taken for granted. It is working smoothly and can no longer be regarded as innovative or disruptive.

The development of our infrastructure capacity has had combinations of incremental and accelerated phases, individual initiative and deliberate institutional planning, and enthusiasm and resistance. Throughout this period there has been administrative and board support. Administrative and board support included trusting dreams and unproven experiments of innovators among the staff and faculty – even though the pace of adoption may have seemed

slow to the “innovators.” “Research and development” has been and is supported, and there is recognition that it is unlikely that the rate of change in digital technology will slowdown in the near future.

We have struggled a bit in how to organize ourselves in this environment. The simple part has been the tasks that can be narrowly defined as technical (e.g., hardware configurations). They have always been handled by our computer/network services staff who report to the Vice President of Finance and Administration, Howard Ostrem. The software that supports administrative computing and databases is similarly handled. Scott Hample (Administrative Computing) and Don Sandborg (Network Services) have been long-term, key personnel in these respects.

The digital support used by the library and for instruction, however, has had a less clear organizational structure in the last decade.. Early on, Tom Walker worked from a base in the library but was involved in infrastructure issues. His role developed into what today might be termed “academic technology.” When our librarian retired, our search process redefined the character of the work to be done and Walker became the Director of the Learning Resources Center (LRC). The LRC was a gathering point for Library Services (Bruce Eldevik), Archives (Paul Daniels), Reformation Studies Library (James Kittelson), Luther Productions & Media Services (Michele Jansen) and Academic Technology (Tom Walker). In some cases those who directed these components of the LRC reported to Walker, but others did not. In addition, there was a LRC committee consisting of the directors of each of these entities plus several faculty appointed by the Dean. Some components of the LRC had separate committees – notably the library – but others did not. Parallel to directing the LRC, Walker also developed and guided the Fisher’s Net through its initial years. (The Fisher’s Net is jointly owned by Augsburg Fortress Press, Thrivent Insurance, and the three seminary clusters of the ELCA. From its earliest inception, the Fisher’s Net has been a joint project, not an exclusive project of Luther Seminary.)

The LRC was to coordinate direct support to the teaching of the faculty and the learning of students, both in research and course work. We set out pursuing a new conception of support to academic work. We recognized the need for change – new functions were emerging – and knew we could not design new governance structures or formal relationships without first experiencing the new functions. This meant there would be ambiguity as we proceeded. And there was ambiguity. Many faculty and some administrators had difficulty distinguishing our own Academic Technology support from the Fisher’s Net. The confusion was understandable since Walker directed both efforts. Resistance to a changed conception of the Library also emerged. By the time Walker moved to a new position at Luther College at the end of 1999, we had not fully resolved the ambiguity in lines of reporting and in the relationship between committees and personnel.

After Walker’s departure in January, 2000, the LRC concept/structure was reassessed. We began to return to a more conventional structure without directly repudiating the LRC concept. Academic Technology had already changed with Walker’s departure. In February 2000 Richard Nysse was appointed as the Assistant to the Dean for Learning Systems and Technology. He worked (on a overload basis) with the academic leadership to develop a deeper understanding of the implications and possibilities of educational technology for Luther Seminary. Later Dita

Leininger was appointed as Director of Library Services and formally the Learning Resource Center ceased to exist in June, 2002. Luther Productions was rolled into the purview of Centered Life, and Media Services became part of Network Services.

In July 2002 Nysse became the Associate Dean for Learning Systems and Technology (a half-time position) assisted by Alice Loddigs who moved from Faculty Secretary to Coordinator of Faculty Support Services (a full-time position). This combination could be understood as the present manifestation of what had been “Academic Technology.” (See Goals 11.1, 11.2, 11.3 in SPOM. These goals were envisioned as part of the LRC’s work. Even though the formal LRC structure has been abandoned, many of the particulars of these goals have been achieved under other structures.)

The tight coordination that had been envisioned for the LRC does not currently exist in a formal manner. However, an informal weekly lunch meeting of interested parties from the library, network services, seminary relations, and elsewhere carries forward a healthy climate of cooperation, consultation and coordination. In a sense, we are now, on an informal basis, closer to having a functioning “learning resource center” than we ever had on a formal basis. With the arrival of David Stewart in July 2004 as Director of Library Services, we will continue the informal relationship unless a compelling formal arrangement emerges.

The history or the LRC sketched in the above paragraphs is an example of incremental change. A multitude of small decisions and individual initiatives undertaken one by one has brought about changes in the way we work. The Bible Tutor and the Church History Tutor, for example, are the result of great effort on the part of a very small number of individuals. Individual faculty have developed extensive personal Web sites. A portion of the funds from a Lilly Foundation technology grant allowed us to offer subgrants to support individual faculty projects. Such efforts gradually increased the usage and interest with the institution.

During the latter part of the past ten years there has been institution-wide planning and accelerated effort. Our work has not been merely “incremental” and “individual.” The strategic plan, “Serving the Promise of Our Mission,” was a pivotal moment. Goal 8.1 stated: “By 2005, Luther Seminary will be a leading institution in applying digital technologies to the development, delivery, and support of theological education.” Technological capacity was referred to at many junctures in the strategic plan; it was seen as a prominent tool in the implementation of goals that grew out of the core commitments of the seminary (See Appendix 25: E-Learning Plan: Vision, Goals, Objectives, Actions: 2002-2005; see especially the section entitled “Alignment of Teaching and Learning with Technology with Luther Seminary Vision, Mission and Goals,” pp. 7-12).

Initially the implementation of the technological goals of the strategic plan was carried out through existing units and departments. In Spring 2001 we contracted with Eduprise (later called Collegis) to develop a specific plan for technology and to guide our implementation efforts. An e-Learning Action Committee was formed. The members included:

Jim Dudley, *Web Manager*

Scott Hample, *Director, Administrative Computing/Information Services*

Mary Hinkle, *Assistant Professor of New Testament*
Dita Leininger, *Dir, Library and Learning Resources*
Dick Nysse, co-chair, *Professor of Old Testament*
Howard Ostrem, *Vice President for Administration*
Don Sandborg, co-chair, *Director of Network Services*
Bill Silva-Breen, *Director, Financial Aid & Housing*
Craig Van Gelder, *Professor of Congregational Mission*

With the assistance of this committee Eduprise conducted a readiness/status review during Summer 2001. Ten dimensions of e-Learning readiness were assessed:

1. Executive Commitment
2. Management and Planning
3. Information Technology Infrastructure
4. Learning Spaces
5. Instructional Technology Support
6. Learner Preparedness
7. Faculty Development
8. Library
9. Online Student Services
10. Funding

Descriptions of what is involved in each dimension are provided on pp. 5-6 in the report entitled “e-Learning Readiness/Status Review” (See Appendix 26) The findings are reported on pp. 6-9 (note also the graphic representation of the findings on p. 3). “Funding” and “Information Technology Infrastructure” scored high, with “Management and Planning” and “Instructional Technology Support” following close behind. The lowest level of performance was “Online Student Services” (the dimension refers to online services for students whether on-campus or off-campus). This finding solidified our initial decision to work with Eduprise on a Learner Services Plan during the second year of the contract. Based on the findings in the e-Learning Readiness/Status Review and the Action Committee’s deliberations with the guidance of Eduprise fourteen goals emerged:

- Goal #1: Develop executive understanding and support for the e-learning project.
- Goal #2: Evaluate and project the impact of e-learning on seminary budgets.
- Goal #3: Develop faculty, staff and students skill levels to proficiently work with our technology in an e-learning environment.
- Goal #4: Update and expand our physical and virtual e-learning spaces.
- Goal #5: Upgrade and integrate the back office/student services with course management and Web/portal interfaces.
- Goal #6: Build an e-Commerce capability.
- Goal #7: Provide a clearly defined system of technical support for faculty, staff, and students.
- Goal #8: Integrate degree-based e-learning with Lifelong Learning.
- Goal #9: Employ digital technology to assess needs and performance.
- Goal #10: Use e-learning to enhance distance, hybrid, and classroom-based courses.

- Goal #11: Assess all e-learning initiatives in light of the Seminary's values and principles.
- Goal #12: Develop and enhance partnerships for e-learning.
- Goal #13: Develop a systematic marketing plan for e-learning.
- Goal #14: Assure Luther Seminary obtains accreditation for its e-learning curriculum.

In addition a technology specific mission statement was developed to guide our work:

Luther Seminary is accessible through e-learning to leaders for the Christian community through graduate degree programs and to the world Christian community for theological education any place, anytime to anyone through lifelong learning. Luther Seminary is being transformed by the world Christian community as it becomes a leading institution in applying digital technologies (e-learning) in the development, delivery, and support of theological education.

The "Luther Seminary e-Learning Plan: Vision, Goals, Objectives, Actions: 2002-2005" was completed in November 2001. It included an extensive implementation plan (See Appendix 25, Appendix B: "Implementation Matrix," pp. 19ff.). Actual implementation has been carried out within annual departmental planning and work. In some cases it accelerated work already being planned, a prime example being the addition of more smart classrooms. Eduprise led training events were held in Spring 2002 (See Appendix 27: Luther Seminary Training Plan). More than one-fourth of the faculty participated. (For each of the last six years, Luther has also hosted and participated in a Consortium sponsored three day Computer Camp. It has been another instance of incremental growth in capacity). In retrospect, the process of producing the plan heightened institutional focus and tightened working relationships that already existed. It produced "acceleration" within existing efforts, not new efforts or corrections in our work and thus there was no ongoing need for the e-Learning Action Committee to continue.

In Summer 2002 work began to address the need for improved digital delivery of student services. A "Learner Services Planning Team" was formed consisting of the following:

Amy Fondroy Eich	<i>Master of Divinity Student</i>
Barbara Gaiser	<i>Program Manager, Lifelong Learning</i>
Bill Silva-Breen	<i>Director of Financial Aid & Housing</i>
Carol Johnson	<i>Administrative Secretary Graduate Theological Education</i>
Diane Doncits	<i>Registrar</i>
Dita Leininger	<i>Director of Library and Learning Services</i>
Don Sandborg, Co-Chair	<i>Director of Network Services</i>
Gloria Doherty	<i>Director of Fisher's Net</i>
Hal Weldin	<i>Youth Ministry</i>
Howard Ostrem	<i>Vice President for Administration</i>
Jason Misselt	<i>Fisher's Net Administrator</i>
Jean Justice, Team Leader	<i>Coordinator of Ecumenical Student Enrollment</i>
Jim Dudley	<i>Web Manager, Communications</i>

Jon Anttila	<i>Business Manager</i>
Karen Schneewind	<i>Administrative Assistant to Academic Dean</i>
Mary Hinkle	<i>Associate Professor of New Testament</i>
Patricia Lull	<i>Dean of Students</i>
Randy Nelson	<i>Director of Contextual Education</i>
Richard Nysse, Co-Chair	<i>Associate Dean, Professor of Old Testament</i>
Ron Olson	<i>Director of Admissions</i>
Scott Hample	<i>Director of Administrative Computing</i>

By late Fall 2002 a plan had been developed and a schedule of implementation was in place. Nine areas became the focus of team's work: Admissions, Bookstore, Candidacy, Contextual Education, Discernment, Help Desk, Instructional Technology, Learning Paths, and M.A. Placement. Implementation began immediately even though the final draft of the plan was not officially completed until March 2003 (See Appendix 28: Learner Services Strategic Plan). That in itself was a measure of the success of the planning process; the implementation schedule became the focal document before the final editing of the plan was completed. The Admissions and Registrar's Offices, for example, greatly increased the means for digital interaction with students. The seminary's Web site was completely redesigned under the direction of Jim Dudley, the Web Manager. He has designed processes for individual departments to update their own information on the Web site which has facilitated movement away from an exclusively place-bound delivery of student services. In March 2004 a final gathering of the Learning Services Planning Team was held to celebrate what had been achieved and to bring the project to a formal close. A summary of that meeting is attached and includes a record of our preliminary discussion on next and ongoing steps (See Appendix 29; for details on what has been completed thus far, see Appendix 30: Learner Services Implementation Plan).

Our current focus (Summer 2004) is on implementing our transition to a more integrated digital environment for our administrative and academic work. To date, we have used Jenzebar EX for our administrative system. We have used Blackboard through the Fisher's Net for our course management system. We have relied on an "Intranet" developed by our Web Manager, Jim Dudley, and have been struggling to find a way to efficiently develop a "campus portal." Information has not always flowed easily between these three systems. For example, registration did not automatically flow into rosters in Blackboard. Repeated login procedures were necessary as one moved from one system to the other. This will change with our installation of an integrated environment (Fall 2004, Jenzebar's JICS system). To achieve this integration, we will need to move from Blackboard to Jenzebar's Learning Management System. This transition has caused some anxiety, but we will gain a more integrated atmosphere. For example, registration will be immediately reflected in class rosters and notice of class and institutional announcements will flow to one location. This transition is one more instance of an institution-wide, accelerated process versus an individual, incremental process.

Academic Technology: Student Service

It is worth summarizing the current status of our academic computing capacity by examining it from the perspective of a prospective student. To do so, we have employed Educause's brochure entitled "The Student Guide to Evaluating Information Technology on Campus" (<http://www.educause.edu/Studentguide/>). It provides a prospective student with a set of

questions for each of four areas: Academic Experience, Administrative Experience, Student Life and Support and Fees. Below we address our current status in each of the four areas.

Academic Experience

With the implementation of the Jenzabar JICS system during 2004-05 all classes will have a Web presence as soon as the Registrar establishes the course in the system. Faculty are not forced to use Web sites, but increasingly syllabi are available online. Both the Faculty Secretary and the Coordinator of Faculty Services assist faculty in placing course material online. In coordination with the Web Manager and the Communications Office, they also create profile and biographical pages for every faculty member.

Web-based discussion groups are increasingly used for one or more precept sections in campus-based classes. Digitally based projects have appeared in classes, but the range of usage remains quite widespread, from none to extensive. Electronic portfolios have not been employed but are being discussed. The personal Web sites of students can serve that purpose on an informal basis. All large classrooms are technology-enhanced (“smart” classrooms) and there is, in addition, Web access in several of the smaller classrooms. LCD projectors can be deployed to the rooms which do not have fixed projection equipment. Students are able to collaborate on projects with other students using the software in the Microsoft Office Suite available through the Microsoft Campus Agreement. With the assistance of Media Services students can gain access to computers with multimedia (audio and video) capacity in our “Lilly Lab.”

Library collections and resources—such as catalogs, research databases, special collections, course reserves, full-text electronic journals, books, and streaming media—are available online and accessible off-campus. The library can deliver documents electronically, either via e-mail or through Web posting. The library does not charge a fee when needed information resources are not available in its collections. The library provides research assistance in a variety of ways, such as in person, by phone, by e-mail, and through Web services. Remote connection to library databases is made possible through our “Homelab” system.

While we do not have a specific technology requirement for graduation, we are increasingly employing technological interaction among students and with faculty and this has been building fluency in current information technologies. (We expect that many graduates will be frustrated by the low level of the infrastructure in the congregations to which they are called.) We are eager for our students to explore how ministry can be assisted through the employment of technology. Part of that encouragement is the equal treatment or validation of classes taken either online or in the classroom. Within the limit of our ATS approval, we grant full credit for courses taken electronically (online/at a distance) from Luther Seminary or other accredited ATS institutions.

Administrative Experience

The full implementation of the Jenzabar JICS system will enable students to view much of their personal information online as well as updating contact information and paying bills. Online transactions will include checking admissions status, registering for, adding, and dropping courses, accessing course grades, viewing and printing unofficial transcripts, checking progress toward completion of degree requirements. Outside of the Jenzabar system students are able to apply for and view financial aid awards, and make campus bookstore purchases.

The school catalog – including course descriptions, degree requirements, and academic policies – and the semester/term schedule of classes are available on the Web. Student information is password-protected and security and privacy policies are executed both through the Jenzabar system and our own directory services. LutherNet logins are changed annually to protect students from identity theft. E-mail is filtered for spam and for attachments that might contain viruses. A campus code of behavior for using computer resources is posted on Luther's Web site and highlighted during new student orientation. The code of conduct includes ethical and legal use in conformity with copyright and fair-use regulations. Finally, we comply with the federal Family Educational Rights and Privacy Act (FERPA)

We limit the amount of network bandwidth available for peer-to-peer software, gaming, Web cams, or other programs requiring high levels of network resources. We do not seek to eliminate such activities; rather, we do not want such activities interfering with normal, routine network capacity.

Student Life

Computer labs are available in residence halls and married student housing. Dormitory rooms have network access and all common areas have wireless access. Luther provides e-mail accounts for all students (LutherNet accounts) and uses its e-mail system as an official medium of communication. Students have access (by request) to server space for personal Web pages. Contact information for students, faculty, and staff is readily accessible from Luther's Intranet, but a LutherNet account is needed to access that information. Sensitive data such as student contact information is password protected. An open source instant messaging (IM) systems has been set up and we are exploring its potential for community building as well as its usefulness as a learning and business tool. Discussion forums and blogs have been set up for campus-wide exchanges. They are also accessed through Luther's Intranet and the code of conduct must be followed. We have experimented with "wanted" and "for sale" notices and requests for rides. We anticipate that the implementation of the Jenzabar JICS system will greatly enhance our ability to announce and host social activities for students, be they those of the student government or smaller interest groups. ELCA roster candidacy requirements and procedures are described online. We have begun a job listing which is of use to those who are not working through formal denominational channels for post-degree employment.

Services and Fees

There is no separate technology fee, including no extra charge for network connections in dormitories. LutherNet accounts are provided without charge. Personal Web pages, Homelab accounts, and HomeDrive space are available by request without paying an extra fee. Students are not charged for printing in the computer labs, but the volume of printing is monitored for excessive use. Students are encouraged to own their own computers, but ownership is not required. The technical staff will assist students in connecting to the network and troubleshooting login problems, but it does not offer repair of hardware. The Help Desk is staffed from 8am to 5pm. Software on seminary owned computers is updated regularly through the Microsoft Campus Agreement and computers are on roughly a three-year replacement cycle.

Online Teaching and Learning

Currently (2004), fifteen required courses are available online. We have obtained ATS approval for one year of study outside of a classroom-based format. (The distributed learning program for the M.A. concentration in Youth and Family Ministry operates under a separate agreement with ATS and is addressed elsewhere in this self-study). M.Div. students can select from a total of 10.5 courses which are available for their program (excluding Greek which is a prerequisite). These same courses are available to M.A. students, but whether they fulfill requirements or are electives depends on the concentration in which students are enrolled. In addition, one church history and one systematic theology courses are offered specifically for M.A. students. All of these course offerings have face-to-face sections or alternative core elective offerings. No student is required to take an online class.

From the time the first online class was offered (Fall 1996) we have staffed the teaching of online classes with faculty and adjuncts who teach the same curricular requirements face-to-face. (About one-fourth of our teachers now teach online each year.) This has been a high value for us and it constitutes a major means for assuring a high standard as we continue to develop our competence in what is a relative new endeavor for theological education. Teaching online classes is counted as a regular part of a faculty member's workload. We have not become dependent on paying for these courses through stipends for overloads, although we did so initially. Exceptions are rare. This past year was the first time we departed from that pattern. One class was taught by a graduate student because of the death of the previous teacher and one adjunct, who had previously taught a different face-to-face class for us, was used to fill in for a teacher on sabbatical. In the latter case, the prior faculty person will, following her sabbatical, return to teaching the online class. During the sabbatical of another teacher in 2004-2005 we have chosen not to seek an adjunct replacement for one of our established online classes, choosing instead not to offer the class until the following year.

A second characteristic of our online offerings is that they are classes within our core requirements. We have not moved from the periphery to the center. We have concentrated on mainstream courses, asking that viability be demonstrated in the core. Early on it was decided that online offerings should concentrate on requirements in the early part of a program rather than spread over the course of the entire program. This allows flexibility as students transition into their course of study. Disruption of family income sources, children's education, and costs associated with relocation can be delayed for those in need of such assistance. When the move is later made to the campus, the benefits of residence-based learning can be attained in a focused and concentrated manner. Thus, we have not offered classes that are pure electives and we have no plans to offer courses that are requirements for the third year of study in the M.Div. program (our "Senior" year).

The following table charts the overall development of our online offerings. The enrollment numbers for 2002-2003 and 2003-2004 are drawn from the Registrar's current data system (Jenzabar). (If more than one section was offered, the numbers were combined.) The numbers for the previous years are drawn from the record of per student charges paid to the Fisher's Net.

Course Code	Course Title	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04

EL 1515	EDUCATION I						21	17	18
HC 1320	REFORM OF THE CHURCH			23	26	29	34	22	13
IC 2630-36	INTERPRETING & CONFESSING FOR THE WORLD					25		27	16
LG 1200	GREEK (starts)	22		30	24	22	35	22	34
MU 1510-30	MUSIC AND HYMNODY							35	25)
NT 1210-13	SYNOPTIC GOSPELS			14	27	34	93 (online & f2f)	27	20
NT 2210-18	PAULINE TRADITION							22	14
OT 1110	PENTATEUCH	13	18	17	32	33	28	39	36
OT 2110-19	PROPHETS							42	74
PC 2525	FOUNDATIONS OF PASTORAL CARE						31	15	28
PR 2510	FOUNDATIONS OF PREACHING						9	7	5
ST 1415	ST I: CREATION AND THE TRIUNE GOD			24	17	36	19	16	18
ST 2420	ETHICS							12	19
M.A. specific courses									
HC 1310	CHRISTIAN HISTORY (1-1999AD)							14	19
ST 1410	OVERVIEW OF CHRISTIAN TEACHINGS							23	22
Other									
HC 1315	EARLY & MEDIEVAL CHURCH HISTORY	11	5						
IC 1615	READING THE AUDIENCES	8							
YM 4555	DEVELOPING STUDENT LEADERS					8			
YM 4560	CAMPING, RETREATS AND SERVICE EVENTS					6			

In online classes, the participation of Luther Seminary degree candidates falls into three general patterns. Students who:

1. **Seldom** take online classes:

Primarily residential students

Reason(s):

- Life situations (e.g., pregnancy)
- Schedule flexibility
- Learning style preference
- Other (e.g., reputation of an online class)

The number of students doing so is growing, but is not undercutting classroom-based enrollment. The total remains small. A few in this category enroll in a course or two between the time they are admitted and their arrival on campus at the beginning to the next school year.

2. **Occasionally to Frequently** take online classes (up to the approved limit):

Primarily students who live within commuting range of Luther Seminary and/or who are part-time students.

Reason(s):

- Flexibility/time management (e.g., reduce commuting frequency/time)
- Maintain or accelerate progress toward degree completion
- Life situations (e.g., pregnancy)
- Learning style preference
- Other (e.g., reputation of an online class)

The number of commuter students taking online classes has grown significantly and currently constitutes the largest group of participants. They are enrolling in successive classes (one indicator of satisfaction with the results of their study).

3. **Frequently to Exclusively** take online classes (up to the approved limit):

Primarily students beyond commuting range of Luther Seminary

Reason(s):

- Access to theological education, Lutheran in particular.

At present the total number is relatively small. Apart from the distributed learning program for the M.A. concentration in Youth and Family Ministry, no formal attempt has been made to promote/market these offerings to distant students. Growth in this category has come from “word-of-mouth” and from listing offerings on Web sites of Luther Seminary and the Fisher’s Net. Despite the lack of specific promotion, there are students who have already taken the maximum number of classes allowed by our current level of approval from ATS. Some have already graduated.

For students classified as “non-degree” candidates there are at least three profiles (“Non-degree” students meet entrance requirements but are not formally admitted to a specific Luther Seminary degree program):

- Affiliated with Luther Seminary but have not formally entered the M.Div. (or M.A.) program. They may be completing ELCA entrance requirements or are discerning whether or not to commit to a full program of theological study.
- Enrolled in non-Lutheran seminaries and needing to take courses from a Lutheran seminary. (There are few non-Lutherans apart from those enrolled as degree candidates at Luther Seminary and reflected in the above section.)
- Enrolled in other ELCA seminaries (Gettysburg and PLTS primarily).

The online courses we offer use the infrastructure we have available. For example, we would have Internet access and an email system even if we did not offer a single online course. Course and faculty Web pages would exist apart from online offerings. We might not have developed our academic technology capacity as soon as we did without online courses, but our capacity serves both online and on-campus educational formats. Put another way, our Network Services department, for example, would experience no reduction in work if we ceased to offer online classes.

Online classes are not a drain on the financial health of Luther Seminary. We have run periodic tests of this assertion. For example, our costs for the use of Blackboard (the course management system we have used) through the Fisher’s Net have been based on enrollment. The cost allocation for the 2002-2003 school was as follows:

Fall 2002

Fully Online Courses	15,909.88	49.9%	(237 enrollments)
Components of Residential Courses	<u>16,647.50</u>	51.1%	(566 enrollments)
Total:	32,557.38		

Spring 2003

Fully Online Courses	8,763.25	40.6%	(148 enrollments)
Components of Residential Courses	<u>12,820.00</u>	59.4%	(446 enrollments)
Total:	21,583.25		

Totals for 2002-2003:

Fully Online Courses	24,673.13	45.6%	
Components of Residential Courses	<u>29,467.50</u>	<u>54.4%</u>	
Total:	54,140.63	100%	

We have no way of knowing for certain how many of the enrollments in fully online classes in 2002-2003 would have taken residential courses if the online classes did not exist. Thus, we cannot claim that, if the online classes did not exist, the tuition from those enrollments would have been lost revenue. The reverse, however, is clear. Blackboard was an added cost for the residential courses. (Our move to the Jenzabar JICS system will flatten our costs; we will no longer have a per enrollment cost structure. Incidentally, the Fisher's Net has also switched to a flat fee structure for 2004-2005).

During the Spring 2003 semester, we calculated the financial impact of our online classes based on instructional costs. The direct cost was determined by taking 75% of the average total compensation (\$75,320) of a full time faculty, namely, \$56,490 and dividing by 4.5 (the number of courses per faculty member). The result was a direct instructional cost of \$12,553 per full course. The following table shows the calculations for the seven online classes offered in Spring 2003.

Course	Full or Half Course	Enrollment	Tuition Revenue	Net Per Course
CE1515	0.5	17	\$6,375.00	\$98.33
HC1320	1	13	\$9,750.00	-\$2,803.33
NT1210	1	27	\$20,250.00	\$7,696.67
OT2116	1	42	\$31,500.00	\$18,946.67
PR2510	1	8	\$6,000.00	-\$6,553.33
ST1410	1	23	\$17,250.00	\$4,696.67
ST1415	1	18	\$13,500.00	\$946.67
			Net Total Revenue:	\$23,028.33
			Less Fisher's	<u>\$8,763.25</u>

Net charge:

Net:

\$14,265.08

Tuition revenue covers no more than 25% of the cost of Luther Seminary's operation and thus we could have allocated significantly more than the cost of faculty and the Fisher's Net payment to these online courses and still remained within the cost/revenue relationships of face-to-face classes.

An additional factor we have considered is whether or not these classes have in effect been subsidized by larger enrollments in face-to-face classes. Our conclusion, based on an analysis of section sizes during 2002-2003 and 2003-2004, is that the online classes are carrying a proportionate load. The total enrollment for the fifteen curricular requirements that have online sections was 1465 in 2002-2003 with 340 of those being online (23.2%). In 2003-2004 the totals were 1607 and 335 respectively (thus, 20.9% online). Several factors account for the reduction from 23.2% to 20.9%. There was a large increase in the on-campus sections for the two M.A. specific courses and three face-to-face sections were offered at Shalom Hill Farm retreat center in southwestern Minnesota. Total online enrollment likely would have been higher had these three classes not been available. Overall, the total online enrollments of 340 and 335 indicate stable demand in our online offerings. (See charts for the two years appended to this section.)

The Fall 2003 data was also analyzed according to individual students, not enrollments. A total of 497 individual students were enrolled (321 full-time, 144 part-time, and 32 non-degree) in M.A. and M.Div. courses. Of the 497 students taking classes, 149 were enrolled in at least one online class (30%). Non-degree students affiliated with Luther were not predominately online students, i.e., the category "non-degree" is a designation used for reasons other than simply distance from campus. Online students from other ATS accredited schools (categorized as "non-degree") were in online Greek more than any other course. A total of 178.5 course-credits (i.e., the total of 1.5, 1.0 and 0.5 courses) were taken online. Students enrolled in online courses also took a total of 189.5 course-credits via classroom-based courses and 16.5 course-credits via independent studies (11 full-courses and 11 half-courses). Thus, online courses served a dual mode (i.e., "hybrid") student body, not just fully distant students. It is our judgment that online courses are particularly valuable to part-time and commuting schools; these courses aid their progress toward degree completion.

With regard to assessment of the online courses, the following can be noted. First, the enrollment has reached a recurrent level that indicates students are satisfied with these course and recognize them to be a viable alternative. Students are enrolling in successive online classes.

Second, informal surveys (for example, by teachers at the beginning of individual courses) indicate that these courses have a reputation for being rigorous. We have passed the point where they are viewed as an easy way through a requirement. The courses have been evaluated on the same basis as face-to-face per the faculty handbook. Nothing has emerged that systemically questions the viability of our online offerings. Of course, there is room for improvement and courses vary, but nothing has been reported that separates them from the same range that exists for face-to-face offerings. We have learned enough that we know we need to improve our overall assessment practices rather than single out online classes.

Third, at the end of the Spring 2004 semester we conducted a survey of students in their first year of student. Students “studying at a distance” had the strongest sense of membership in a community of learners. Overall, the other measures indicated that students “studying at a distance” were developing and progressing at levels comparable to commuting and on-campus students. Online classes were being taken by students in each of these categories and thus a degree of integration is being achieved apart from explicit student services programming.

In short, online courses are meeting our curricular goals, are cost effective, and are serving student needs. We will continue to experiment and learn more about how to teach and learn in an online environment. We think we can do better than we have, but we now work knowing that online courses are an established part of Luther Seminary’s curricular formats. Ten years ago no one was even contemplating online classes.

Enrollment Comparison of Core Required Courses with Online Versions 2002-2003

Course Code	Course Title	Sections	Enrollment per Section ¹ (online sections underlined)	Total Enrollment	Online	% of total	Offsite / Shalom Hill Farm.	% of total	Ind. Study	% of total
EL 1515	EDUCATION I	4	12, <u>17</u> , 35, 22	86	17	20%				
HC 1320	REFORM OF THE CHURCH (twice online)	5	12, 34, 29, <u>9</u> , <u>13</u> (+1-IS)	98	22	22%			1	1%
IC 2630-36	INTERPRETING & CONFESSING FOR THE WORLD	4	<u>27</u> , 12, 62, 19	120	27	23%				
LG 1200	GREEK (starts)	4	<u>22</u> , 24, 10, 7	63	22	35%				
MU 1510-30	MUSIC AND HYMNODY (online twice; 20+15=35)	6	27, <u>15</u> , <u>20</u> , 3, 16, 9 (+2-IS)	92	35	38%			2	2%
NT 1210-13	SYNOPTIC GOSPELS	5	31, 26, <u>27</u> , 35, 27	143	27	19%				
NT 2210-18	PAULINE TRADITION	6	<u>22</u> , 23, 37, 9, 15, 13	119	22	18%				
OT 1110	PENTATEUCH	4	32, 30, <u>39</u> , 40 (+1-IS)	142	39	27%			1	.7%
OT 2110-19	PROPHETS	5	14, 12, 15, <u>42</u> , 34	117	42	36%				
PC 2525	FOUNDATIONS OF PASTORAL CARE	5	<u>15</u> , 10, 31, 26, 15 (+2-IS)	99	15	15%			2	2%
PR 2510	FOUNDATIONS OF PREACHING	3	40, 47, <u>7</u>	94	7	7%				
ST 1415	ST I: CREATION AND THE TRIUNE GOD	4	<u>16</u> , 38, 28, 18	100	16	16%				
ST 2420	ETHICS I	5	<u>12</u> , 32, 18, 38, 21 (+3-IS)	124	12	10%			3	2.4%

Subtotals:	1397	303	22%
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M.A. specific courses

HC 1310	CHRISTIAN HISTORY (1-1999AD)	2	21, <u>14</u>	25	14	56%				
ST 1410	OVERVIEW OF CHRISTIAN TEACHINGS	2	33, <u>22</u>	43	23	53%				

Subtotals:	68	37	54%
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[Alternative to on-campus, classroom-based: 349 (=24%)]

TOTALS:	1465	340	23.2%	0	0%	9	.61%
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¹ Enrollment counts are from data available at the end of the second week of each term.

[Summer school enrollments are not included in this data.]

Enrollment Comparison of Core Required Courses with Online Versions 2003-2004

Course Code	Course Title	Sections	Enrollment per Section ¹ (online underlined)	Total Enrollment	Online	% of total	Offsite / Shalom Hill Farm	% of total	Ind. Study	% of total
EL 1515	EDUCATION I	5	17, <u>18</u> , 29, 14, 17 (+1-IS)	96	18	19%			1	1%
HC 1320	REFORM OF THE CHURCH	4	38, 46, 10, <u>13</u>	97	13	13%				
IC 2630-36	INTERPRETING & CONFESSING FOR THE WORLD	3	<u>16</u> , 58, 20 (+2-IS)	96	16	17%			2	2%
LG 1200	GREEK (starts)	3	<u>34</u> , 41, 10	85	34	40%				
MU 1510-30	MUSIC AND HYMNODY (online twice; 11+14=25)	5	29, 14, 24, <u>11</u> , 23 (+1-IS)	102	25	25%			1	1%
NT 1210-13	SYNOPTIC GOSPELS	5	31, 24, <u>20</u> , 30, 32 (+1-IS)	138	20	14%			1	.7%
NT 2210-18	PAULINE TRADITION	6	<u>14</u> , 21, 33, 16, 45, 20 (+1-IS)	150	14	9%	16	11%	1	.7%
OT 1110	PENTATEUCH	4	45, 44, <u>36</u> , 27 (+1-IS)	153	36	24%			1	.7%
OT 2110-19	PROPHETS	5	21, 32, 45, <u>48</u> , 25	172	48	28%				
PC 2525	FOUNDATIONS OF PASTORAL CARE	5	<u>28</u> , 10, 21, 7, 31	97	28	29%	10	10%		
PR 2510	FOUNDATIONS OF PREACHING	3	39, 35, <u>5</u>	79	5	6%				
ST 1415	ST I: CREATION AND THE TRIUNE GOD	4	<u>18</u> , 43, 21, 15	97	18	19%				
ST 2420	ETHICS I	5	35, 31, <u>19</u> , 34, 13	132	19	14%	13	10%		

Subtotals:	1494	294	20%
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M.A. specific courses

HC 1310	CHRISTIAN HISTORY (1-1999AD)	2	38, <u>19</u>	57	19	33%				
ST 1410	OVERVIEW OF CHRISTIAN TEACHINGS	2	33, <u>22</u>	56	22	39%				

Subtotals:	113	41	36%
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[Alternative to on-campus, classroom-based: 381 (= 24%)]

TOTALS:	1607	335	20.9%	39	2.4%	7	0.4%
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¹ Enrollment counts are from data available at the end of the second week of each term.

[Summer school enrollments are not included in this data.]

C. Library and Information Resources

Introduction

More than sixty years ago the Luther Seminary Library was formally organized and called its first professional Library Director. Since then numerous changes have occurred, but in the last ten years two are primary. The most obvious difference is the new and ever increasing role of information technology. However, perhaps the more fundamental change is the greater position of the library within the seminary as a whole.

While it always has supported the school's curriculum and been a fundamental scholarly resource, now as never before the library and its staff also play an essential role with respect to all information resources and their uses at the seminary. For example, the Director and staff assist at several levels in planning, creating, and supporting all forms of classes, including traditional classroom, online, and hybrid instruction. Other aspects of the library's expanding role will be described in the body of this report.

The library's move toward the "center" of information management at Luther Seminary has necessitated a new self-understanding. We are blessed with an efficient staff that has adapted to the changes. They faithfully maintain our precious collection of traditional library resources, while embracing new ways of supporting the curriculum and delivering a high level of service to our patrons.

Library Organization and Staffing

The library's new role has necessitated organizational changes so that it might fulfill its mission more effectively. Such changes coincided with changes in the library's leadership that began in 1996, when the long-time Director retired. The Public Services Librarian then served effectively as the Interim Director, but was called to a directorship in Ohio. After an extensive search, the Reference Librarian was named Library Director and served from 1997 until 2000.

With this change in leadership, the library also was joined under a newly created "umbrella" group called the Learning Resource Center (LRC), led by a new Director of Learning Resources. The LRC was created by the seminary administration in consultation with outside experts to support more effectively and efficiently the seminary's curriculum and faculty scholarship. To assess its success, regular and ongoing evaluation was "built-in" to the LCR organization.

The LRC, which existed from 1998-2002, brought together the Seminary Library, Archives and Museum, Lutheran Brotherhood Foundation Reformation Research Program, Faculty and Media Services, and Luther Productions. Though the content of each of these units differed significantly, it was hoped that together they would be able to act more efficiently in supporting the faculty and curriculum, especially with respect to advances made in electronic technologies. However, in the end the individual units were too diverse to work efficiently together as a whole. Toward the end of 2001 it became clear that the units of the LRC were not well served by the arrangement as it stood.

First, Faculty and Media Services and Luther Productions were “spun-off” to other units more consistent with their focus, leaving only the Library, Archives and Museum, and Reformation Research Program as LRC units. By spring of 2002, the committee overseeing the LRC, with the support of the Academic Dean, agreed to disband the LRC. They concluded that we learned what we could from the experiment, but large units like the library needed the more focused attention of its own director.

Two lasting effects remain from the LRC experiment. First, the communication and collegiality facilitated by the LRC persists to the present. Coordination among the former units of the LRC continues on projects of shared interest. Second, the understanding of the need for regular assessment has been established in the Library. The Library staff continues to be committed to measuring the Library’s effectiveness in service to students, faculty, and staff.

Collections

The Seminary Library holdings presently consist of 294,368 items of which 72% are monographs (210,795), 12% are periodicals (36,129 volumes), 14% are microforms (41,655), and the remaining 2% are miscellaneous items such as video and sound recordings. Over 46,260 items have been added to the collection in the last ten years.

Monographs

The backbone of the collection consists of monographic volumes. Over the last ten years, an average of 3,100 volumes have been added annually. Recommendations for purchase are received from faculty, patrons, and library staff members. The responsibility for final decisions and ensuring balance in the selection and collection rests with the Library Director and Reference Librarian.

Over 314 active standing orders are on file; 21% of the monograph purchases are in non-English languages; English language paperbacks are permabound before being shelved; duplicates are rarely purchased; new books are first displayed on the public “New Books” display shelves; and gift books are carefully screened before being accepted.

At one time, the Midwest China Center was located on the Luther Seminary campus. When they moved, their book collection was given to the library. A small number of books relating to missions were added; the remainder were given to other institutions.

Periodicals

The library holds 1,925 periodical titles (1,118 “dead” and 807 “live” titles) and added 766 completed volumes to the collection in 2002-2003. Ninety-four of the current titles are in non-English languages (40 German, 20 French, 7 Norwegian, 5 Spanish, 2 Danish, 2 Swedish, 10 in English/French/German, 1 in English/Arabic, 2 each in Dutch and Japanese, and 2 each in Portuguese, Arabic, and Italian).

We provide access to a number of full-text online journals through several aggregators: ATLA Religion, Electronic Collections Online, Expanded Academic ASAP, General Reference Center Gold, Health and Wellness Resource Center, InfoTrac OneFile, and ProQuest National

Newspapers Database. Periodical indexes are primarily available through online access, though a few are networked CD-ROMs and a few are stand-alone CD-ROMs.

Suggested new titles are evaluated and acted upon once a year. A comprehensive use study of bound periodicals was conducted from March 1995 to June 1996. Each title was assessed based on use, support to the collection, cost, indexing, and alternative sources before decisions were made to drop subscriptions of underutilized journals.

In January 2003, our primary vendor, Faxon, declared bankruptcy and most of our subscriptions were transferred to Swets Information Services, Inc. Budgetary considerations, including replacing what was "lost" in the bankruptcy and doubled service charges, created the necessity for a periodical collections analysis. Except for usage statistics, the assessment criteria developed in the 1995-1996 study were used to gather information for all major titles to support decision-making. With input sought from all faculty and the diligent work of the Collection Management Committee, thirty-two titles were cut fairly early, whereas the next forty-two title cuts were agreed upon several months later. While most subscriptions are acquired through Swets, Harrassowitz handles a few and others are direct orders or gifts.

Microforms

The microform collection continues to grow, primarily through new acquisitions of the Thrivent Reformation Research Program. Currently this collection consists of over 38,333 titles of primary source materials, representing over five million printed pages. These materials focus on the Reformation in Germany (1500-1650), but also encompasses the whole of the Reformation in Europe including England and Scandinavia. These titles are being cataloged through OCLC, and are available to researchers around the world through interlibrary loan. All film is prepared and stored according to filming industry standards to provide archival permanence. The microform collection also includes 1590 general titles, 701 of which were acquired through the ATLA PREFIR project.

Special Collections

The Rare Book Room contains pre-1800 monographs in a controlled atmosphere. A library staff member must be consulted in the use of these materials. Reformation authors, Lutheran materials, catechisms, and seventeenth-eighteenth century theological dissertations form the nucleus of the collection. One of the collections moved from the general collection to the Rare Book Room is the Carl Døving Hymnal collection. This collection of approximately 1,500 volumes ranging from the mid-1650s to the early 1900s is a collection of hymn books in languages and dialects from Europe, Africa, Asia, America, Oceania, and more. A received, but as yet uncataloged, collection of Malagasy materials was given by Duane Olson, a former missionary and Luther Seminary Professor Emeritus of Christian Missions and World Religions. These Malagasy, English, and French language books focus on the country of Madagascar including the religious and cultural lives of its people.

In 1997-1998, two shelving units were added to ease the space pressures within the Rare Book Room. There is additional locked, non-climate-controlled storage space on the lowest level of the book stacks.

Miscellaneous Items

The library collection includes 5,789 other items. These include videorecordings (600 videocassettes, 7 DVDs), sound recordings (938 audio cassettes, 234 compact discs), CD-ROMs, slides, kits, etc. (See Appendix 31: Library Annual Report: 2002-2003). No structured attempt is made to collect such items; acquisition is usually by faculty request. The music compact disc collection was started recently with use predominantly by the Master of Sacred Music Program students. We have begun purchasing selected videorecordings in DVD format.

In Spring 2004, a deaccessioning project has taken place in the videocassette collection. Sixty-five videos have been withdrawn due to physical condition and relevance to the overall seminary collection. A few damaged videos were replaced with either videos or DVDs.

Preservation

Preservation issues are always a concern. On the positive side, our annual binding budget of about \$11,000 enables us to permabind all English paperback purchases before circulation. Pamphlets are placed in acid-free envelopes within Gaylord binders. We also bind about 340 serial publications and professionally bind two shipments of rebind candidates each year. In addition, better copies of well-worn texts from contributions made to the LILAP project (see below in part V) are retrieved to replace worn-out copies in the library collection.

The preservation of library materials is also aided by the continual monitoring of the physical environment of the building. Library staff visually inspect the facilities on a daily walk through. The building is cleaned regularly and there is scheduled maintenance on all air conditioning and ventilation units. An HVAC unit in the Rare Book Room provides daily recordings of temperature and humidity levels. The library has a disaster plan, although it needs reviewing and updating.

However, since the 1994 visit, the library no longer has a curator whose job description includes preservation issues and we have lost dedicated space for in-house mending. Minor book repairs are performed now on an as-needed basis by a student worker.

Collection Development Policy

The library's current collection management policy (See Appendix 32: Library Collection Management Policy) was adopted by the faculty in 2000 following a phased process of composition and testing beginning several years earlier. The policy reflects the Learning Resource Center administrative configuration which was in effect at that time. Due to several shifts in library leadership, the policy has not been updated since its initial adoption, however, a process for both policy review and evaluating collecting outcomes forms a part of the policy.

More recently, a reconstituted Library Collection Development Committee chaired by Dr. Craig Koester, worked on the task of evaluating collecting outcomes. Two issues on which the committee focused were: 1) Advising the library on cuts to periodical subscriptions; 2) Attempting to determine the proper level of faculty involvement in the selection process. Concerning the latter, at the request of the committee, in Fall 2003 the Reference Librarian made an informal telephone survey of six ATLA libraries to determine how the process of selection

takes place at these institutions. Findings indicated that most of the actual selection at these institutions is done by the Library Director, with occasional faculty input. The consensus of the committee was that this mode would be the way selection should work here as well (See Appendix 33: Library Collection Committee Minutes 2003). The policy itself supports this method.

While the responsibility for developing the collection rests with the Director of Library Services, regular review of the policy and assessment of whether the collection is developing according to the policy falls to a committee of the faculty. The unrevised policy indicates these tasks are shared by the LRC Committee, a committee or committees of the three faculty divisions, and a "faculty review team." Now, however, it is likely that the work of policy review and evaluation of collection outcomes will belong to the Library Collection Development Committee or will be subsumed under the Library Committee itself. The policy itself will need to be updated to reflect whatever new review and evaluation structure is decided upon.

The Balance of Print Collections and Access to Electronic Databases

Ten years ago the wave of transfer of traditional print resources to an electronic medium was just beginning at the Seminary Library. According to the annual report for the academic year 1994-1995, full internet capability (read access to the World Wide Web) was attained that year. The library provided access to the ATLA Religion Indexes and Religious & Theological Abstracts on CD-ROM over the nascent campus network. The *Oxford English Dictionary* on CD-ROM had been purchased as an early full text resource. Other electronic databases were searched by means of OCLC's command based EPIC service on a pay-as-you-go basis. In 1994-1995 just over seven hours of online search time were recorded for the entire year by the Reference Librarian.

In the last decade the purchase or licensing of resources in electronic form has seen the most significant rate of growth of any component of the collection. In 1994-1995 there was no budget line for purchasing resources in digital format. In 2002-2003, just over \$14,000 was spent for this purpose. The number of databases provided, including those on a per-search basis via OCLC's FirstSearch exceeded sixty. Access to resources in electronic form now is ubiquitous around campus. Students log thousands of searches in various databases from within and without the library over the course of the year.

Maintaining an appropriate balance between print and electronic resources has received a significant amount of attention as an ongoing component of collection management. The library has not built its collection of electronic databases at the expense of its print collection. The collections of the library remain heavily print-based, as dictated by its policy of supporting doctoral level and faculty research. Budgetary support for print resources has not receded or remained flat over the last ten years. Nevertheless, the changing environment in which seminary education takes place, the movement into online learning and distance education also has required that digital resources, including the implementation of electronic reserve articles and the acquisition of more full text material which can be used away from the library, be made available in increasing numbers. In this way the library has sought to support the growing ranks of students who take classes and do research from home.

Cooperative Collection Development

The libraries of the Minnesota Consortium of Theological Schools – Bethel Theological Seminary, Luther Seminary, St. John’s School of Theology, Saint Paul Seminary & School of Divinity, University of St. Thomas, and United Theological Seminary of the Twin Cities – maintain a close working relationship as the Minnesota Theological Library Association (MTLA). One of the many advantages of being in a consortial relationship with other theological libraries is the opportunity to coordinate collection development activities in certain strategic areas. The primary area in which cooperative collection development has taken place is with the acquisition of multi-author works from the annual list of titles indexed by ATLA. The goal of this activity is to have virtually all the annual list of multi-author works titles owned by either one of the libraries in MTLA or by Wilson library at the University of Minnesota.

Concerning periodical titles, informal consultation occurs when MTLA libraries are considering adding or dropping subscriptions. MTLA libraries also have an understanding that no library will discontinue a religion or theology title if it is the last library to hold that title within the consortium. Thus each library maintains “library of record” responsibility for certain titles.

Some coordination of costly resources also takes place within the MTLA. In recent years these expensive items have usually been online, full text resources. For example, Luther Seminary offers the full text database of the Weimar Ausgabe, *Luthers Werke*, Saint Paul Seminary makes available the CETEDOC *Library of Latin Texts*, the fully searchable database of volumes in the *Corpus Christianorum Latinorum* series, and Bethel Seminary provides access to the online version of the *Routledge Encyclopedia of Philosophy*.

Purchasing decisions are informed by the traditions and strengths of the other members of the MTLA. Responsibility for in-depth coverage of evangelical Christianity, Roman Catholicism, and the liberal tradition in modern Protestant theology are accepted by our consortium partners, thus allowing this library to extend the depth of our own collection to a greater degree than would be possible without MTLA back-up. Conversely, the commitment to coverage of solid, reputable, non-English language works of church history, theology, and biblical studies, as a part of the traditional strengths and historical commitments of this collection, is a primary contribution Luther Seminary makes to the collection needs of the other schools.

Finally, the presence and partnership of the Eastern Minnesota Regional Resource Center should be noted. While intended primarily to serve congregations of the ELCA in the four eastern synods of this region, the library relies upon the center’s holdings of current Christian education curricula and parish-based video and audio programs to serve our students in Christian education, youth, family, and other practice-of-ministry courses. The close proximity of the library, on the other hand, has allowed the center to depend on the library for academic, theory based resources. Intentionally avoiding duplication of resources and effort in these areas has been a major mutual benefit.

Evaluating Collection Quality

In recent years the library has grappled with assessing the quality of its collections primarily in regard to its periodical holdings. During the calendar year 2003, in an effort to trim the budget, the entire list of currently received periodicals was reviewed by the Reference Librarian and

Periodicals Coordinator. A list of proposed titles to cut, some of which were considered to be lower quality items, was made. This list was shared with the Library Collection Management Committee and with other MTLA libraries. Valuable feed back was received, particularly from the faculty Collection Management Committee, concerning the proposed title cuts in particular and the quality of the periodical collection in general. Some proposed cuts were restored, while the majority of titles were confirmed as appropriate to drop (See Appendix 34: Library Periodical Evaluation Spreadsheet).

During the spring of 1999, at the time the collection management policy was in progress, consultations were held in each of the three faculty divisions for the purpose of discussing the issue of the depth of collection coverage in the standard theological disciplines and to make specific recommendations concerning perceived lacunae within these areas. These consultations (See Appendix 35 Library Faculty Consultation Summaries) were very helpful in gauging faculty opinion regarding the quality of the collection and informing the completion of the collection management policy. Many of the recommendations made have been addressed, either generally through the policy, or with the subsequent acquisition of specifically mentioned resources.

By means of the collection management policy and the regular review of collection outcomes process, it is felt that a good grasp of how to evaluate the whole scope of library collections can be achieved over time. As noted above, this process has not yet been fully implemented, but there is a solid blueprint with which to work.

Evidence of Collection Usage and Effectiveness in Meeting User Needs

More work needs to be done in developing ways to assess how the information needs of students and faculty are being met by the library’s collection of print, digital, and audiovisual resources. At the same time, we need to be asking and assessing whether enough is being done to make students and faculty aware of the resources that are available to them that may potentially be meeting their needs.

Traditionally, one raw measure of collection usage has been circulation data. Over the last four years, statistics for book and media loans to students and faculty have declined slightly, as can be seen by the chart below:

Circulation of Books and Media to Students and Faculty

Year	'99-00	'00-01	'01-02	'02-03
Students	18,383	15,615	15,786	17,353
Faculty	2,820	2,398	2,466	2,736
Total	21,203	18,013	18,242	20,089

A somewhat larger decline can be seen in usage of bound periodical volumes (although the data collection method of counting reshelfed volumes is subject to many variables):

Reshelve Counts of Bound Periodical Volumes

Year	'99-00	'00-01	'01-02	'02-03
Total	4,291	4,272	2,417	2,948

However, no longer can a measure of library collection use be made strictly on the number of physical items checked out or handled in the library. Counts of electronic databases also need to be considered, as these too constitute a resource “use” albeit oftentimes from a remote location outside the library. A look at recent statistics for two primary resources used to access on-line, full-text journal literature over OCLC’s FirstSearch which are the full-text subset of the ATLA Religion Database (ATLAS) and journal content received online by means of the Print Subscriber Program via Electronic Collections Online (ECO) reveals a dramatic increase in the utilization of this mode of access to journal articles, no doubt causing the decline recorded for physical volumes mentioned above:

Access to Online Journal Articles Through Two FirstSearch Subscription Databases

Year	'01-02	'02-03	Jul.-Dec. '03
ATLAS	2,302	3,874	2,646
ECO	NA	61	57

Anecdotal evidence suggests that students and faculty find the library’s collections more than adequate in meeting their needs. Occasionally there are comments from students that the library does not carry enough practical resources, such as books on youth ministry or Christian education, although these comments are far fewer than before the existence of the aforementioned Regional Resource Center. Faculty may sometimes feel that the library’s collection could be stronger in primary source documents which inform the disciplines of biblical studies and church history, and Islamic studies. Steps have been taken to strengthen the library’s holdings in these areas, while at the same time relying on other MTLA libraries and the depth of the collection at the University of Minnesota to meet occasional needs for very infrequently needed items.

Information Technology/Systems

Library's Technology

Since the last Self-Study in 1994 the library has experienced a high degree of advancement in technology both for the internal operations of the library and in the services provided to its patrons. In 1999 the library purchased Endeavor Information System’s Voyager Integrated Library System. The Voyager system provides a single solution for the integration of acquisition, cataloging, circulation, and public access catalog. After the initial trials and errors of implementation Voyager has proven its value by facilitating the library’s workflow.

In 1994 the library had only four workstations exclusively for searching the library’s catalog. Today the library provides for its patrons sixteen workstations capable of performing a multitude of functions. In addition, the library has eight laptop computers which patrons can checkout for use in the library. The main reading room has a computer-ready table which provides power and network connection for ten laptop computers. The library also is equipped with a wireless network which allows users with wireless-capable laptops to access the internet from anywhere within the library.

Electronic Services Librarian

In the fall of 2002 a full-time Electronic Services Librarian was added to the staff. This person is responsible for: hardware and software administration of the Voyager Integrated Library System; software and hardware support for patron workstations; evaluation, planning, and implementation of new technologies into the library; and liaison with the Seminary Network Services Department. This position allows the library a degree of self-efficiency in dealing with hardware issues. The electronic services librarian also provides technical knowledge and expertise that is pivotal to ongoing planning for technical improvements in the library.

New Server

The current server for the Voyager System has reached the end of its effective life and needs to be replaced. A new Sun Microsystems SunFire V250 server has been purchased that will provide redundancy for data protection and expandability to handle future Voyager upgrades and collection growth. The V250 is expected to provide reliable service to the library and its patrons for the next five to eight years.

E-reserves Management System

The current interface for providing access to e-reserves needs improvement. Its function is not very efficient and its maintenance is labor intensive. A new system needs to be implemented to handle the growing demand of e-reserves. We currently are testing an “open source” reserves management system software solution. This system manages, with the use of an SQL database and a PHP web-based interface, the storing and access to electronic documents. Some of its capabilities include allowing the placing of time limits on the availability of electronic resources, and providing access for faculty to manage their own e-reserves.

Contributions to Teaching, Learning, and Research

Library Support for Educational Programs

The library carries out a multi-faceted program of bibliographic instruction (perhaps better termed library user education) designed to assist students in becoming more knowledgeable and self-sufficient library users. It is the library’s belief that students who experience success in finding “information” to meet their needs while in “formation” in seminary will be more likely to be successful in finding information to meet their needs when in ministry or academic settings after their formal education is completed. User education is thus an important aspect of the overall educational goals of the seminary.

The components of the library’s user education program are as follows:

1. **Library Skills Sessions in Synoptic Gospels Courses**

All M.A. and M.Div. students are required to take a Synoptic Gospels course. Following discussion and approval within the Bible Division, in 1998 the library began offering an embedded session to teach skills in using library resources based on an assignment prepared by the instructor. The assignment involves the investigation of a passage of Scripture. Both print and electronic resources are covered in two fifty minute blocks. Most New Testament faculty members participate. We have found this to be a good collaborative effort between teaching faculty and library staff.

2. GR8000 Library Research Practicum

This is a required, non-credit course designed for first-year Ph.D. students. It typically involves twelve to fifteen contact hours. It is the most in-depth library instructional offering with a thesis research focus (See Appendix 36: GR8000 Syllabus).

3. Basic Searching Sessions

Hour-long sessions on fundamental steps and strategies in searching the library catalog and the ATLA Religion Database are offered in the fall and sometimes in the spring. These are voluntary sessions. Students sign up in advance.

4. Online Learner Cohorts

Most recently, instructional sessions have been adapted for cohort programs which meet in on-campus sessions once or twice a year. To date this has included the Congregational Mission and Leadership Doctor of Ministry program and the distributed learning Youth and Family Ministry master's program. Presentations on using library resources are tailored for each group. Emphasis is placed on using library resources remotely.

Reference Services

Reference services support the education goals of the seminary by attempting to make the search for information a positive experience for students, thus increasing the likelihood that they will remain active learners. The reference transaction provides an opportunity to teach and to build confidence in students. The Reference Librarian is responsible for answering requests for assistance in finding needed information or using library research tools. Requests may come in person, by phone, or by email. A Reference Desk, located in the Catalog Room, is staffed approximately ten hours per week at peak times of each day. The reference desk is a visible presence and reminder for students using the library of the availability of this service. In staffing the desk the Reference Librarian (three to four hours per week) is assisted by the Electronic Services Librarian (three hours per week), and the Acquisitions Librarian (three hours per week).

At other times the desk is staffed by a student who is available to give computer-related help, either for using software applications such as the Microsoft Office Suite, or occasionally for hardware or printing problems. While this "help desk" service is valuable when a problem arises, it is not frequently utilized. A reconsideration of the cost/benefit ratio is in order.

Reference statistics are notoriously difficult to maintain with high accuracy, however an effort has been made over the last several years to more comprehensively record the questions received whether at the reference desk, the reference office, or the circulation desk. Tallied queries in 2002-2003 (1,443) rose significantly from the previous year (894). Circulation desk workers are instructed to attempt to answer questions to the level of their confidence and to refer others up the line. This tiered approach seems to work well most of the time. Student circulation desk workers are the sole providers of reference help to the best of their ability during evening and weekend hours.

Resource Sharing

The library also supports the research needs of faculty and students through its inter-library borrowing and lending networks. As students learn how to find more and more material through new and expanding databases, they inevitably come across useful resources not available in our library or the libraries of the consortium. Thus our library maintains a very active program of borrowing needed items from wherever they may be found: regionally, nationally, and, in a few cases, internationally.

MINITEX is the interlibrary loan network for libraries in Minnesota and the Dakotas. Through MINITEX our library has access to the collections of the University of Minnesota which is an enormous benefit to our faculty and graduate students with their oftentimes specialized research needs. An all-time high of 671 items were received via MINITEX loan in 2002-2003.

In September of 2001, the library began using the OCLC ILL module to send loan requests. This well-designed system has been a great benefit to our users, increasing our reach in borrowing requested material and with greater ease than before. Similarly in 2002-2003, a new high total of 220 items were received from libraries outside the region via ILL.

The Library Web Site

Since its redesign in 2002, the library web site has become a major new vehicle in carrying out the library's educational responsibilities.

During the 2001-2002 academic year, a team consisting of the Reference Librarian, the Web Manager, and a library assistant met monthly to design a new library web site. The goals established for the site were the following:

- To be the "front door" of the library, both internally and externally
- To deliver **Information** to users; e.g. hours, staff directory, policies, announcements
- To **Integrate** access to resources, both print and electronic
- To **Instruct** users in navigating the major library research tools

In the spring of 2003 an important section, "Instructions for Off-Campus Access" was added to the site. The purpose of this portion is to consolidate technical and policy-related information for the growing number of students needing to tap in to library online resources from afar.

Further development of the site will be ongoing. In particular, much more remains to be done in assembling and annotating links to other academic web sites and web directories that seminary students would find useful. We have recently integrated the E-Journal Portal from Serials Solutions into the site which will significantly improve the ability to determine journal content which is available in online, full-text format.

Lutheran International Library Assistance Project (LILAP)

LILAP is an auxiliary service project of the library that has been in operation for sixteen years. In 2003 over 12,000 books were shipped to twenty-nine different schools. LILAP operates through funds provided by the ELCA's Division for Global Mission and from a few local sources.

As an enterprise of the library and seminary, LILAP is well-positioned to receive donated books from the libraries of pastors and teachers and redistribute them to Christian institutions in need of good theological materials. With LILAP functioning as the front line in dealing with donated books, the library staff is saved a great amount of time. In addition, LILAP has been a convenient outlet for duplicate copies weeded from the library's collection. Thus LILAP benefits all its constituents: those who are reducing their personal libraries; the library in its deselection and gift processing; and especially resource-poor seminaries in far-flung parts of the world. It has been and is a very satisfying program with which to be involved and one that has elicited much good will for Luther Seminary both at home and abroad.

Administration/Leadership

Involvement in Curriculum Development

In an effort to work more efficiently around the development of curriculum, the Academic Leadership Team was formed, with the Library Director serving a permanent member. The mix of people and positions has proven helpful for the task itself, while providing a new type of visibility and outreach for the library and its programs.

A second venue for library presence and leadership has been the Learner Service Team. This group focuses on the broad issues of technology through every unit of the seminary. It provides connections between the academic and the administrative aspects of the seminary with respect to electronic services. The Library Director's role on this committee has been essential, both in keeping the library "in the loop" and in extending the library's service reach.

Other key developments in library leadership have been the increased use of advisory committees. The Library Committee has existed before, but in the past three years its input into central library policy matters has increased. The committee includes faculty from each faculty division, the Library Director, one library staff person, and the Academic Dean. The committee's leadership role has been crucial, especially in the periods between library directors. The committee has provided oversight and continuity during these periods. It has been especially helpful in advising on issues of library staffing and larger policy questions. It has also served as the authorizing group for the two director searches we have had in the past four years.

The Collection Development Committee was organized three years ago. As with the Library Committee, one representative from each division serves, along with the Library Director, another library staff person, and the Academic Dean. This committee guides the Director in crucial areas of collection management, including issues of collection depth, balance, and curriculum support. It has advised the Director on deselection projects, as well as overall collection building. Increasingly, helpful conversation has taken place around the need to strike a balance between support of the collections' historical strengths and the realities of a changing curriculum and availability of wonderful (though often expensive) electronic resources.

Participation in Overall Seminary Planning and Decision-Making

As has been indicated, the library is in a much better position within the larger planning context than it was a decade ago. Some of this is attributable to committee presence as listed above, but much of it is because more effective and frequent reporting practices between the Director and the Academic Dean. It continues to help that the Director is also a member of the faculty, giving the position both presence and the credibility with that group. Over the past few years, the faculty, both directly and through their representatives, have been increasingly involved in seminary-wide planning.

Library Director, Program, and Staff Evaluation

The current library staffing configuration is as follows: three professional staff (reference, cataloging and electronic resources covered) and four paraprofessional staff. As of July 2004, with the new Director arriving, the number of professional staff will be four. This is a good balance between professional and paraprofessional, as we look at library functions and effectiveness this staffing model seems to work well.

Regular performance evaluation of staff and administrative faculty has been another improvement over the past decade. While these had been done with some consistency in past years, the formalization of a personnel department charged with maintenance of full employee records has helped a great deal. Each unit supervisor, including the Library Director, is responsible for annual written performance evaluation of staff. The unit supervisor, in this case, the Library Director, is evaluated by the Academic Dean.

Regular, incremental budget increases over the past ten years have made possible more professional development opportunities for staff. Examples include the regular participation of professional staff in ATLA conferences with travel costs being covered by the library budget. Paraprofessional staff have a range of workshops available locally through the University of Minnesota with registration expenses paid by the library. In 1999 all staff traveled to Chicago for training on the Voyager automation system prior to the library's conversion to that electronic format. This was the largest seminary-funded professional development experience for library staff to date.

Resources

Institutional Budgeting and Commitment

Luther Seminary has been remarkably consistent in its commitment to funding the library at adequate levels. Over the past ten years, in all but one year the library saw annual increases in the overall budget of three percent. In addition to these increases, certain costly infrastructure improvements have been funded to the full. The chief example of this is the 1999 purchase and installation of the Voyager computer system. Other capital improvements were well supported by the seminary administration, include the remodeling of the reading room, the creation of a group study space, and establishment of an additional computer lab. Clearly the school's administration realizes the central role the library plays in the mission of Luther Seminary and does all it can to further its effectiveness.

How Does the School Determine Funding?

The library is one of several units under the responsibility of the Academic Dean. It is the Dean's responsibility to determine, in consultation with the Library Director, budgeting priorities in the short, medium, and long terms. It has been the history of Luther Seminary to spread budget increases and decreases evenly across divisions, e.g., in most years a three percent increase has been possible. If budgets must remain flat or be decreased from year to year, units seminary-wide absorb the reductions. Luther Seminary's leadership has been even-handed in its approach to budgeting and has approached budget decisions in a collaborative way within the realities of available resources.

Facilities and Space Adequacy

Questions about space sufficiency and the existing library building remain. The eight stack levels, though not at capacity, are filling up quickly. Since 1996, the staff has worked at culling books in order to alleviate some of the space problem. To date, 3,400 books have been removed from the collection. In recent years, the collection development committee has been central in helping determine criteria for deselection.

The Library Director and staff have taken seriously the space problems, and are looking for feasible solutions within the changing funding landscape of the seminary. One of these has been to contract with a well regarded architectural firm (Meyer, Scherer, and Rockcastle) twice on space redesign projects. The first of these was in 1996, when MS&R developed an overall scheme for library redesign, with a plan for long-term storage options (See Appendix 37: Library Feasibility Report). Given larger financial realities, the library was able to implement only part of the MS&R plan. The long-term storage issue was addressed with reclaimed and remodeled space in the lower level of the library building. This area, known as the Library Annex, was originally configured by MS&R for compact track shelving. As it turned out, conventional shelving was put in place and provided much needed space for long term storage and for special project materials.

An additional improvement has been the refurbishment of the reading room and accompanying spaces in 1999-2000. New furnishings, reflecting students' changing study habits and use of laptop computers, was installed in 2000. Also, a group study space was created out of an unused office space. This was in response to student interest in this type of space.

Conclusion

As in any library today, both challenges and opportunities lie ahead. One of the most significant challenges, already discussed above, will be the issue of adequate stack and study spaces. Funding for a major addition to the existing building or for a new building is currently a problem, but the seminary is aware of the problem and has a library building project slated for consideration in the next capital fund cycle.

Another challenge will be the continually changing landscape of information technology and support of the curriculum. Library resources will be called upon like never before to support the curriculum in dramatically new ways, especially as Luther Seminary continues to invest greater capital and energy in on-line and distance education.

Fortunately, the interdisciplinary approach to many of these issues is already in place. The culture exists to help make these transitions less treacherous. We are also looking forward to a new kind of leadership in the arrival of a new library director who began his work on July 1, 2004. His depth of understanding in a range of areas bodes well for the continued health of the library and its greater integration into the broad range of seminary functions.

D. Faculty

As in any academic institution, the faculty plays a major role in the design, implementation, and assessment of the curriculum and is thus a crucial factor in the ability of Luther Seminary to achieve its mission of educating leaders for communities in mission. In its day to day engagement with issues of teaching and learning as they are experienced in the curriculum, the faculty makes a key contribution in defining what constitutes quality in theological education and in preparing leaders for the church.

The faculty includes all persons elected or appointed to the Residential or Contextual Faculty as teachers of accredited degree requirements. The educational standards of the seminary's accredited degrees are delegated by the Board of Directors to the faculty who hold them in trust in the faculty meeting through the nomination of qualified teachers, through the creation of an academic administration and the recommendation, implementation and assessment of all curricula and programs. Through delegated authorizations of the Academic Administration, the Academic Dean is responsible to the Residential Faculty, the President and the Boards of the Seminary in the process of the certification and appointment of the Contextual Faculty and for the educational faithfulness, effectiveness and financial efficiency of all Luther Seminary's degree programs. The faculty is accountable to the Boards for the quality of the educational program, evaluated by its results.

Serving the Promise of our Mission.

Completed in late 1999, SPOM, the strategic plan for 2000-2005, is the third five-year strategic plan that the seminary developed under the presidency of David Tiede. Building on the earlier plans, SPOM moved in some new directions by making the academic programs the primary focus of the planning. Significant new directions were envisioned while building on the substantial work of the previous decade that included curricular revision and the development of a mission statement. During the past four and half years, this document has significantly guided the work of the faculty through focusing on a shared mission, inspiring commitment to a shared vision for the future, providing the framework for building infrastructure and capacity, selecting faculty and courses, implementing new strategic initiatives and creating a culture of expectation among the faculty.

The future envisioned in SPOM is far-reaching in terms of redefining the place of Luther Seminary within the arena of theological education. There is both a strong feeling of support and a clear sense of direction shared by a critical mass of leaders at the seminary. This shared expectation within and among seminary leaders has been reinforced by regular feedback from peer seminaries and colleagues at other institutions. Our shared sense is that Luther Seminary is being looked to as one of the seminaries setting the pace for theological education in the 21st century.

Residential Faculty

The Residential Faculty forms the foundation to all of the seminary's curricula and programs (See Exhibit H: Faculty Vitae). Residential Faculty are those holding the academic rank of professor, associate professor, assistant professor, instructor or affiliated faculty, (including visiting, adjunct, or deployed faculty persons) who have been elected to any of those ranks by the Board of Directors upon recommendation by a majority vote of the faculty. During the past ten years there have been completed twenty-one searches for new faculty (See Appendix 38: Faculty Searches). Since 2000, SPOM has functioned in guiding the work of eleven searches. A copy of the document is normally sent to the final candidates for a position, and they are asked to be familiar with it when they come for their formal interview. Interestingly, the consistent pattern has been that their engagement of SPOM has inspired them, as well as attracted them to come to Luther Seminary to participate in what is happening here.

The residential faculty of Luther Seminary (during 2003-2004) consists of 47 individuals, 40 of whom are full-time teachers/administrators, and 7 of whom are filling essentially administrative positions. In addition to these 47 faculty members, 3 affiliated faculty and 5 senior lecturers serve the faculty on a regular basis. Additional administrative duties are negotiated with many faculty members including the roles of associate deans and division chairs. Full time administration roles include the President, the Academic Dean, the Dean of Students, the Director of Cross-Cultural Education, Western Mission Cluster Director (plus staff), Director for Lifelong Learning, and the Director of Library Services. The faculty (not included affiliated faculty and senior lecturers) consists of 10 women and 37 men, 2 faculty of color.

The distribution of teaching faculty is as follows (both full-time and those in part administrative/part-time teaching positions):

Old Testament	7
New Testament	8
Church History	4
Theology (Ethics, Religion & Science)	7
Christian Mission (Islam)	4
Homiletics/Rhetoric	3
Pastoral care (includes youth and discipleship)	4
Worship, Music	2
Christian Education	1
Contextual Education	2
Cross-Cultural Education	1
Congregational Mission (includes Rural Ministry)	3
Life Long Learning	1

Contextual Faculty, Contextual Leadership and the Western Mission Cluster

The growth in the Contextual Faculty reflects the recognition of the importance of "contextuality" within the whole process of theological and ministerial formation. As in such professional schools as law, social work, or medicine, the Contextual Faculty bring expertise and experience in ministry to the seminary's educational mission from a wide variety of locations, perspectives and contexts. Together, Luther Seminary's Residential and Contextual Faculty

numbers over two hundred persons who are contributing to its accredited programs (this includes today PLTS involvement through the Western Mission Cluster).

Contextual Faculty are generally non-residential teachers whose credentials have been approved by the Academic Dean for accredited courses for Luther Seminary's degree programs in varied and virtual locations in collegial relationships with the Residential Faculty.

Contextual Faculty are also those who have been identified as intern, clinical, and contextual directors, mentors, and supervisors for Luther Seminary's students in their several modes of learning, entrusted with the vocations of the students as colleagues of the Residential Faculty.

All Contextual Faculty have served in the past under the direct supervision of the Academic Dean. Today this supervision is shifting to the Western Mission Cluster. The Western Mission Cluster is the collaborative creation of Pacific Lutheran Theological Seminary and Luther Seminary. Although still in its infancy stage, the Western Mission Cluster is being built to create a unified strategy to educate leaders for diverse communities in mission in the west. Under its supervision, PLTS and Luther are transforming their contextual, cross-cultural, and distributive learning programs into a focused enterprise. It is this new entity, in collaboration with the two Academic Deans from Luther and PLTS, that will be supervising future Contextual Faculty and contextualization programs.

The office of the Academic Dean maintains the list of all Contextual Faculty. This roster is reported annually to the Residential Faculty and the seminary's Boards. In accepting their places in this roster, Contextual Faculty are expected to be committed to the mission of Luther Seminary and are accountable for their educational effectiveness, and are subject to the disciplines of faculty responsibilities and development insofar as they apply.

Faculty Handbook

The history of the Faculty Handbook (Exhibit F) reflects at least a quarter century of transition reaching back to the era when the faculties of Northwestern Theological Seminary and Luther Theological Seminary were first brought together under one administration in "Maximal Functional Union." The institutions were merged in 1982, anticipating the merging of the preceding church bodies in 1988 into the Evangelical Lutheran Church in America. The substantial curriculum reform in the early 1990's required significant revision of the previous Handbook to identify the Faculty's commitment to the seminary's mission as articulated in 1994. That edition, led by Dr. James Boyce, Chair of the Faculty Concerns Committee, served as the basis for Luther Seminary's accreditation in 1994 and remains the substantial core of the current revision.

At least five factors require the preparation of a new edition at this time.

1. In 2001, the faculty voted to suspend most of the committee system as described in the existing Faculty Handbook. This vote also established a provisional Academic Administration with strong faculty participation in governance of the degree programs, the work of the divisions of the faculty, and the leadership of the faculty in distributed learning. This edition of the Faculty Handbook confirms the educational leadership by which both educational effectiveness and faculty development are stewarded, in accord with the standards of the ATS.

2. In 1995 the church-wide assembly of the Evangelical Lutheran Church in America voted approval of a "Study of Theological Education," entitled, "Faithful Leaders for a Changing World: Theological Education for Mission in the ELCA." That document, the actions of our faculties and boards, and the growing capacities of the seminaries to support distributed and contextualized learning have made a reality out of "clustering" with Pacific Lutheran Theological Seminary, in our relationships with congregations, colleges, camps, social ministries, and synods of "The Western Mission Cluster." Luther Seminary and PLTS are now developing a full integration of our work in contextualization, cross-cultural education, internships, and distributed learning with plans for further collaboration in continuing education for rostered leaders and strengthening the vocations of congregations to equip the saints for their vocations in the world. Furthermore, our national and international educational mission relies upon a growing interdependence in leadership development in many places for many kinds of degree candidates, certificate programs, and lay learners.
3. Luther Seminary's strategic plan for 2000-2005, SPOM, marks a new level of faculty vision and leadership as we prepare for our ten year accreditation visit in 2004.
4. This edition of The Faculty Handbook expresses the conviction that a new case can and must be made for the campus community, the residential students and faculty, and the concentration of learning and research resources in St. Paul. The locations of the two seminary campuses in St. Paul, Minnesota and Berkeley, California are assets within a larger system of distributed learning, even as the access students have to learning resources expands exponentially, whether they are on or off campus.
5. This edition of The Faculty Handbook presents a vision of the faculty that is both expansive and carefully differentiated. This vision is expansive in recognizing the many teachers, supervisors, and mentors of our students. Some are intern or CPE supervisors. Others are lay and clergy leaders from many contexts and diverse expertise. The vision is also differentiated, underscoring the roles and responsibilities of the Core and Residential Faculty within a widely distributed learning system.

Academic Administration

A guiding question over the last 10 years has been whether the faculty and academic administrative staff are organized in a way that effectively and efficiently supports the implementation, evaluation, and revision of the curriculum?

With the inauguration of the current curriculum in the first half of the 1990s the academic structure shifted from five departments [Old Testament, New Testament, Church History, Systematic Theology (Missions), and Pastoral Theology & Ministry] to three divisions [Bible, History & Theology, and Leadership]. An Academic Leadership Team was formed consisting of the three division chairs and the chair of the Faculty Concerns Committee. The Dean of Academic Affairs chaired the committee. (Previously department chairs reported directly to the Dean). This structure was reflected in the revision of the Faculty Handbook in 1999. The directors of the M.A. concentrations/programs and Graduate studies, and the Chief Librarian continued to report directly to the Dean and were included in ALT meetings on an "as needed" basis.

Two primary intents were served by the Academic Leadership Team structure:

1. New appointments were ordinarily initiated by the ALT. This broadened the scope of review of needs to justify a position. Discipline specific needs were examined in the context of staffing needs across the curriculum. Initial drafts of position descriptions were produced by the ALT for use in faculty searches. The sense that the curriculum belonged to the Faculty as whole took deeper root. New courses moved through the ALT before they were placed on the agenda of the faculty meeting for approval and strategic curricular and program needs/planning were taken up by the ALT. There was a shift from dominantly “housekeeping” items (i.e., student petitions for course substitutions) to more strategic policy concerns. The move from the quarter system to the semester system, for example, was overseen by the ALT. In short, the whole started to become more than the sum of the parts.
2. It was also hoped that the Academic Leadership Team could coordinate with the Administrative Cabinet to provide overall strategic leadership for the seminary, but joint meetings did not substantively take hold. The Dean of Academic Affairs remains the sole representative from academic side of the institution to the Administrative Cabinet. Despite falling short of expectation, the attempt created the climate for joint work in developing the strategic plan approved in December 1999 [“Serving the Promise of Our Mission”].

The strategic planning process of 1997-1999 focused our work around four education processes: Life-long Learning for Leadership, Specialized Ministry Leadership, Missional Pastor Leadership, and Graduate Theological Leadership. The movement in this case did not start with academic disciplines. Rather the starting point was the mission statement of the seminary. What did the mission statement require of the constituent parts of the school? Based on the mission statement, what future did we envision we were called to pursue? We committed ourselves to striving to become by 2005 a seminary that is “internationally respected as a confessional seminary educating leaders for the church to participate fully in God’s Mission in a changing world.” The four educational processes were identified as the processes through which we would carry out the mission and vision to which we are called. (SPOM, pp. 11-15) Academic disciplines were a means to implement these processes; they supported the educational processes and in turn the overall mission and vision of the seminary.

Luther Seminary has attempted since 2000 to re-order its faculty administration along the lines of SPOM. At that time the plan was begun to move in our administrative design away from complete reliance on the work of the faculty meeting and division chairs (alongside of the academic dean and numerous committees) to an arrangement that lifts the coordination of academic programs as well.

In moving away from a heavy administrative structure of the past, the following principles were important in this transformation:

1. Serving the Promise of our Mission (SPOM) should guide any re-structuring activity.
2. Under SPOM, the academic administration is to be reconfigured to provide leadership and support for the four main educational processes for training persons for leadership in Christian communities.
3. SPOM contemplates that strong and visionary leaders are to be appointed to head and direct each of the four educational processes.
4. Each leader of the four educational processes is to be assisted by an advisory committee.

5. A Program Coordinating Team (PCT) will be created to provide a forum for communication and deliberation in which coordination and cooperation are maintained among the four educational processes.
6. The Divisions will be maintained, not to manage all programs and curricula but, rather, to concentrate on managing the curriculum, advising, teaching, and learning, on the one hand, and the many aspects of faculty development (searches, sabbatical, research, evaluation, and enrichment) on the other.
7. The Academic Coordinating Team (ACT) will be created to provide a forum for communication and deliberation in matters related to curriculum and faculty development toward the goal of synergy among the three academic divisions.
8. The Educational Leadership Committee: The purpose of this high-level group of academic administrative leaders is to keep the educational work of the seminary as a whole on the course set by SPOM, to plan and strategize, and to offer counsel to the president and the deans in light of the big picture. Its job also is to be sure that the work of the faculty and the programs is coordinated as well as to mediate any issues unable to be resolved by lower level forums and leaders. Actions by this group are sent as recommendations made to the academic dean, the president, or to the faculty as a whole.

The present administrative structure built upon these principles in constructing the following three-fold framework of: 1.) the faculty meeting; 2.) the ELC [Educational Leadership Team, comprised of the three division chairs (ACT), the four program associate deans (PCT), the Associate Dean for Learning Systems and Technology, the Dean of Students, two elected faculty members, the Director of Life Long Learning, the Library Director and the Academic Dean and President; and 3.) designated committees.

Making room for the role of the associate deans in lifting up Luther's programs marks a significant step forward. There are associate deans for each of the four educational programs [1. Life Long Learning (director); 2. Specialized Ministry Leadership (M.A./M.S.M/M.A./M.S.W. programs); 3. Missional Pastoral Leaders (M.Div.); and 4. Graduate Theological Leadership (Ph.D.; D.Min.; M.Th.)] as well as for Learning Systems and Technology. All these administrative persons are faculty members with reduced teaching loads and some additional financial compensation for their work.

This administration structure has promulgated any number of reforms in the curriculum and enhanced the academic capacity of Luther Seminary. The best example of this is the completion by the associate deans of the work of curricular management. This work needed to be done for the sake of students who need to plan lives in addition to that of being a student. Luther Seminary now has a 4-year promised curriculum that will enable all our students to know and work toward meeting core requirements. We are guaranteeing the availability of these classes to our students as well as secure the best use of faculty time and resources.

The ELC works on a whole range of faculty projects from orientation and admission processes to curriculum management and the budget. The ELC has also been involved in trying to initiate a new round of Lilly grants, develop an evaluation/assessment process, experiment with distance sites, develop an on-line strategy and coordinate faculty searches.

It is too soon to know how effective this administrative design is. The lines of accountability and interaction are still new and need further work. Nevertheless, confidence is growing that this structure is a competent one in providing the necessary expertise to move the academic administration forward.

Budgets

The ELC, along with the Academic Dean, has taken over much of the supervision of the academic budget. Overall financial goals are set by the administrative cabinet. The ELC's job is to review their work en masse, not just each individual budget line item, in order to evaluate the efficiency of the faculty's activities. Team teaching, the use of adjuncts, sabbatical leaves, the use of faculty development money and the size of classes might all be affected by budget restraints and/or opportunities.

Faculty Development

Faculty Development is a major investment at Luther Seminary. The term covers a wide range of activities designed to maintain and increase the capacity of faculty members to be the best they can be in the areas of teaching, research and scholarship, advising, and service.

The development of an excellent faculty begins at the point of institutional planning. That includes planning for faculty positions to be filled and for searches carried out to fill them. Initiatives for positions to be filled can be brought forth from divisions, the ELC, or administrative officers (the President and Dean of Academic Affairs). Those initiatives are vetted by the ELC, which acts as a planning committee. Finally, positions to be filled need to be authorized by the President.

Faculty development occurs also during the process of evaluation of faculty members at various stages of their service at Luther Seminary. These stages include the reappointment of faculty, promotion, evaluation for tenure, and faculty evaluation ("summative evaluation") at other times on an annual basis, as specified by the *Handbook* (II, III, 8).

A major investment in faculty development at Luther Seminary is the sabbatical program. After achieving tenure each faculty person is eligible to apply for a sabbatical leave of one full year (with salary and benefits) after every six years of teaching, effective in the seventh year. In order to receive a sabbatical leave, the faculty member must submit a proposal that merits a sabbatical. For the sake of institutional planning, the Dean of Academic Affairs provides a schedule of eligibility for application by July 1 of each year (projecting eligibility for three years), updated each academic year, and makes the schedule known to division chairs. Eligible faculty members apply well over a year ahead of time through their divisions, making a first-draft proposal for review in the spring, followed by revisions (if needed) over the summer. In the fall (again, during the year prior to the sabbatical) the applicant brings a formal proposal to the division and the ACT. Both the division and the ACT are required to approve the proposal. If that is given, the proposal is transmitted to the Board of Directors at their autumn meeting (usually in October). If the Board approves the sabbatical, it goes into effect at an agreed upon time, which is usually the following July 1. Some faculty members prefer a partial sabbatical in a given year of eligibility. Partial-year sabbaticals (such as a half-year sabbatical) are prorated so as to conform in time away from teaching with the regular schedule. In all cases, it is necessary for faculty members to

provide a written report at the conclusion of their sabbaticals to account for what they achieved while on sabbatical.

It is possible also for faculty members to apply for a leave of absence, and these can be granted for a variety of reasons. In some cases the seminary pays for all or a portion of salary and benefits; in other cases it does not. These cases are defined in the *Handbook* (II, V, A). In some cases the seminary can seek special funding from its own or other resources to make leaves possible.

In 2002 the ELC gave attention to faculty development in a new way, constructing a program of faculty development that supplements what existed prior to that time. The funding came from the Board's commitment to raise total faculty compensation to the 75th percentile of peer schools. This was to be done over a three year period. The first year the faculty received above normal salary increases. In the second and third years two-thirds of the increased compensation was dedicated to faculty development, the allocation of which was determined by the ELC and the Dean's office. It constructed a "two-dimensional" program. One dimension was called "Collective Faculty Development," in which a group of faculty members could make a proposal for a learning experience that directly benefited the overall work of the faculty. Such experiences could include a teaching-learning event, a shared research and writing project, the purchase of new software, or a retreat. The other dimension was called "Individual Faculty Development," in which a faculty member makes application for time and/or resources for research, writing, attending a conference, or participating in a training event. The benefit to the entire faculty would be less direct or immediate. This program for faculty development was successful in attracting proposals and implementing them. Budgetary constraints have reduced the funds available for the third year, but the program has not been abandoned. It is expected that this program will be assessed in due course, that its value will continue to be evident, and that it will be commended to the seminary administration for extension into the future.

The faculty of Luther Seminary is known throughout the ELCA and beyond for its outstanding quality. The seminary is committed to faculty development in order to maintain that quality. The resources used for faculty development are understood as integral to an overall strategy for enhancing teaching and learning—and for exercising the stewardship of persons and resources available for that enhancement.

E. Establishing a Culture of Assessment

In SPOM (Goal 9.1) the goal is set to create a fully operational process that engages in ongoing environmental scan, research and development, and performance evaluation (p. 77). Achieving such a goal would mean nothing less than creating a new culture of assessment along with new skills for measuring performance. Thus, the overarching goals are two-fold: to both create a culture of assessment and evaluation at Luther Seminary and to build a system of effective evaluation and assessment. How do we know if our program is achieving its goals? How can such an assessment assist students to maximize their learning in order to lead Christian communities, called and sent by the Holy Spirit to witness to salvation through Jesus Christ and to serve in God's world.

The self-study process has created an occasion and impetus to continue to work at matters of evaluation and assessment that have been engaging Luther Seminary at least since the beginning of the planning for a new curriculum more than a decade ago. When the self-study is completed, it is clear that we will not have arrived, nor will we have done all that we would have liked to have done. Luther Seminary will continue to work to place an assessment system in place that 1. is sustainable and ongoing and, 2. improves the work of students and teachers in the education of leaders for Christian communities. The faculty, students, and staff, in a variety of venues have been engaged in assessment issues over the past several years, considering the nature of assessment, and comparing assessment tools. In this process it is clear that "Evaluation" and "Assessment" have different meanings to different persons. Some have found it helpful to see "Evaluation" referring to any measurement of effectiveness touching the professors, their courses and their teaching methods, while "Assessment" has come to refer to any measurement of effectiveness touching on what students actually learn within their classes or the program as a whole. The faculty have explored ways of integrating assessment tools with course syllabi and lifting up the possibility of establishing one common assessment tool but without any common agreement as yet on such an instrument. With several years of experience collecting data within this area, the faculty of Luther Seminary has now committed itself over the next two years to working on some common approaches and instruments for evaluation and assessment.

Students too have become involved in assessment and learning issues and have taken the initiative in enhancing their learning through such involvement. The following sections report on some of these faculty and student assessment activities.

Faculty Interviews: Exploring the Climate of Assessment in Relation to Teaching and Learning

A major investment toward establishing a climate of assessment was lodged in a process of individual interviews exploring attitudes and practices of assessment . During the summer and fall months of 2003 a total of 52 persons, including faculty and administrators, were interviewed to gather their reflections on teaching and learning at Luther Seminary in relation to our mission. Structured interviews focused on eight questions, and responses from the interviews were gathered, categorized, summarized and shared with both inside and outside readers for their evaluation. The report offered a series of "findings" or "conclusions" in relation to each of the eight questions as well as some overall summary remarks about the findings. In addition the report offered a list of polarities emerging from these interviews that seemed to the readers to describe the climate of teaching, learning, and assessment at Luther Seminary: six polarities regarding assessment itself, five regarding the teaching/learning enterprise, and four regarding Luther's culture, climate, and purpose. Because the collective responses from these interviews reflect so clearly they current climate and attitudes regarding assessment at Luther Seminary, the remarks of the readers are presented at some length here (For the full report, see Appendix 39: Faculty Assessment Interviews Report).

Overarching observations from the Report:

The readers of the interview reports expressed the following overall observations from their reading of the data:

- Overall the report indicates there is much good happening around assessment activities at Luther.

- There is willingness to move from seeing assessment as restrictive and from the outside to seeing as instead giving professional people ways to measure what they are curious about.
- Some are afraid that students are being trained for something that doesn't exist; there is a sense of accountability to the church, to congregations; we trust the person ten years out to come back and tell us how well we prepared them for leadership (it may be more important to hear from alumni than present students who don't know yet what they'll need).
- We have to appreciate diversities – diversities among faculty, diversities among students, diversities within white cultures as well as cross cultural settings and opportunities, and diversities of venues for service in the church.
- “What are you curious about?” and “What do you want your students to remember?” are the two big questions in this interview. If faculty are not invested in saying what we want to know and then in creating a way to track it, what we're doing may not matter.
- Many on this faculty believe students will intuitively pick things up, such as how to be in graduate school. Faculty know what they want students to become; students will only grow in that direction if faculty point them there, making explicit links to help them integrate the curriculum, making explicit requirements to train their critical thinking and synthesis skills.
- The creative tension evident in an assessment process is a three-way tension among theological and confessional content, the mission of school, and the process of education (both formation and practical skills).

The Eight Questions with Recommended Questions to Consider

The interviews were structured around eight questions related to faculty impressions and practices in relation to assessment. In what follows we present the eight questions and the readers comments about what they heard regarding issues of assessment and learning at Luther Seminary from the responses of those interviewed.

1. When you hear the word assessment at LS, what do you think of?

What would you like to call the process?

Recommended Questions To Consider

Both ATS and NCA will ask Luther Seminary to lift its own goals and measure its work against them in a sustained way for the foreseeable future. What are faculty and administrators feeling regarding the notions of “culture of evidence,” “culture of assessment”? From these responses, we do not necessarily see a positive acceptance, and in fact some deep suspicion. How can this concern be managed?

Is Luther Seminary moving from metaphors of graduate professorship such as “individual entrepreneur” or “king/queen” to a sense of “shared public” or “communal culture”? While not many admit to continuing to hold the former, and while many believe they would like to or already have begun to move toward the latter, this movement may defy many long-time expectations at any institution of higher learning. How can the leadership of the seminary ease this transition?

We noted almost no talk of the responsibility and role of the students in assessment. Instead most of the answers imply that students are “receivers” of their education and that faculty are responsible for “giving” it to them, a situation that gives students a certain tyranny. In such a

system, does it feel as though faculty are the objects of end-of-course evaluations – that evaluation is done *to* faculty? Are we reading correctly that faculty feel either a part of a popularity contest or a victim of an instrument they had no part in designing? Can this be changed?

In fact, do students need to self-assess their educational enterprise? What about alumni? What plans are in the works for alumni and students to do self-studies too? Alumni would ask themselves, “What were my objectives? How did Luther Seminary help me meet those? What do I understand a pastor to be? And who am I sending to seminary?” If through assessment people could understand what pastors are and are trained to be, it would help many aspects of the seminary’s life, including recruitment, admissions, and even development. In this process, Luther Seminary could also claim, “Here is what we’ve been trying to teach your pastors. How have they practiced in your midst what we hope they learned here?”

A major theme in these responses is that faculty and administrators want assessment to be self-owned, self-generated, rather than imposed or externally generated. Is that a fair reading? A majority of faculty believe they are already doing it. If that is the case, might good practice be to simply record what you have already been doing – find a way to make tangible your sometimes intangible practices, and show how you are using what you are learning to make shifts and lane changes in courses? Many folks have indicated they have collected much data over the years. To what end? What changes have been made because of learning from this data? And how can the seminary show that it values what is already being learned through faculty-generated assessment?

There is a tension between two groups of people: people who think “the vision thing” at Luther is going to overwhelm what they think their courses should be doing (e.g., they will be forced into the strategic plan), and people who are worried that focus on individual courses is going to obscure whether Luther is actually implementing “the vision thing.” Is this a tension that can be resolved or not? In any case it needs to be attended to in assessment – is it an either/or or a both/and, or is there a need to make vision and curriculum a seamless web?

Accountability is a theme in this question and others. It seemed to the readers that people want to be accountable, in descending order:

- first, to themselves as professionals who have goals and want to get better;
- second, to the church generally, to congregations specifically, equally to the students;
- third, to alumni;
- fourth, to donors, board, and trustees;
- finally, to the administration and accrediting agency.

Is that indeed true? And exactly what are faculty and administrators at Luther Seminary willing to be accountable for?

2. What have we been paying attention to the past 10 yrs? How has that developed in your classes?

Recommended Questions To Consider

Responses to this question indicated a deep hope that the big changes in curriculum of a decade ago have given Luther Seminary the right vantage point for seeing what the church actually needs. Is it true that the majority of folks are on board with the idea that the church exists in a changing world? In these answers we hear hope that what students learn at Luther prepares them to lead. But some folks still wonder whether Luther was on the right track with the changes it has made.

How do faculty and administrators feel about where the seminary has been able to go with this new direction, the big plan? Is it changing anything in the classroom? People are not so sure. And how do students know what the whole journey is? At the end, how do students know they've gotten there? Shouldn't the curriculum always be assessed according to the mission? Shouldn't classroom activities always be assessed according to the mission?

These questions and some direct responses suggest there is an undercurrent in the seminary's culture. Big changes have been undertaken, often with widespread support, but some resistance continues. Many responses betray a lack of trust in leadership and even among colleagues. Can open conversation not occur about these matters? Is the resistance or tension on this subject simply content-oriented or also political?

In this question and several others, diversity comes up quite often – diverse theological or confessional views, diverse backgrounds, diverse students, a diverse culture in which the church lives. So of course a completely shared definition of the mission and meaning of the seminary will always be difficult. How will folks have real conversation on the tough topics of the seminary's work, the confessional differences within it, and difficult political relationships that are present? How can Luther Seminary sustain such conversation, through disagreement and mistakes, toward a shared positive outcome? How can Luther host a range of definitions and positions and still clearly spell out that range for the benefit of all the stakeholders?

If faculty cannot talk well together through tough issues, faculty meetings can become purely business meetings that avoid difficulties in order to keep peace. Has this happened for Luther's faculty? If so, how can the faculty make space to be talking frequently *and substantively* to one another? Surely, given the weariness people speak of, they don't want added meetings. How might Luther take current meeting time and make it into arenas for substantive conversations, even ones that surface disagreements? As is said again in response to question number 8, how faculty and administrators talk substantively among themselves, or don't, is one of the most important things students will learn at seminary. And students are learning this right now.

If healthy substantive conversation doesn't occur, how can faculty and administrators balance the three things that go on in seminary education: deep theological content, the mission of the school, and the processes needed for students to learn and experience both formation and practical skills?

It may be important to grow comfortable with the fact that all faculty feel their disciplines are the most important. A creative climate in higher learning where people are comfortable allowing everyone to feel incredibly important provides room for the very best teaching, but of course it also creates conflict or at least tension. How do folks intentionally manage that tension?

3. What are you curious about? What would you like to understand, take stock of, this year?

Recommended Questions To Consider

The main curiosity in an assessment year is often whether students are actually learning things faculty are trying to teach. This set of responses bears that out. Some are also anxious about assessment measuring teaching performance; many want to focus more closely on learning. What does “focus on learning” mean? Would faculty rather take the burden off the complex process of evaluating teaching? Or are faculty genuinely curious about what happens to students in their courses?

This question brought out individuals’ passion and energy about their fields, which was exciting to read. People are concerned about their own scholarship as well as student learning, a mark of a desire for life-long learning and contribution to their fields. Is there great commitment to faculty’s expanding their own knowledge of their content area? What kind of commitment is made to expanding students’ thinking capacities?

Many folks in fact are worried about students’ capacities for critical thinking, synthesis, and higher order integration. Some believe students today are under-prepared for what they must accomplish at seminary. Might Luther’s students not be under-prepared so much as they are differently prepared? What does critical thinking look like for them? What do faculty expect the results of their critical thinking to be? How can faculty figure out new and different ways to lift those critical skills? How can faculty recognize how students develop those skills and how the skills can be demonstrated in coursework? Without faculty help, why and how would students develop these higher order skills? Since people fear that students may not automatically integrate and synthesize, whose job is it to assist that process, not only for integration across the curricular content areas but also integration of students’ call, their sense of service to God and to the Church? How does their learning affect them as congregational leaders? If faculty members do not help them to learn and hone these skills, how will students get them?

A corollary question might be: how does Luther Seminary stimulate congregations’ skills of finding great students? What is Luther’s role with congregations? And, along these outward lines, what is Luther’s role within the Western Mission Cluster? Luther’s identity as a Regional or an International seminary?

Implicitly in almost every interview, folks are concerned about the students’ faith journey and their non-rational, holistic experience. Faculty and administrators wonder aloud here whether students are getting something that faculty are trying to give them while they’re in seminary. Some interviewees were more interested that students get content, others more interested that the students’ vocation and relationships are served. Which part of the person is each faculty member interested in? Faculty members have different vocations about this matter. How might those differences be honored?

How is God's agency in the seminary recognized? Where is God in the learning process? Are there prevalent metaphors which might cut across all lines of the seminary's culture to describe the learning one does in service to leading in mission? If so, such metaphors might open the way for better understanding of shared mission.

4. How do you presently learn what students are learning in your classes?

Recommended Questions To Consider

The responses to this question represented a fairly traditional and broad spectrum. Most folks who work in the classroom had from one to five methods at their disposal that they use regularly; only about a third of them comment on whether they actually like the methods they use. We assume from the faculty's fairly extensive descriptions that these methods are fairly different from one another, but they have served folks over the years.

If accrediting agencies such as ATS and NCA were to ask Luther Seminary for its shared definition of assessment; that is, what are the assumptions and claims about what Luther faculty are doing and why in order to accomplish its mission, could faculty and administrators agree on such things? Such commitments cannot be imposed from outside, at least not effectively. What would happen if a group of faculty and administrators drafted a set of curricular and teaching/learning claims tentatively, made assessment observations toward them, and then checked to see whether they worked? Luther Seminary has a set of capacities in common parlance: attitudes and beliefs, knowledge base, skills, and habits or character. Are all folks in accord on those capacities? Are all folks willing to make observations of them as a shared means of assessment, even though what falls under those categories will vary from course to course?

An assessment climate also requires the seminary to be explicit about whether it values both formal as well as the less formal methods of learning what students are learning. That is, which do faculty really listen to? What makes such an impact on a faculty member that he or she will even change a classroom activity as a result? Can faculty members sit down, share their original methods, forms, and ideas with one another, decide what the commonalities are, and see how they each might profit by using one another's approaches?

Because everyone is working very hard already, the process of assessment cannot afford to be difficult or annoying, and it simply must be integrated across the system. Does Luther Seminary have the technology to create a user-friendly system, perhaps even something voice-activated? How will assessment become a part of the institution's working, living culture and not something added on top of an already tall pile of things to do?

5. What, above everything else, must your assessment team keep in mind?

Recommended Questions To Consider

In the responses to this question, the readers clearly heard, "Don't crush our diversity; we want no homogenization, either in the assessment process or in the ongoing system. The lone voice can be the prophetic voice not only at Luther but also over against the congregations and the church." How can you create a system with sufficient freedom and flexibility, especially in such a large institution, to teach, observe, record, assess whatever is important to the equipping of missional leaders? No one tool can do it, and even a fully shared approach will only be good for

a certain length of time before it must be tested and retooled again. Does this mean work? How much work? Is the suggestion about creating some incentive, some benefit for everyone who participates in the work a good suggestion?

How are folks managing the notable shift in faculty, with retirements and new hires? How are newer faculty learning the ropes from long-time faculty? How are newer administrators brought on board alongside long-time administrators? Does Luther have a culture of mentoring? Faculty and administrators do their work in community, working for common good. People really benefit by what they do. When one person has twenty years of experience, how can a new faculty member really benefit from that veteran's experience and mistakes? Some long-time faculty worry about getting out of touch with their students. How might faculty partnering across age lines be helpful in that regard?

In this set of responses, we heard explicit warnings about entering the professional domain of the teacher. How might the seminary, across the board, acknowledge that faculty members do have professional judgment: experience, knowledge, expertise not only in their respective fields but also a keen and accurate sense that this student or that student is making it? Sometimes you can measure that and sometimes you can not. How might this skill or gift of the teacher, intuitive as it is, be valued, recognized, and perfectly acceptable as it is? Can Luther's faculty be trusted to use this gift well, whether it can be quantified in an assessment process or not? And how might faculty keep themselves honest, asking themselves how they know what they know?

When an institution has made large-scale organizational changes, it must go through a grieving process. Some folks have grieved at Luther. Has everyone? If Luther's system is one in which there is poor communication over disputed issues, might grieving be taking much longer? Can people acknowledge and process it together? How far along are faculty members in their grief for the old ways? How do faculty and administrators deal with conflict when folks are very different from one another?

As Luther moves ahead with assessment, with learning better ways to connect across differences without crushing them, have folks considered using a spiritual discernment process? Might meetings become spiritual discernment meetings? Is there sufficient trust to open up to spiritual discernment and to one another? Might people begin by acknowledging that they share godly work, something many of them say frequently in these interviews? Their work is not purely mechanical, and one cannot outguess the power of God. How can a diverse faculty serve the kingdom and be faithful to Lutheran tradition? And how can folks continue to claim being a competent faculty, building on strengths and making a truly shared future? How can the assessment process be a learning and growing process, not just data collection?

6. How might the assessment benefit Luther? The Church?

Recommended Questions To Consider

In response to this question, many people mentioned needing to identify strengths, for when strengths are known and claimed, one can say what the seminary does best and can offer to both students and the church. How might such claims become part of the public relations/marketing outcome of assessment? Has Luther thought about the ways others can get involved in the assessment self-study as a way of educating them about what Luther is trying to do? For

example, “Luther takes pride in having X. Do you agree that Luther does this well?” At first, would participation be offered only to students who graduated in the past 5-10 years, since they would have been educated in the new curriculum? Then eventually might participation be designed also to fit alumni from earlier years? How might including graduates and the congregations they serve in the ongoing assessment process keep the seminary honest about its goals for seminary life and whether those goals translate well to the field?

Once again, diversity as a strength comes up here. Of course there is diversity amongst the faculty and administrators, even though that is not evident in the demographics of the institution. But there are key questions here and in the next question about several diverse groups of students, ministry settings, and even vocational calls within ministry that will have a bearing on how the church at large is served if Luther learns to do it well:

- resident and nonresident (distance) learners
- international and U.S. students
- M.A. and M.Div. students
- Lutheran and nonLutheran (or even ethnic/Lutheran groups such as African American Lutherans and Norwegian Lutherans) students and faculty
- rural and urban ministry
- evangelism/worship and counseling/pastoral education
- theory and practice
- orthodoxy and prophetic dissent

How can Luther Seminary make room for all of these possibilities to flourish? Is it necessary to choose one over the other, or is it possible to let the messy reality exist and bear creative fruit?

Who makes decisions in the seminary system? How do the decisions get made, especially when there are diverse programs and student populations and even diversity among faculty and administrators? If Luther is to flourish in its diversities, how will you attend to the question of “who is running the place,” a minor theme throughout these interviews? Why would this theme make a difference in both Luther’s mission and its ongoing assessment design?

7. How might assessment benefit you? Your students?

Recommended Questions To Consider

Faculty and administrators seem to be sending the message that they’re not interested in finding out who is best, who is the star at Luther or elsewhere. They are interested in being tested against their common mission goals, and against the personal goals they set for themselves. How can Luther’s processes of assessment avoid having people ranked or rated on a “star system”?

Might Luther learn from schools who have revised their course evaluations, moving away from asking people to rank faculty on a poor-to-outstanding scale and moving toward asking people to respond to statements indicating whether the professor did X or Y or Z, which are the institutional goals? How does Luther already ask for responses on the basis of its curricular goals? How might it even improve?

On this faculty, do people respect the contribution of others who do not do things the way they do, for example teaching differently (coaching, team-teaching, individual teaching) or focusing

differently (teaching, research, etc.)? How can that mutual respect be improved? If it's already good, how can it be demonstrated among faculty and administrators?

One issue facing any school is igniting student energy around assessment as well as that of faculty and administrators. How might students grow from participating in the assessment process instead of simply filling out forms as they evaluate others? How might claiming their own learning both benefit and solidify their learning?

In this question and the next, we learn what kinds of students you want to graduate: deeply spiritual, committed to a relationship with the Lord, sustained by the Word, joyfully digging into the Word over and over, thinking critically and theologically (what is God up to), with a clear sense of self and vocation, effective and habitual learners with a bigger creative theological imagination, missional, confessional, prayerful, hospitable in the face of difference, adaptable in new situations, content in their work, using skills for conflict and leadership, good stewards.

Has Luther ever considered putting out a narrative description of Pastor A or B and then saying, "Here is the person we're trying to educate. How do we do it?" How does anyone know whether students five years later are like that? And if not, why not? Do they not come to seminary that way (wrong group of students)? Do they resist being re-formed to be that way (sinners)? Does the actual process not form them in that way because of flaws in teaching or timing (structural issues)? Do they not know that's what they are supposed to be doing and therefore they aren't doing it (unclear expectations for students from faculty and administrators)? There is a sense in which faculty want students to have the faculty's own skills and perspectives but apply them in a different setting. Is that in fact the case? Is that realistic?

How will Luther's future ongoing assessment process convey to students through both process and substance that they are valued and respected, both as individuals and professionals? Can assessment help the seminary learn what kind of student thrives (and what kind of student does not) at Luther? Might such knowledge help both admissions staff and the churches who send students with their identifications?

8. Pick your favorite course to teach. Years later, running into a student, what would you like him/her to remember having learned?

Recommended Questions To Consider

Answers to this question express a great variety of desires on the part of faculty and administrators. There is a deep longing that students have a bigger and fuller imagination and understanding when they have spent time with you. Are these the central questions we want them to live with: Who is the church? How is God working? Who is God?

Do faculty and administrators model how to be in conflict and love with one another to our students? Might integrated students come from integrated faculty? Where will the excitement come from that faculty want for their students? From excited faculty? Might students learn the text from their texts and also learn the text of the teacher?

Faculty feel they do pretty well in classes; they model a sense of excitement. Does the larger life of the seminary seem to go that well? Do politics, meetings, and public interaction seem as

trustworthy as life in the classroom? Students will model in their congregations what they have experienced at seminary – Luther will have taught them that. There are many high points to build on; people feel quite good about what they’re doing, especially in response to this question. If trust and mutual respect needs to be built up, what are the ways to make positive comments in support of one another’s work? How can the general level of communication, trust, and positive feeling be enhanced across all of seminary life?

Deep knowledge of the scriptures matters at Luther Seminary. What the church really is matters. What the Bible really is matters. Who God really is matters. Do students have a bigger more complex understanding of these things after their time at Luther? How can that bigger understanding be nurtured? By being grounded in an authentic understanding of the scriptures? By seeing the action of God in the world? By being exposed to and seeing for themselves a larger vision for congregations and what the church can do? Luther Seminary surely can make a difference in the world. Your readers have been grateful to be a part of helping to focus on these important matters.

Managing Polarities

In a place as dynamic and diverse as Luther Seminary, most things are not helpfully seen as “either-or”; however, they are not always “both-and” either. They aren’t even problems to be solved. The report found it helpful to think of them as polarities to be managed in such a way as to contribute to the health and vitality of Luther Seminary as a teaching and learning institution.

Polarities related to assessment

assessment design from outside	assessment design from inside
assessment that opens options	assessment that adheres to particulars
focus on the work of learning	focus on the work of teaching
formal methods of assessment	informal/intuitive methods of assessment
standardized instrument every course	various methods used randomly
professor sets all criteria and evaluates	community sets all criteria and evaluates

Polarities related to the student/teacher teaching/learning enterprise

expecting students to know how to learn	expecting teachers to teach how to learn
students need all the disciplines equally	my discipline is the most important
learning is entirely integrated	learning is about content (vocation; skills; practice)
teaching content/disciplines	teaching by modeling community life

training for today/tomorrow	training for today/yesterday
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Polarities related to the culture/climate/purpose of the seminary

meetings are to do business	meetings are to do discernment
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dealing with conflict by sustained conversation with visible divergence	dealing with conflict by avoidance of direct disagreement
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international seminary	regional seminary
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longtime and new faculty separate	longtime and new faculty integrated
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Reflecting on the Interview Report

The faculty have engaged on several occasions in reflection on this report and in consideration of the implications for planning for the future. This was done most notably at the annual spring faculty retreat in May, 2004. The following questions were posed to guide our reflection on the implications of the report:

1. What are the most important findings in the document?
2. What suggestions are made concerning how we might best thrive in our vocations as a community of teachers and learners?
3. What does it suggest about priorities for focusing our energy/attention for the future?

One of the faculty presenters summarized the implications as follows and these remarks set an agenda for work to be picked up and developed in future faculty conversation and planning (See Appendix 40: Faculty Interviews: Reflection).

The document tells us:

1. Who god is, the gospel of the Jesus Christ, the Bible, and the church really matter at Luther Seminary.
 - Questions important to us include: Who is God? How is God working? Who is the church? Where is God in the learning process? Who God is really matters at LS. What the Bible really is matters at LS. What the church really is matters at LS. We are concerned with whether students have a truer, larger, and more complex and nuanced understanding of these things after their time at LS.
 - What role does discernment—and attending to God’s power and agency (even when hidden)—play in our assessment process?
2. We are deeply committed to the vocation of training leaders for communities in mission.
 - We want the students who graduate from Luther Seminary to be: “deeply spiritual, committed to a relationship with the Lord, sustained by the Word, joyfully digging into the Word over and over, thinking critically and theologically (what is God up to), with a clear sense of self and vocation, effective and habitual learners with a bigger creative theological imagination, missional, confessional, prayerful, hospitable in the face of difference, adaptable in new situations, content in their work, using skills for conflict and leadership, good stewards.”

3. We are willing to be assessed—and to understand assessment as a way of measuring (as faculty) what we're curious about.
 - We recognize the importance of assessment.
 - We recognize the need to develop means for assessment that are appropriate (and which allow for sufficient freedom and flexibility) for the complex work that we do.
 - We recognize that faculty are central players in the assessment process.
 1. We recognize the importance of not crushing diversity in our evaluation processes. How, e.g., do we maintain the tension between the particulars (in terms of content, skills, and practices) we are teaching and the larger task of integration what the curriculum is about as a whole (the “vision thing”)?
 2. We recognize the need to balance assessment methods that reward individual initiative and achievement with those that reward shared communal goals.
 - We recognize the importance of defining who it is that we are accountable to in the assessment process, and what types of students learning goals we seek to address in our teaching?
 1. Note the range of constituencies we are accountable to; which one has priority? Ourselves as professors? Students? The church and congregations in particular? Alumni? Donors, board, trustees? Administration and accrediting agencies?
 2. Note the range of students we could address: e.g., resident and nonresident (distance) learners; international and U.S. student; M.A. and M.Div. students; and Lutheran and non-Lutheran (or even ethnic/Lutheran groups such as African American Lutherans and Norwegian Lutherans).
 3. Note the range of learning goals and contexts we could address (e.g., rural and urban ministry; evangelism/worship and counseling/pastoral education; theory and practice; orthodoxy and prophetic dissent).
 - We recognize that assessment needs to be linked with the question of what kind of students we want to attract and retain at LS, and what kind of missional leader we want to see ten years down the road.
 1. Note the importance of attending to what alumni are telling us (e.g., alumni ten years after they have graduated).
 2. Note the possible connection between the kinds of things admissions does and the assessment process.
4. We as a faculty and administration need to learn how to handle difference and conflict better.
 - A majority are on board with curricular changes of the past decades—but not all.
 - In spite of our shared vision and purpose, diversity among us is a fact.
 1. How do we sustain healthy, substantive conversation about the seminary's work when there are confessional differences and complex political and personal tensions among us? How can faculty make space for frequent and substantive conversation about these matters (without adding additional meetings)?
 2. How do we create a climate in which we each make our best contributions from our disciplines and still sustain conversation with one another, even when those contributions may lead to conflict or tension with one another?

3. Do faculty respect those who teach differently from the way they do? How might we create a climate of mutual respect?
 - Faculty do well in class, but does the larger life of the seminary (e.g., in meetings and public interaction) seem trustworthy? How might the general level of communication, trust, and positive feeling be enhanced across all of seminary life? Do faculty and administrators model how to be in conflict and love with one another to our students?
 - Do we have appropriate means for grieving changes, disputes, broken relationships, and mistakes that take place in our institution?
5. We need to attend more closely to helping our students develop higher level skills in critical thinking and synthesis.
 - Are students developing the skills in critical thinking and synthesis (i.e., higher order skills of integration) they need in order to function in a highly complex, multi-dimensional world? How might they relate those skills to their sense of call as congregational leaders? How might faculty best help them develop these skills?
 - How might faculty best integrate the content being taught in the classroom with the more intuitive process of discerning one's vocation within the communities and relationships one is a part of?
6. We need to attend to how the gifts new faculty bring are being related to the shared vision and purpose of the seminary.
 - How might we best enhance a two-way process of learning and teaching between new hires and faculty who have been here for awhile (cf. Acts 15)?

A number of proposals for our continuing work around assessment issues have emerged from these discussions and reflection. The faculty has recommended that a task force be set up immediately by the Academic Dean to study, create, and recommend a system of assessment/evaluation for the whole seminary curriculum.

Additional Assessment Activities

An overall listing of assessment-related activities reveals a host of ways that assessment is done on a regular basis on different occasions at Luther Seminary (See Appendix 41: Summary of Assessment Activities). From this listing two examples of ongoing faculty conversation around assessment of teaching and learning may be especially mentioned. Reference has been made earlier to the survey data collected in connection with the Lilly Assessment Project (see section I.C.2). The data collected from these surveys and interviews were the special focus of the spring faculty workshop in May of 2000 as we sought to bring together this curricular data with the commitment to outcomes for mission reaffirmed in the recently adopted strategic plan (SPOM; for the agenda and sample handouts from the presentations, see Appendix 42: Faculty Retreat, May, 2000: Mapping the Curriculum). After a review that mapped where we had come from in our curricular development in recent years, an outside consultant presented the "patterns" to be seen in the Lilly Assessment data in light of the movements of the curriculum and the four-fold criteria of course objectives assumed in the curricular design. Focus groups responded to the data guided by the following questions:

1. Do we have clarity or a shared sense about our curricular aims?
2. Does the "grid" of four indicators help to correlate our curricular strategy with data from the Lilly Student evaluation?

3. What steps do we need to take to be able to measure our success in meeting the goals that have been identified in the "grid?"

Some of the suggestions that came from these focus groups have been implemented in part; others are matters on which we are still working:

- working on better coordination of the candidacy process with curricular strategies (future);
- some annual events in which master teachers among us demonstrate how they address the curricular objectives in their courses (done on several occasions);
- development of a longevity study in relation to the four components and the curricular movements (done in the "Kolden Surveys");
- encourage the use of the four-fold grid in the writing of course objectives (done);
- finding ways to know better just who our students are so as to create and sustain better sense of a community of learners (working on this).

As the schedule notes, a second day of this workshop was dedicated to working on building skills in using technology in the classroom so that faculty development in enhancing teaching and learning in the classroom might be addressed in several different ways.

In the last two years (2003 and 2004) the annual spring faculty retreat has been lead by colleagues who have participated in the Lexington Seminars and have planned an occasion and invitation for the whole faculty to reflect on our vocation as teachers and thereby on matters significant for the climate of teaching and learning that describes Luther Seminary. Reference has already been made to this year's conversation around the responses to the faculty interviews on assessment and learning and to the suggestions for further work in these areas for the future (See the agenda for the two Lexington Seminars, Appendix 43).

As fruitful as these conversations have been, there is yet at present no comprehensive or systematic way in which all of these assessment occasions are held together or processed. The task remains for the future to structure some systematic way in which these various activities are drawn together, analyzed, and utilized in future planning.

Some fruitful data is emerging from the numerous surveys that have been done over the past several years. The IDEA form and forms generated in house have been used for many years to assess courses and faculty. Especially those courses that were part of the new curriculum were regularly assessed in the years following its inauguration. In the interim, as the faculty continues to work on mutually agreeable assessment instruments for assessing curriculum, the IDEA form, which has been used for evaluation for faculty tenure and promotion decisions for over 25 years, will be used in the coming academic year for the first time to give feedback upon all Luther Seminary programs and courses.

The so-called "Kolden Report," which surveys graduating and entering students, has now been completed for each class over the past three years. An analysis of this report is beginning to yield some clear data about how effective the curriculum is functioning (See the remarks below and the summary data in the attached Appendices 44 and 45).

The table below lists a variety of assessment surveys that have been conducted in the past two years.

Recent Surveys Employing the “Survey Monkey” tool <i>(italics indicates 2003-2004 school year)</i>		
<u>Origin of Survey</u>	<u>Survey Name (Date posted)</u>	<u>Participants</u>
Academic Dean (“Kolden Reports”) / Educational Leadership Team		
	<i>Luther Seminary Graduating Student Survey 2004 (4/19/2004)</i>	53
	Graduating Student Survey 2003 (4/23/2003)	71
	Graduating Student Survey (4/10/2002)	61
	<i>Incoming Student Survey 2003 (9/11/2003)</i>	84
	<i>Incoming Student Survey (9/5/2002)</i>	70
Educational Leadership Team		
	<i>Assessment of Student Progress in Theological Education (5/4/2004)</i>	114 (120)
	<i>Curriculum Management Survey (12/2/2003)</i>	247
Student Government Sub-Committee		
	<i>Student Survey of Learning – Spring 2004 (5/6/2004)</i>	153
	<i>Student Survey of Learning (12/15/2003)</i>	147

Though much of this survey material awaits broader and more detailed analysis, there are some things that we can begin to say about the effectiveness of our curriculum from this data.

Graduating and Incoming Student Surveys (“Kolden Reports”)

(See Appendix 44: Graduating, Incoming, Beginning Students, Comparisons)

The impetus to develop surveys of graduating and incoming students came from the Office of the Academic Dean with the approaching self-study as one of the key driving forces. In these surveys, a total of eleven factors have been used to measure growth in the three movements of the curriculum plus discipleship (learning the story, interpreting and confessing, leading in mission). The "average change" shown in the table below in the combined data from three iterations of the survey of graduating students provides a clear and solid measure of accomplishments in the curricular movement from beginning to end of seminary studies, both in each of the eleven areas and in the overall average.

Combined Average Change from Beginning to End of Seminary Study

“Kolden Reports” -- Graduating Student Surveys: 2002, 2003, 2004

	Question No.	Average at Beginning	Average at Graduation	Average Change

Knowing the Christian Story				
Old Testament	5	2.99	6.23	3.24
New Testament	7	3.87	7.16	3.29
Church History	9	2.70	6.69	3.98
Theology & Ethics	11	3.07	6.73	3.65
Interpreting & Confessing the Christian Story				
General	13	3.82	7.28	3.46
Christian Public Ministry/Leadership	15	3.82	7.61	3.79
Confessional & Missional Leadership				
Congregation	17	3.73	6.87	3.14
Witness & Service in World	20	4.05	7.06	3.01
Preparation for Ministry				
Being a Disciple	22	5.06	7.73	2.80
Making Disciples	24	4.21	7.20	2.99
Confessing Faith	26	3.58	6.47	2.89
Average:		3.72	7.00	3.29*

* Calculations in each column were rounded to the nearest 1/100th.

It is clear that students have a strong sense of growth in their time of study. In addition to this data on graduating students, we also have two years of data on incoming students in which they state their own sense of their beginning on these same eleven factors. It is interesting to note that incoming students generally rate their beginning point higher than graduating students retrospectively rate their beginning point. This difference is yet another indicator that students have a strong sense of growth at the point of graduation.

We note, however, that these surveys have not yet been used sufficiently by the Educational Leadership Team (ELC) to shape decisions or to occasion deeper probes for understanding. To date, the reports have been received as information but only briefly discussed. Divisions have also received the information, but no clear actions have been taken as to how we might continue to strengthen learning outcomes based on these already strong results. We have yet to explore, for example, how we might raise the overall average assessment from 7.00 to some higher number. In part this is because the faculty has yet to embrace the value of these results, and in part because the ELC has awaited an accumulation of several years data before drawing longitudinal implications. In the coming academic year, the survey itself will be evaluated as part of the process directed by the Academic Dean to study, create, and recommend a system of assessment/evaluation for the whole seminary.

Educational Leadership Team surveys

(See Appendices 46, 47 and 48: Assessment of Student Progress: Questions, Demographics, Analysis; Survey & Overall Data; and Curriculum Management Survey and Data)

These two studies on student progress toward their degree have already been used to drive decisions and will continue to do so. The survey done for curriculum management underscored the need for a multiple year schedule of core required courses. Subsequent to the survey, the Curriculum Management Team, working as a subcommittee of the ELC, refined a proposal regarding configuration and scheduling of courses and worked to complete its adoption. The students' reaction to various configurations of classes (e.g., block scheduling) had direct effect on the shaping of this proposal.

The survey of student progress in their first year of study was completed in late May of 2004 and its full effect on decision making still lies in the future. The study did clearly demonstrate that online classes are not detrimental to students as they begin theological study. Of special interest is that students whose study has included a significant amount of online learning score particularly well in developing a sense of membership in a community of learners and have a sense that their study has nourished their lives. In the fall of 2004 we will study more intentionally two areas of concern that arise from the data: weaker scores in the areas of knowing advisors and a sense of community among our youngest students (who are incidentally also characteristically residential, full-time, on-campus students). We are not satisfied with the results and seek to understand better their implications and to learn what might be done to improve our efforts in the future.

Student Government Sub-Committee

(See Appendices 49 and 50: Surveys of Student Learning: Fall 2003, Spring 2004)

During the course of the 2003-2004 academic year, student representatives were also very active in pursuing assessment activities, notably in connection with the design and administration of a student survey of learning. A first student-designed instrument was administered at the end of the fall semester 2003 to assess student perceptions of their progress in overall curricular program objectives. In light of the experience with the first instrument, a second redesigned survey instrument was administered again at the end of the spring semester 2004. These two studies may well become chief markers of an emerging "climate of assessment." Significantly, they were student-driven and they reflect a distinct difference in perception between evaluation and assessment issues. In the way that the surveys pivot around learning the story, interpreting and confessing, leading in mission, and discipleship, the surveys also mark the depth to which the curricular movements have taken hold in student perception. The surveys also addressed method in teaching and learning. The results strikingly underscore the impact of class discussion on learning (class discussions were distinguished from precept sessions). Readings were also stressed, equaling the impact of lectures. Small group activities increased in their importance for learning when it came to the area of leading in mission.

The student sub-committee met with the ELC in May to report on their experience. They stressed the importance of feedback from faculty – an area in which they think there should be considerable improvement. In addition, they reported their intention to continue their interest and work on assessment issues in the 2004-2005 school year (See Appendix 51: Student Sub-Committee Reports).

Course Level Assessment

In order to experiment and learn from the assessment process in individual courses, during the 2003-2004 academic year faculty were invited and encouraged to be explicit in their classes about the relation of their courses to the overall movement of the curriculum design. In the fall semester 2003, faculty were further asked to work at shaping their course objectives more clearly in light of the four criteria of Knowledge, Skills, Attitudes, and Habits, and to seek ways to assist and monitor the learning process of students within courses by using assessment events at several stages during their courses (See Appendix 52: Faculty Course Assessment Activities, Fall and Spring 2003-2004). In the spring semester 2004, in addition to working on course objectives in terms of the four criteria, faculty were further invited to seek ways to assess the integration of their individual course objectives with the overall curricular movements of Story, Interpreting/Confessing, and Mission.

Building Assessment and Research Capabilities for Mission

Assessment activities are not an end in themselves, but they have a purpose. Luther Seminary has set its course, like a sailing vessel, for the new century with its mission statement and “Serving the Promise of Our Mission” as guides for the future. The direction that Luther has taken points to a continuing partnership between the 1. the seminary; 2. the seminary’s curriculum, programs, and faculty; and 3. missional congregations (and the systems that support them). To keep on course with the challenges of its mission, the seminary must learn to read the wind and adjust the sails; that is, do theology and education in a mutually beneficial partnership with missional congregations. Furthermore, our partnership in mission implies a mutually critical relationship. Building research capabilities at Luther becomes a fundamental way for the seminary to do two things: 1. learn from the relationship with missional congregations and thus gain intelligence on how to effectively, efficiently, and faithfully integrate this intelligence into the core educational processes and programs and, 2. scan and assess our own effectiveness at achieving our missional and educational goals.

In addition to the assessment activities noted above, building basic research capabilities is part of the seminary's plan as it seeks to fulfill two goals of the strategic plan:

- By 2005, Luther Seminary will have incorporated into its graduate program in congregational mission the capacity for research to assist all the educational processes in the carrying out environmental scans, research and development, and performance evaluations. [Goal 4.3]
- By 2005, Luther Seminary will have a fully operational process that engages in ongoing environmental scan, research and development, and performance evaluation. [Goal 9.1]

The academic cabinet has met throughout this year to deliberate on how to approach these goals within the academic area. Project proposals from the faculty on how to address these areas will be set in motion for the upcoming academic year on an experimental basis.

Part IV. Efficiency

Efficiency addresses the overall uses of resources that is consistent with and supports faithfulness and effectiveness in relation to mission

Efficiency addresses the overall use of personal and capital resources in a way that is consistent with the overall mission of Luther Seminary and supports the programs of the Seminary in such a way as to enable us to be faithful in educating the leaders for communities in mission and to be effective in the design and management of programs that support that mission.

A. Institutional Integrity

Luther Seminary has developed processes with safeguards to insure that its actions, whether in its legal commitments, its financial conduct, or its communications, are congruent with its mission. This means we seek to be fair, open and accountable in all our activities.

The seminary has developed a set of policies and contracts which guide everything from employment of adjunct faculty to leasing of seminary-owned housing to confidentiality of data. The seminary's board of directors has approved each of these twenty-nine policies/contracts, and the master set resides in the president's office. When appropriate, these policies were developed with the help of the seminary's attorneys to insure compliance with local, state, and federal regulations.

The seminary has also developed, and both boards have approved, a "Manual of Funding Options and Gift Acceptance Policies and Procedures" which is used by the development office in its fundraising activities (Exhibit BB). These guidelines identify not only the terms under which we accept gifts, but also the circumstances under which the seminary must refuse a gift. Use of this manual reduces substantially the possibility that Luther Seminary would accept a gift that is not congruent with its mission or that would eventually be to the seminary's detriment. This manual resides in the seminary relations office.

Luther Seminary engages a number of different attorneys with different areas of expertise. They are regularly consulted as situations arise on campus where their consul is needed. In addition, the seminary invests in seminars and workshops on a variety of legal matters to insure that appropriate administrators have current information regarding EEO, tax law, and other matters.

The seminary retains the accounting firm of Larson, Allen, Weishair and Co., LLP, to conduct an annual audit of the seminary's and the Foundation's finances. Both the Board of Directors and the Foundation Board receive the completed audit reports and vote to accept them (Exhibit I is the most recent audit report). The seminary has received an unqualified opinion each of the ten years since the last ATS accreditation. A summary of this audit report is included in the seminary's annual report which is distributed to all donors, all alumni/ae and all congregations within Regions I and III of the ELCA (Exhibit CC)

Three teams exist on campus that pay attention to issues of institutional integrity. Foremost is the Administrative Cabinet which advises the president on a variety of issues. Made of up the president, the academic dean, the dean of students, the seminary pastor, and the two vice presidents, this group has ultimate responsibility for insuring that the seminary is in compliance with appropriate laws and regulations. In addition, the enrollment and financial aid teams tend to issues of institutional integrity relative to communications and federal financial aid requirements. The financial aid program is audited annually and is judged to be in compliance with all relevant

laws and regulations (Exhibit DD is the most recent financial aid audit). See the further discussion of financial aid under "faithfulness:" student debt load and student services, section II.A.3, 7.

The seminary's communications attempt to represent accurately the diversity of its students, faculty, administration, and staff. The admissions viewbook, the campaign case statement, Story magazine, and other printed and electronic materials both in words and pictures represent a variety of ages, ethnicities, genders, denominations, etc. (See Exhibits L, N and P). This diversity, of course, is in proportion to the diversity of the actual student and faculty bodies. Perhaps the only area misrepresented would be our weather, with an abundance of pictures showing Luther Seminary during warm Minnesota springs and summers! The use of focus groups to help develop communications materials helps to insure that the seminary is fairly represented in its communications.

The Luther Seminary Catalog in its current edition has been streamlined so that information is more readily obtained (Exhibit C). Costs are clearly and accurately stated, as are admissions and academic program requirements. As in all seminary publications, use of inclusive language is the norm, though at times grammar or style requires use of gender-specific terms.

B. Authority and Governance

In connection with our strategic planning processes the authority and governance systems of Luther Seminary have been reconfigured around the conviction that "governance is the stewardship of power to accomplish the mission." The goal is to authorize the work and hold it accountable to our mission. We understand our varied authorities or powers to be entrusted to us by those who depend on us for their callings. Thus our authority systems are in dynamic relationship with our constituents, both internal and external. The exercise of power is most critical in its support of the teaching and learning that takes place at the seminary. Thus the central dynamic resides in the four academic programs. All the other systems and programs exist to support these programs. The following sections discuss how we exercise that stewardship.

Authority

Formal authority for policy development, fiduciary responsibility, and strategic development is vested in the seminary's Board of Directors. Luther Seminary is incorporated in the state of Minnesota with the Evangelical Lutheran Church in America (ELCA) as its owner and sole voting corporate member. The ELCA's Bylaws offer strict demographic guidelines by which Luther Seminary's governing board should be constituted, insuring representation by gender, ethnicity, geography, and lay/clergy status (Exhibit EE).

Luther Seminary's Articles of Incorporation and Restated Bylaws (Exhibit A) are clear about the legal and missional ownership of the seminary. Article 2 of the Articles of Incorporation states, "the faith and life of this seminary shall be in harmony with the Confessional Commitments of the Evangelical Lutheran Church in America, or its successors and this seminary shall be governed by policies defined by the member of this Corporation." Article 6 goes on to state, "The management and direction of the business of this Corporation shall be vested in the Board

of Directors.” The ELCA has clearly delegated authority to the board of directors. Article 8 identifies the ELCA as the “sole member of this Corporation.”

Diversity of board membership is explicitly encouraged as shown in the following summary of a relevant section of the ELCA constitution included in a brochure titled “A Call to Leadership on the Board of a Seminary” published by the ELCA (Exhibit FF):

“The constitutions of the ELCA and of the seminaries make explicit the distributional requirements: 20 percent of the board members are appointed by the Division for Ministry, and 80 percent from as many as 18 synods. At least 10 percent of the members of the seminary board are to be persons of color or persons whose primary language is other than English. Sixty percent of the board is to be laypersons (50 percent male and 50 percent female). Two members of the board are to be bishops.”

The Restated Bylaws identify in Section 8 the specific responsibilities of the board. This section makes clear the core of the board’s work even as it defines its boundaries. Article 8, Section 2 explicitly identifies the responsibilities of the president and section 3 does the same for the vice president for finance. These are the only two administrative positions elected by the board. The role of faculty is outlined in Article 9, with clearly differentiated duties outlined in Section 8 (p.12).

Thus it is clear that Luther Seminary's bylaws and articles of incorporation do a careful and thorough job of identifying and clarifying the responsibilities, relationships, and boundaries of the board, the president, other administrators, and the faculty. These formal documents appear to address satisfactorily the ATS standards identified in section 8.1.

Governance

Multiple constituencies participate in shared governance at Luther Seminary. In addition to the governing board of directors identified above, the seminary also enjoys the leadership of the Luther Seminary Foundation Board of Trustees. The foundation board is elected by the board of directors and formally falls under their authority: “The Articles of Incorporation of this corporation (“Articles”) provide that the only voting member of this corporation shall be the beneficiary organization of this corporation” (Article 2 of the Foundation By-Laws) and “The Board of Directors of the beneficiary organization . . . shall appoint all of the appointed trustees of this corporation” (Foundation By-Laws, article 4, section 2) (Foundation Bylaws and Articles of Incorporation, Exhibit GG and HH).

The Foundation was created in the early nineties to strengthen the financial support of Luther Seminary. The Foundation Board has become the highest level group of volunteer fundraisers on behalf of Luther Seminary. As noted above, all Foundation nominees must be elected by the board of directors in order to assure the Foundation’s alignment with the seminary’s mission. A mark of the positive relationship between the boards is indicated by the fact that the Board of Directors has elected every single one of the nominees brought to it by the Foundation Board.

Both boards have committees with well-defined areas of responsibility. The Board of Directors includes Academic Program, Student Services, Finance and Administration, and Seminary

Relations committees. The Foundation Board of Trustees is grouped in committees related to specific areas of fundraising responsibility for the seminary's current capital campaign, Called and Sent. These committees are: Partnership Gifts (gifts of under \$10,000 annually); Major Gifts (gifts of \$10,000 or more annually); and Legacy Gifts (deferred gifts and expectancies). In addition, the Leadership Development Committee includes board chairs, the president of the seminary, the executive director of the foundation, and other selected members. This committee's responsibility is to identify, nurture, and/or recruit potential board members and to strategically plan each meeting of the boards.

Over the past three years, we have begun an experiment in shared governance, bringing both boards more closely together. We realized we were wasting the significant gifts of both the trustees and directors by having a strict separation of responsibilities, with the trustees solely concerned with fundraising and the directors solely concerned with the strategic direction of the seminary. The board of directors and foundation board of trustees now meet at the same time, three times per year. Each board has time when it votes on necessary items and deals with business specific to its area of responsibility. Members of the other board are welcome to sit in on these meetings with voice but not vote. The bulk of the meeting time, however, is spent with both boards in plenary session engaging in discussion and providing counsel to the president regarding key strategic issues facing Luther Seminary. A guiding principle is "deliberate more, legislate less."

The purpose of this increased collaboration was to increase the Foundation Trustees' understanding and ownership of the larger mission of Luther Seminary, and to increase the board of directors' understanding and ownership of the financial realities that Luther Seminary faces, particularly the need for gift income. The seminary's belief was, and is, that this broader understanding will help each board fulfill its responsibilities more effectively. Data we have recently received indicates that this is the case.

In the fall of 2003, the president of the seminary, the executive director of the foundation, and the chairs-elect of the board of directors and foundation board of trustees attended a conference on "good faith governance" sponsored by In Trust. This conference initiated a process of self-evaluation by the boards. In the past, self-evaluation by the boards had been done only minimally, if at all. Just as we are demanding higher levels of rigorous evaluation in the academic and administrative areas of Luther Seminary, the boards feel that it is important that they, too, look critically at their work both collectively and individually. It is our understanding that Luther Seminary is the first ATS seminary to undergo this process of board evaluation through In Trust.

In preparation for the In Trust conference, both boards took part in a governance audit using an instrument that was in the process of being developed by In Trust. The instrument measured the boards' evaluation of the seminary's practices in several key areas: authority structures, enrollment management, resource development, educational systems and economic vitality. The audit reports summarizing the responses of both boards are included in the exhibits (See Exhibits II and JJ).

Christa Klein of In Trust serves as a consultant to us as we test these evaluation instruments and apply what we are learning to the functioning of both boards. Reviewing the results of the audits reveals an amazing congruence between the two boards. With very few exceptions, both boards agree on which areas they are confident are being handled well, which areas need improvement, and which areas are fairly mysterious (at least to the boards). Given the very different histories and composition of the boards and the fact that they have only begun meeting together recently, this congruence suggests the boards have a similar understanding of the mission and priorities of the seminary and of the work that is being done toward that mission.

In addition, each board member completes a written evaluation after each meeting. The Leadership Development Committee uses information from these evaluations in planning future meetings of the boards (Exhibit KK).

Luther Seminary is grateful to have been invited to partner in the development of a board self-evaluation process. We trust our experiences will not only improve the functioning of our own boards, but also strengthen those of other theological schools.

Luther Seminary's boards are eager to support the faculty, staff, and students in their work because this is where our educational mission is fundamentally accomplished. The boards do not intrude on curricular deliberations, but they are increasingly attentive to the educational results of the programs, seeking to understand how effective Luther Seminary's teaching and learning is with respect to the learning it promises. At the annual meeting of the boards, faculty, staff, and students, the president reports the "dashboards" of the seminary's "faithfulness" (measured in graduates), "effectiveness" (measured by the evaluation standards developed by the Educational Leadership Committee), and "efficiency" (measured by the stewardship of the seminary's financial, physical, and human resources).

Faculty, staff, and student participation in the meetings of the boards is now directly solicited at the beginning of each board session, in addition to engagement with all of the committees, and regular participation in retreats of the Leadership Circle (major donors at \$10,000/year and above), the Partners (those who give current support of \$250/year and more), and the Heritage Society (estate and planned gifts). This is also "governance" in the sense that Luther Seminary's faculty and staff are constantly interpreting the mission, listening to the counsel of stakeholders, and adapting the work itself for greater effectiveness.

Luther Seminary's Faculty, Staff, and Student Handbooks (See Exhibits E, F, G) reflect this interdependence and differentiation of authorities and accountabilities (see the sections on faithfulness and effectiveness earlier in this report).

C. Development

Luther Seminary's development efforts have expanded significantly in the ten years since the previous ATS reaccreditation. Since that time, we have completed two comprehensive fundraising campaigns, raising \$24 million and \$72 million respectively. We are currently halfway through a five year campaign named Called and Sent with a goal of \$96.7 million. To date we have raised just over \$73 million in cash, pledges and newly identified estate plan commitments.

The Foundation Board of Trustees serves as the volunteer campaign leadership (Exhibit LL is the roster of trustee membership). As noted above, the trustees are divided into three fundraising committees: Partnership Gifts Committee (gifts of under \$10,000 annually); Major Gifts Committee (gifts of \$10,000 or more annually), and Legacy Gifts (deferred or estate plan commitments). These committees also include members of the seminary's board of directors as well as non-board volunteers. (Exhibits MM, NN, and OO present the job descriptions for these committee members).

Without exception the members of both boards have made Called and Sent campaign commitments. In addition, faculty and staff were solicited for the campaign and 85% of faculty and 70% of staff have made campaign gifts. We are proud of this high level of participation which highlights the fact that our "insiders" understand the crucial importance of gift income and lead with their personal commitments.

We also note the high level of support and attention that the president devotes to fundraising. Approximately 40% of his time is given to the cultivation and solicitation of donors and prospects. He is a very effective fundraiser and his leadership is essential to the program's success. The seminary has also provided significant budgetary support so that we can build an effective development program.

The Called and Sent campaign is raising money for the Sustaining Fund (what other institutions would call the Annual Fund), for scholarships (both current and endowed), for faculty chairs (endowed), and for key academic programs identified in the seminary's strategic plan (both current and endowed). We seek current gifts totaling \$46.7 million over a five-year period, and deferred gifts (most of which will ultimately be added to the endowment) totaling \$50 million (See Exhibit P: Called and Sent Campaign Case Statement).

The development office has been deliberately structured with a major gifts emphasis. Of the professional development staff, seven full-time staff members (including the Vice President for Seminary Relations and the Associate Vice President for Planned Giving) are devoted to raising major gifts (both current and deferred). Two full-time staff members focus on direct marketing (mail, phone and email) of Sustaining Fund gifts. The seminary has chosen to focus more resources on major gift development because, to say it plainly, that's where the money is! It is much more cost-effective to raise a small number of very large gifts than it is to raise many thousands of small gifts. Below is a chart showing a ten-year history of return on investment in seminary relations, indicating how many current dollars and how many deferred dollars are raised for every dollar invested in the office.

Year	Current gifts/costs	Deferred gifts/costs	Total gifts/costs
03-04	\$6.19:1	\$11.06:1	\$7.65:1
02-03	\$6/61:1	\$9.60:1	\$7.51:1
01-02	\$6.95:1	\$20.17:1	\$10.91:1
00-01	\$7.97:1	\$11.70:1	\$9.09:1
99-00	\$11.80:1	\$13.66:1	\$12.36:1

Year	Current gifts/costs	Deferred gifts/costs	Total gifts/costs
98-99	\$8.33:1	\$15.64:1	\$10.52:1
97-98	\$6.26:1	\$18.81:1	\$10.02:1
96-97	\$7.22:1	\$21.96:1	\$11.64:1
95-96	\$6.27:1	\$23.82:1	\$11.54:1
94-95	\$6.00:1	\$6.60:1	\$6.18:1

The seminary's dependence on major gifts is clear and deliberate. The chart below indicates the amount of money given by the top ten donors each year over the last ten years.

Year	% of Current Gifts	Top Ten Donor Gifts	Total Gifts
1995	49%	\$2,778,202	\$5,697,381
1996	43%	\$2,937,790	\$6,765,872
1997	46%	\$3,455,224	\$7,474,885
1998	46%	\$3,739,382	\$8,197,811
1999	51%	\$4,361,913	\$8,607,024
2000	65%	\$7,786,421	\$12,061,180
2001	53%	\$5,457,655	\$10,236,039
2002	49%	\$5,555,534	\$11,231,941
2003	52%	\$5,736,899	\$10,986,764
2004	49%	\$4,547,393	\$9,255,398

At the same time, however, Luther Seminary's donor base has been growing. New and increasingly sophisticated efforts in direct mail, phonathon and email solicitation have broadened the seminary's base of support. It is from these relatively small, new donors that the next generation of major donors will be identified. The Foundation Trustees knew that when they intentionally set a goal of increasing the seminary's donor base by 50% during the five years of the Called and Sent campaign. The chart below shows the total number of donors each of the past ten years.

	YEAR	Total Donors
1	1995	4319
2	1996	4028
3	1997	6009
4	1998	5854
5	1999	5470
6	2000	5539
7	2001	5523
8	2002	6242
9	2003	6437
10	2004	6131

The comprehensive campaigns have helped grow the donor base, as have the creative marketing strategies begun by the Sustaining Fund staff. Because 40% of the seminary's budget is derived from gift income, we must be persistent and creative in finding new donors and increasing the level of support from existing donors.

We expect our donor base to grow significantly over the next two years. One of the non-financial goals of the Called and Sent campaign is to increase the donor base by 50%. Already, the donor base has increased by 16% since the beginning of the campaign. The major growth, though, will come after the launch of the public phase of Called and Sent which took place in May of 2004. Over the next twelve-month period, we will recruit several hundred volunteers nationwide whose job it will be to build attendance at a minimum of fifteen campaign events. Donors will be invited to make a campaign commitment at those events. Volunteers will also serve as advocates within their local congregation, helping to convey key messages about Luther Seminary. These messages will focus primarily about the need for more qualified pastors and other church leaders and the importance of financial support for those seminary students once they enroll at seminary. Congregational communications will not focus on the campaign *per se* but rather on the partnership between the seminary and congregation necessary to insure quality church leadership.

Currently, 34% of Luther Seminary alumni/ae financially support the school, compared with only 24% ten years ago. The median level of alumni/ae support among our peer seminaries in ATS is 23%. We anticipate increasing our level of participation by as much as five percentage points by the end of the campaign.

The development office produces regular reports that assess the progress and effectiveness of our fundraising program. The simplest and most frequent report is the batch report, which lists each gift that has been processed since the previous batch was submitted. These are usually produced daily (Exhibit PP).

Each month, we produce a set of financial reports that relate to our fiscal year fundraising activity (Exhibits QQ, RR, SS, TT). They measure everything from the source and purpose of gifts to comparisons with last year's progress. They tell us how far we have come in achieving our annual goals and alert us to potential problem areas. Also on a monthly basis we generate a campaign report that illustrates new cash, pledges, and expectancies for the month along with a campaign total to date (Exhibit UU). Finally, our monthly reports include several that relate to new deferred gifts that have been developed (Exhibits VV, WW, XX, YY).

On an annual basis we do an analysis of our fundraising activity and donor base to help us evaluate the effectiveness of the past year's activities and plan for the upcoming year. We retain a company called Target Analysis to produce the data upon the basis of which we then do analyses and draw conclusions.

Also on an annual basis, the entire office of seminary relations develops a written work plan (Exhibit V) for the upcoming fiscal year. We divide our work into several arenas (Sustaining Fund, Major Gifts, Planned Gifts, Communications, Web, Volunteers, and Information Technology) and each team puts together its plan. The plans include a review of the previous

year, a SWOT analysis, goals for the upcoming year, strategies to achieve those goals and a timeline for key events. We gather together to integrate these plans into one overall plan for the department. (See the work plan for detail about specific goals and strategies for the current fiscal year.)

Luther Seminary's fundraising program is built on a solid foundation of faithful donors, efficient processes, constant evaluation, and professional staff. There will be challenges, however, in the future. The church's discussion of a variety of social and theological issues continues to challenge and sometimes alienate significant portions of ELCA membership, including many of our donors. There is no question that this has already affected some gifts to Luther Seminary, though we have committed ourselves to a communication strategy that focuses on a hopeful future for the church, in which Luther Seminary plays an essential role.

We are also very dependent on a small number of major donors. We continue to grow our donor base as a healthy corrective to this dependence. It will be important for us as an institution to minimize our expenses and grow other revenue streams in order to decrease our dependence on current gifts to balance our operating budget. By no means do we intend to signal a downturn in fundraising; rather we hope that gifts made to Luther Seminary can increasingly be put into endowment and quasi-endowment rather than used to meet current expenses.

Other trends, however, are very positive. Donors continue to respond very positively to Luther Seminary's story and see this place as a wise investment. Planned and major gift development continues to go extremely well, with many of our constituents at a point in their lives where they are eager to think about making legacy gifts. We continue to identify major gift prospects at an increasing rate. Future development efforts will build on these strengths even as we face very real challenges within the church.

D. Institutional Resources

The following section covers resources that are necessary to support the mission and goals of the seminary. Each area in this section is divided into three parts; a summary of the results of the last ten years (history), a description of the current situation (current status) and a projection of the future needs and plans (future).

Human Resources – Staff: (faculty, students, boards and other constituents have already been addressed in other sections of the report)

History

The table below illustrates the change in profile of the staff at Luther Seminary since 1992-93. (See Exhibit ZZ for current staff organization charts). The staff has grown primarily in the areas of seminary relations, student services, technology, and lifelong learning. These changes reflect 1) increasing dependence on gift and grant revenues to support the institution, 2) the need to support a more diverse student body and increase recruitment activities, 3) increasing technological requirements, and 4) the new emphasis Lifelong Learning for the church reflected in the four educational programs. Turnover has been low in staff and administrative positions. Staff evaluations and salary reviews are completed annually. Current job descriptions are available for most positions in the personnel files. Technology has dramatically changed the way

staff members do their work over the past ten years as our technology infrastructure and access to data and computers has improved.

	1993-94		2003-04		Change	
	Number	FTE	Number	FTE	Number	FTE
President's Office	2	2	2	2	0	0
Academic Dean's Office	2	2	2	2	0	0
Registrar's Office	3	2.5	4	4	1	1.5
Contextual Leadership Initiative	5	5	4	4	-1	-1
Graduate Studies Office	2	1.5	2	1.5	0	0
Center for Lifelong Learning	2	2	4	4	2	2
Youth programs	0	0	1	1	1	1
Associate Deans (1/2 time)	0	0	2	1	2	1
Library	11	9	8	7	-4	-3
Learning Systems and technology	0	0	2	1.3	2	1.3
Faculty Support	2	2	2	2	0	0
GMI	4	3	2	2	-2	-1
Seminary Pastor	1	1	1	1	0	0
Seminary Cantor and Music program staff	2	1.5	2	2	0	0.5
Total Academic Programs staff	37	32.5	38	34.8	1	2.3
Dean of Student's Office	2	2	4	4	2	2
Admissions	4	3	4	3.5	0	0.5
Financial Aid and Housing	2	2	2	2	0	0
Int'l Student Services	1	1	1	1	0	0
Parish Nurse	0	0	1	0.5	1	0.5
Total Student Services staff	9	8	12	11	3	3
Admin and Finance Office	3	3	2	2	-1	-1
Business Office	5	5	6	6	1	1
Campus Services/Maintenance	9	9	5	4.5	-4	-4.5
Event Services/Receptionist/Stub HR	3	2	3	2.5	0	0.5
Computer Technology/Media Services	2	2	7	6.75	6	5.75
Bookstore	6	5.5	5	4.5	-1	-1
Dining Services	7	6.25	8	8	1	1.75
Wee Care daycare	4	3	4	4	0	1
Total Admin and Finance, Auxiliary Services	38	34.75	40	38.25	2	3.5
Development	11	11	16	16	5	5
Communication	2	2	4	4	2	2
Volunteer Programs	0	0	1	1	1	1
Total Seminary Relations	13	13	21	21	8	8
Total Permanent Staff	97	88.25	111	105.05	14	16.8

Salary plus full benefits through the ELCA Board of Pensions are provided for all permanent salaried staff members who work more than three quarter time. Luther Seminary offers flexible benefit plans to cover health care costs not covered by the ELCA health plan, child care expenses, and a cash option for those who waive participation in the ELCA health plan. Hourly personnel who work more than three quarter time are offered a choice of full benefits or a higher hourly wage. Staff salary grades and ranges are maintained according to an independent compensation study completed in 2002 and reviewed periodically. A Staff Handbook (Exhibit F)

available online and revised periodically to document policies and procedures for staff members. A general policy and procedure reference manual is available through the President's office. A service anniversary program is used to recognize staff members at career milestones. The Staff Enrichment committee is a standing committee with representatives from all departments. It plans and carries out community building and staff development activities throughout the year including an annual staff development day. One member of this committee is invited to attend and make comments on behalf of staff at board meetings.

Student employment is extensive on campus (approximately 200 student workers are on the payroll during the school year) and is coordinated jointly by the Dean of Students office and the Vice President for Administration and Finance.

Insurance is provided through EIIA and includes a full complement of liability and property coverages.

The Vice President for Administration and Finance serves as Human Resources officer with hiring, payroll, and other human resource functions coordinated through his office. The law firm of Faegre and Benson provides legal counsel on Human Resource matters.

Current Situation

The staff at Luther Seminary is quite stable, with occasional turnover occurring primarily in support positions. Each department is encouraged to fund and plan for appropriate professional staff development annually. The administrative cabinet provides leadership in establishing annual goals throughout the staff organization. Each year cabinet members develop individual and team goals which are reviewed quarterly (See Appendix 53 for current year team goals and Exhibit AB for individual cabinet member goals). Departments are encouraged to follow this example appropriately within their areas. Goals and the related reviews are carefully evaluated in light of strategic plan goals and current priorities and are correlated to the institutional dashboard measures of progress.

Future Plans and Goals

There are no plans for major changes in the staff organization or Human Resources procedures at Luther Seminary. We will continue to monitor hiring practices, salary and benefit policies, and staff evaluation and training procedures to insure that the quality, morale and job satisfaction of the staff, individually and as a whole, remain high. At the administrative level, the Board and administration are actively planning for transition of the President and the Vice President for Administration and Finance in the next couple of years.

Finances

History- Critical financial decisions and results

At three points during the tenure of the current President, David Tiede, Luther Seminary has faced critical financial decisions. These decisions continue to influence our financial situation today.

- At the very beginning of President Tiede's tenure (1987) a funding crisis was anticipated as a result of church restructuring. With the help of several major lay leaders and seminary supporters, President Tiede initiated an aggressive fundraising program through expansion and strengthening of the Seminary Relations organization. The wisdom of this decision has been demonstrated by three successful capital campaigns, by the growth of the endowment and other life income investments (trusts and gift annuities), and by the increase in proportion of seminary revenues coming from current gifts and grants.
- In the mid 1990's, as we saw increasing success of the fundraising efforts and continued decline of church support, we were concerned about a sustainable revenue model. We established a long term goal for revenue stability, the so called "1/3, 1/3, 1/3 model". These proportions represent revenue from tuition (1/3), gift income (1/3) and the combination of endowment income and church support (1/3). It was assumed that this relationship would keep a healthy balance among student enrollment, donor commitment, and the solid basis of church support and endowment income.

Although we did not have a "best practice" basis for this model, using a newly designed financial macro model (still in use), we have validated the long term reasonableness of this model. The model was correlated with our new endowment policy that prescribed 1) moving to an asset allocation of 70% equities and 30% fixed income investments and 2) a spending rate, based on a twelve quarter average, that would be reduced over time from 9+% to 5.5% and then, ultimately, to 5.0%. The asset allocation goal was reached in 2000 and the spending rate goal will be met in the fiscal 2005-06 budget.

The "1/3, 1/3, 1/3" revenue proportions have not yet been realized. However, we still believe it to be an appropriate goal and with cost control measures, enrollment increases, endowment growth, we project that we can reach that position over the next decade. During this period, Luther Seminary will require a continued high level of fundraising for current gifts and grants.

During the years of market growth and substantial budget surpluses (1997-2001), Luther Seminary, with Board review and approval, built a \$1 million quasi-endowment fund and a reserve cash position. This was deemed prudent as a cushion and protection for future emergencies and/or difficult budget periods and also as a reserve for possible strategic program investments.

In conjunction with the most recent strategic plan, Luther Seminary developed eight institutional dashboards in the three categories of faithfulness, effectiveness and efficiency (See Appendix 54). These dashboards are key indicators of our progress and success in meeting institutional goals. Five of them, the efficiency dashboards, are financial measures. Two of these five represent our overarching financial targets: growth of net assets in excess of inflation; and a positive annual operating budget. The other three are key indicators of efficiency: educational unit costs; fundraising productivity (cost to raise a dollar); and auxiliary enterprise contribution (revenue minus expense). These five dashboards are used to track financial results and as indicators that may require further analysis and possible adjustment of plans.

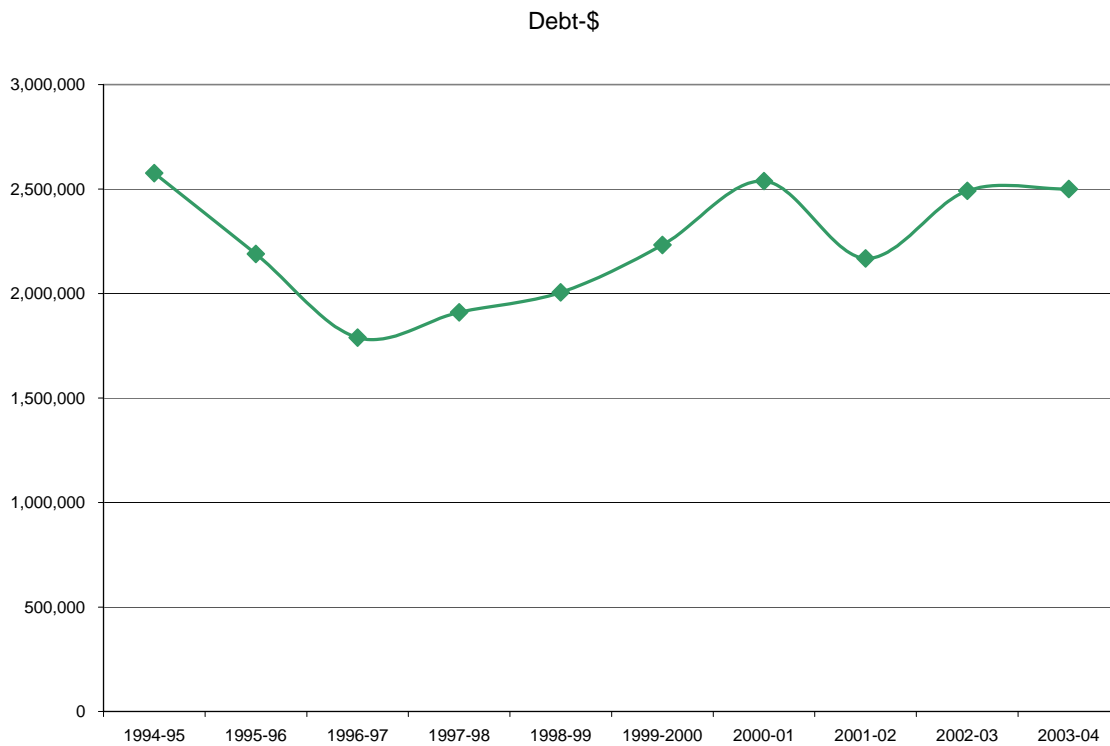
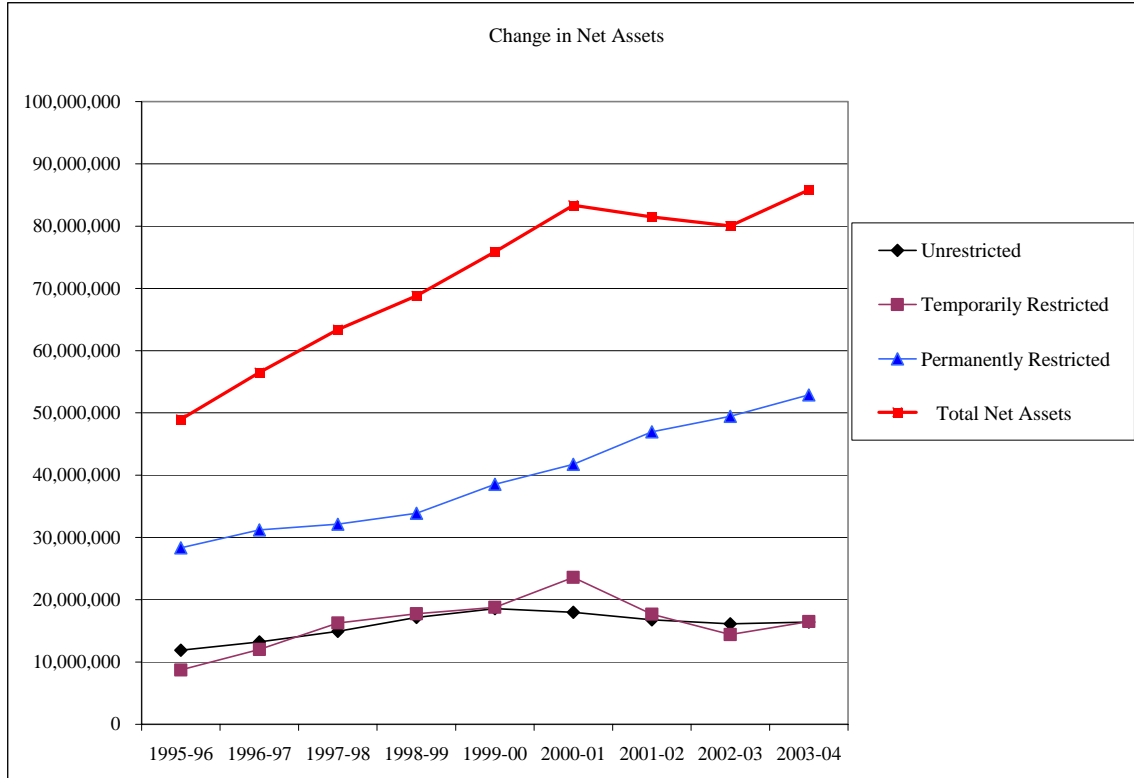
- In 2001-02, because of the continuing market drop and a declining full time equivalent enrollment, we could see that we needed to retool our enrollment management program and implement strong cost control measures. With fundraising at such a high level and auxiliary enterprises generating strong surpluses we needed to implement cost controls in the administrative, institutional, and educational areas. At the same time our educational unit cost dashboard had been reflecting rapidly increasing unit costs due to a declining enrollment and to increases in faculty total compensation. Two steps were taken to reduce our costs. First, we reduced all non-personnel costs by 3% in the 2003-2004 budget year and then held them flat from that reduced level in the fiscal 2004-05 budget. Second, during 2003 an institutional commitment was made to reduce educational costs by \$750,000 over three years. This meant reducing personnel and non-personnel costs. We plan to accomplish this reduction in such a way that we will establish an educational cost base line from which to begin to add in strategic program areas in 2005-06 and beyond. The 2004-05 budget was designed with a \$400,000 reduction (off an inflation adjusted budget level) and the plan is to build the balance of the \$750,000 reduction into the 2005-06 and 2006-07 budget years.

Together with enrollment increases this year and next year (and continued good fundraising and the market turnaround); these budget adjustments will address the immediate negative factors and help to move us toward a sustainable revenue model.

Summary data of financial results

Balance Sheet

The following charts reflect changes in net assets and long-term debt over an eight-year period since the change in audit standards. (Note that the 2003-2004 data are preliminary unaudited data.) Three successful capital campaigns, a spending rate that has been steadily reduced, and an endowment asset allocation policy that gradually increased equity exposure to 70%, have led to substantial growth in the endowment and in net assets and contributed to a healthy balance sheet. Net assets grew at an average rate of 7.4% per year, which represents an average real rate of growth (in excess of inflation) of 4.8% per year. Long-term debt was managed within a range of \$1.8-2.5 million and was used to fund annual facility renewal and replacement programs. One balance sheet item that is carefully watched is contributions receivable along with the related statement of activities item of restricted gifts and grants applied.

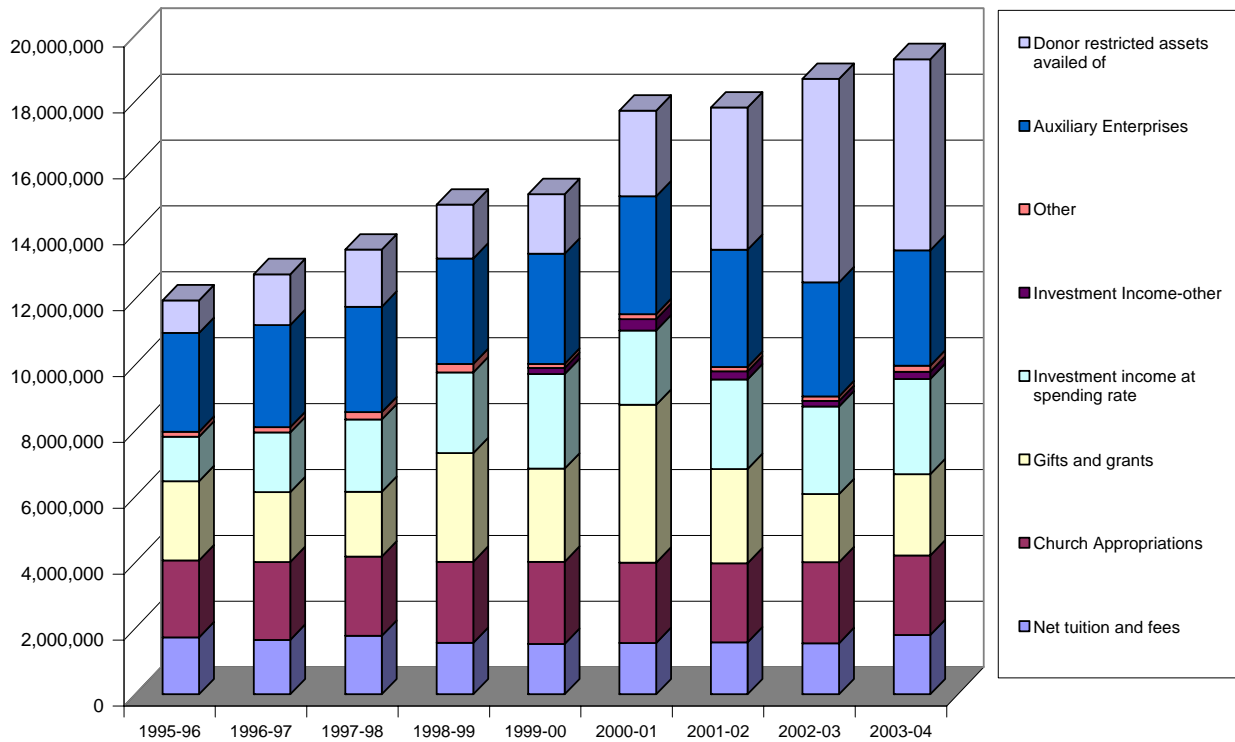


Operating Results (Statement of Activities)

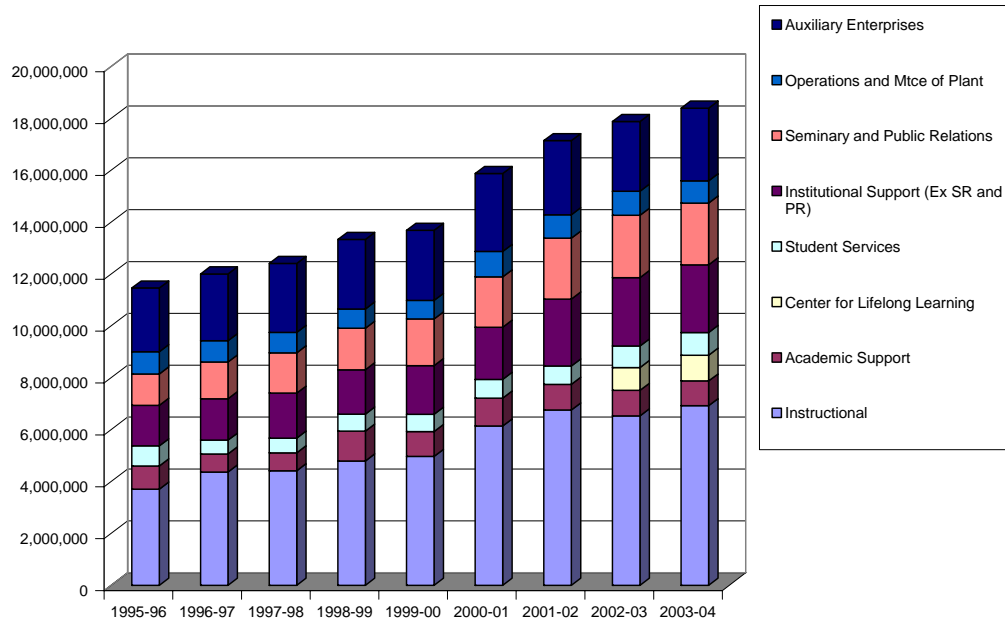
The following charts reflect audited operating revenues and expenses (less annual depreciation expense of about \$900,000) over an eight-year period (2003-2004 preliminary unaudited). Revenue growth has occurred primarily in endowment income and especially in gifts and grants (both current unrestricted gifts and grants and in restricted gifts and grants). Expenditures have increased primarily in the Instructional and Seminary Relations areas, due to investments in new programs and fund raising expenses. Cash operating surpluses (not including depreciation expense) have allowed Luther Seminary to place \$1 million in quasi-endowment and to build a solid current cash position.

Appendix 55 contains a more complete ten year history of audited financial changes for Luther Seminary from 1992-1993 through 2002-2003

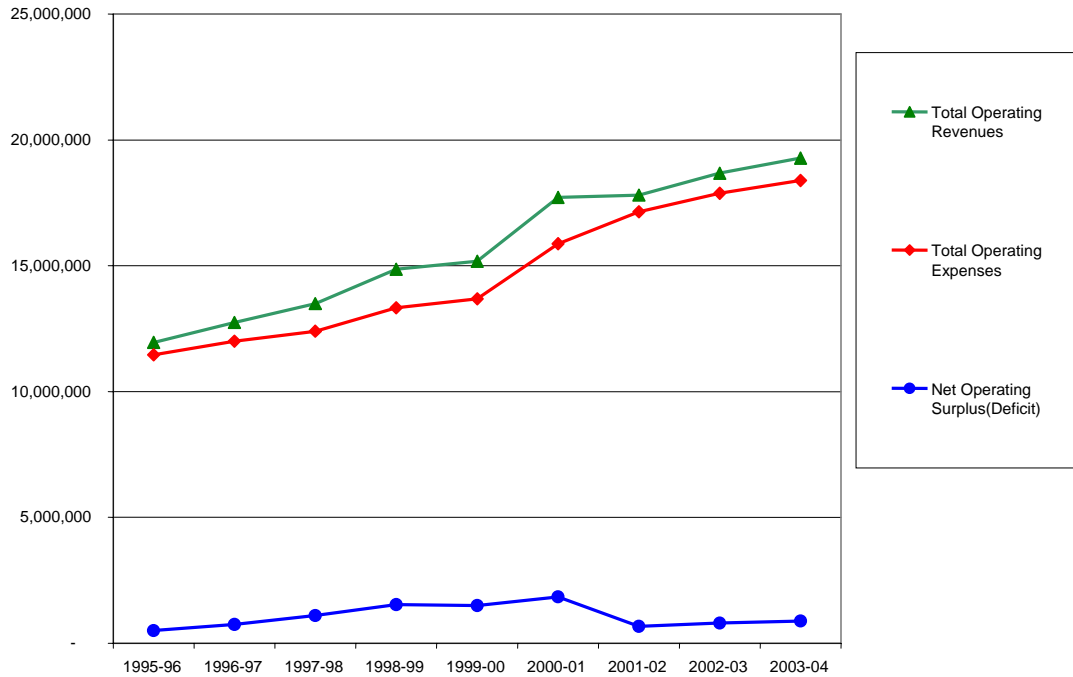
Operating Revenues



Operating Expenses



**Net Operating Surplus/Deficit
(less depreciation expense)**



Current Situation

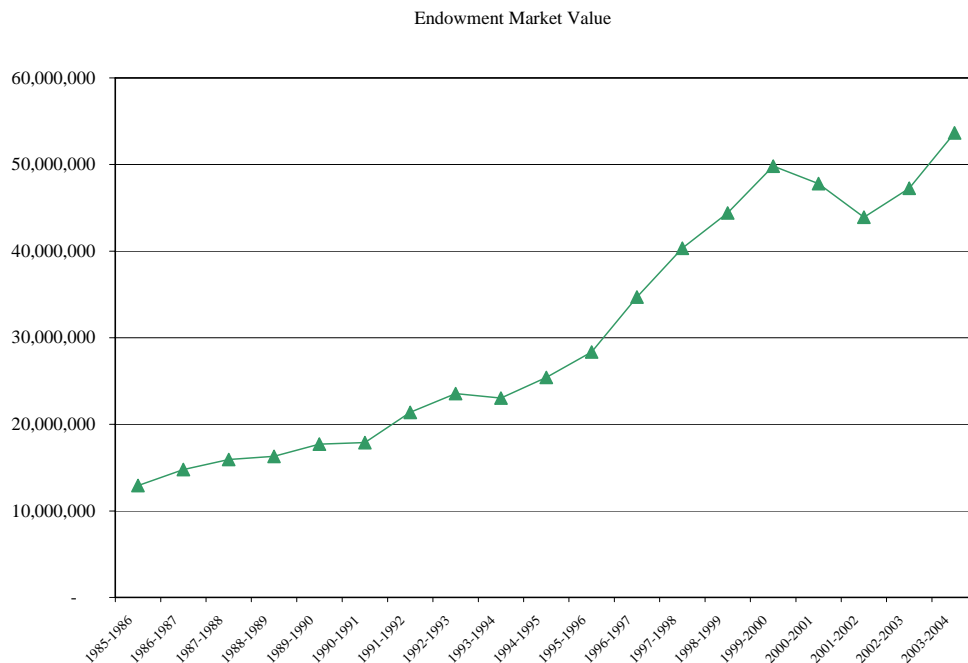
Monthly cash-basis operating reports are produced and monitored as well as quarterly balance sheets, statements of activities and a variety of supporting budget and financial reports (see Exhibit AC for a package of current financial reports). The budget process is outlined in Appendix 56. It has developed over the past decade into a much more decentralized process that

focuses on strategic plan priorities. Annual (balanced) operating budgets are prepared and submitted for Board review and authorization at the January Board meeting each year.

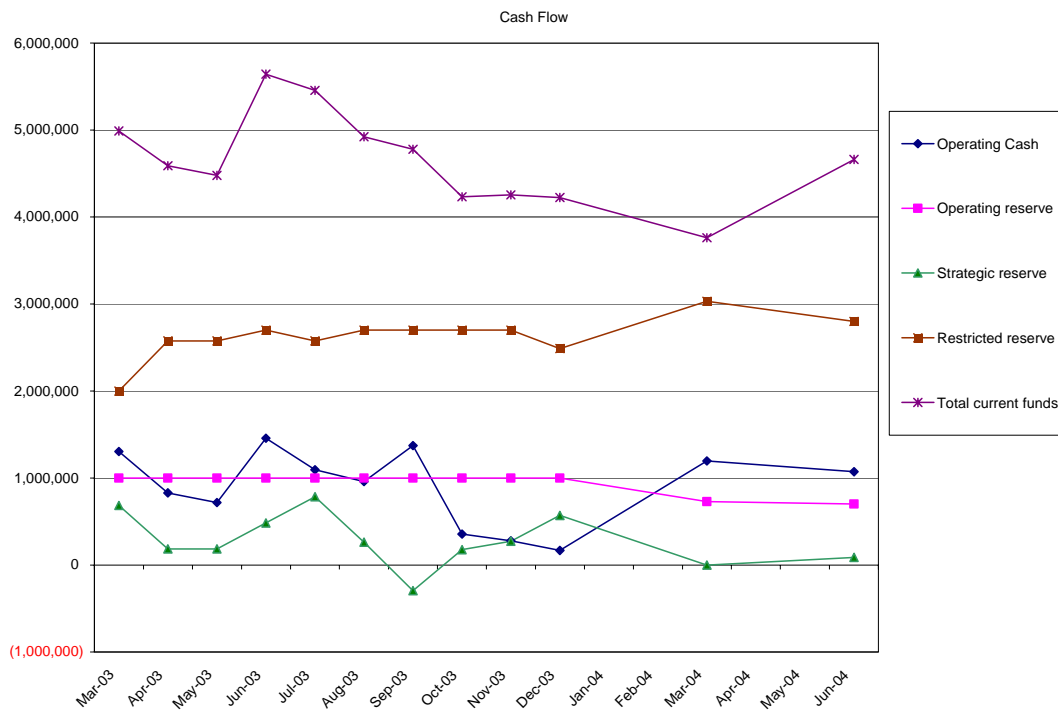
The Business Office maintains accounting records and produces reports through the use of the Jenzabar integrated software system. Annual independent audits are completed (see Exhibit I), currently by Larson, Allen and Weishar & Co., LLP. Unqualified opinions have been given in each of the past ten years. The administration develops a summary administrative analysis report at the completion of each audit (See Appendix 57 for the 2002-2003 report).

Increased emphasis has been placed in the past few years on the Business Office and technology practices in order to improve security and reduce risk of fraud. Exhibit AD contains procedural flowcharts of all key financial activities. These procedures have been reviewed by the auditors, the Finance and Administration committee of the Board, and by the staff to minimize risk of fraud. The Finance Committee of the Board has received follow-up training to help insure adequate oversight of the financial processes and records. An IT security review was also completed in conjunction with the 2003-2004 audit.

Long term investments (endowment, trusts, and gift annuities) are tracked and administered through the Business Office and overseen by an investment committee that reports to the Finance Administration Committee of the Board of Directors (See Appendix 58 for the June 30, 2004, quarterly report). The chart below shows the growth of the endowment over the past seventeen years. Asset allocation and spending rate guidelines for the endowment are prescribed by an endowment policy (Exhibit AE).



Current funds are managed by the Business Office according to a Board-approved document entitled Guidelines for Managing and Investing Cash at Luther Seminary (See Exhibit AF). The chart below shows the current funds, in designated categories.



Luther Seminary uses the ATS Strategic Information Report and Peer Profile Report extensively to analyze and compare institutional results and profiles (See Exhibit D) . The ATS financial officers’ meeting held last fall was another excellent resource for Luther Seminary. The ELCA prepares an annual comparative audit for the eight ELCA schools and the financial officers from the eight seminaries meet on an annual basis to review common issues.

Future Plans and Goals

Luther Seminary uses a macro financial model to develop and test future financial scenarios. Appendix 59 shows three current scenarios with different assumptions using the budget year 2004-2005 as the base year. The three scenarios include a base (most likely) case, a plan case (representing achievement of the “1/3, 1/3, 1/3” revenue model), and a crisis case (which would require corrective action). Analysis of these models shows that Luther Seminary will continue to be dependent to a major degree on current gifts and grants for the next decade (see development section of the report). As we continue to grow the endowment, this dependency will gradually decline. All of these scenarios assume that the Lifelong Learning area, a major and growing enterprise, will be sustained by service revenues and restricted gifts and grants as reflected by the business plan and the partnership with Thrivent. Other strategic program initiatives are included as reflected in their respective program and financial plans (see Exhibit AG).

Luther Seminary will continue to pursue the goals and action steps previously outlined and to focus on our dashboard key indicators. However, it is clear that the church is approaching another potential crisis point that will affect Luther Seminary. The Called to Common Mission agreement, the current sexuality study, and other divisive cultural issues are increasingly affecting the church and its constituencies. In addition we are facing a transition of our very

successful long-term President, David Tiede. Luther Seminary is positioned to continue to maintain its financial strength and to react to these external and internal environmental factors.

The Board of Directors has been strengthened and continues to grow in competence and knowledge of the seminary's financial situation and the factors and issues that affect it. The Board of Trustees has brought tremendous new financial strength and wisdom to the governance of the seminary. As these new factors and issues develop and play out, the board, together with the seminary administration will be paying close attention and developing plans and contingencies to avoid losing the strength we have built over the past fifteen years.

Physical plant

History

Luther Seminary has 46 acres of property with 31 buildings (see campus map on the website). Appendix 60 is a summary list of facilities. Luther Seminary has planned and carried out two multi-year facility renewal programs over the past ten years (see Exhibit AH). The updated Campus Master plan contains a summary of major projects completed over this period. Annually we update a deferred maintenance (renewal and replacement) list (See Appendix 61) with the goal of maintaining the total projected capital investment below 5% of the plant replacement value of facilities. This maintenance list is prepared by the maintenance department in conjunction with an architect from Meyer, Sherer & Rockcastle, Ltd. An energy audit was completed in 1995 (Exhibit AI). Most of the high payoff projects, primarily lighting retrofits, have been completed. An energy management system was installed to control the mechanical systems in three buildings in 2003. A facility accessibility study was completed of the campus in the mid 1990's. It was updated in 2003 to reflect current status and priority projects (see Exhibit AJ). Luther plans to complete one or more accessibility projects each year.

Current Situation

Luther Seminary's facilities and plant are in good overall condition. We are committed to maintaining the facilities in good condition and to keep a clean and hospitable environment. The Campus Services, Maintenance, and Event Services staffs are responsible for facilities and guest support at the seminary.

An updated campus master plan was prepared in 2002-2003 (see Exhibit AK). This plan was drafted but not formally adopted due to timing considerations related to the current strategic plan and capital campaign. However, it provides a framework to build on as Luther moves into the next cycle of planning and facility improvements.

Also during 2002-2003 an Emergency Plan was prepared (Exhibit AL). This plan contains information and procedures for use during disaster or emergencies on campus.

Future plans and goals

A new multi-year facility renewal plan will be prepared in the fall of 2004 for approval by the board in January, 2005. In terms of new construction, the priorities from the updated draft campus master plan are 1) expansion of the library (Gullixson Hall), 2) a new conference center,

improved housing and athletic facilities, and 3) additional parking. As a new strategic plan and related fundraising activity is developed these priorities will be addressed.

Technology

History

Luther Seminary has implemented several major technology plans and projects over the past ten years. The results have included an improved campus network, administrative systems, academic technology, and an enhanced web presence. These improvements have been made in support of the goal to be a leading institution in the use of digital technology for the development and delivery of theological education. The budget for technology has grown from \$.3m to over \$1.0m annually. Dependence by staff and faculty on computer systems has grown dramatically. The use of technology in the classroom and for distributed and distance learning has expanded greatly as well. During the fall of 2003 over 10% of our courses were taught online and many classroom courses utilize technology to some degree (See the academic technology report under "Effectiveness" in section III.B).

Current Situation

Exhibit AM contains current network diagrams for Luther Seminary. Luther Seminary leases computers and servers on a three-year cycle. We maintain an extensive system of network security and administrative tools. Our network uptime has been consistently in excess of 99.9% for the past several years. The Jenzabar administrative system provides an integrated data base for development, student and financial applications. Our website is in continuous development as we put more and more applications on the web (See the discussion of the Luther Seminary Web site under "Faithfulness" in section II.B.5)

Future Plans and Goals

Luther Seminary's future plans for technological advancement are keyed off programmatic requirements. We will continue to increase the capacity of our network. We will expand the web capabilities via the implementation of a portal and additional online services. We will continue to enhance our back office administrative capabilities via Jenzabar upgrades. And we will support our knowledge management, assessment, and research programs by implementing an integrated archival data base.

We are currently in the process of implementing the Jenzabar Internet Campus Solution (JICS) which is a portal solution that provides 24x7 access to critical communications, web, and community building services. The portal solution is integrated into the Jenzabar back-end administrative database software. This will provide a true single login for students, constituents, faculty, and staff.

We are also implementing the Jenzabar Learning Management System to provide online course management for use starting in the fall 2004 semester. This Learning Management System will offer Luther Seminary instructors the option to use online resources in all courses whether fully online or not. The connection with the Jenzabar back-end administrative data base will populate the respective student and faculty JICS accounts with their courses, schedules, descriptions, and class lists. This web-based system will provide 24x7 access to course documents,

announcements, web links, syllabi, threaded discussions, and real-time chat. Faculty will have the ability to update grades, and create and monitor course groups.

Luther Seminary also uses The Fisher's Net to support and promote its online learning courses. The Fisher's Net is a Limited Liability Corporation, formed by five partners, including the three ELCA seminary clusters, Thrivent and Augsburg Fortress to support the development and delivery of online theological education. In 2003 The Fisher's Net hosted over 100 online courses with more than 2000 participants. In 2004-2005, thirty-two seminaries and many other theological education entities (synods, congregations, lifelong learning centers) are using The Fisher's Net to offer web-based theological education.

We are also implementing several open source applications at Luther Seminary, especially for network and Lifelong Learning website applications.

Auxiliary Enterprises

History

In the early 1990's business plans were developed for the Bookstore, Dining Service, Wee Care daycare, and housing units. The key Board-approved guidelines from those plans are still in effect, including 1) maintaining below market prices, 2) enhancing community environment, 3) providing high quality service, and 4) delivering a 5-10 % overall return to core seminary programs. These goals have been met over the past decade.

Current Situation

The auxiliary enterprises remain major entities at Luther Seminary with total permanent staff of seventeen and annual budget of over \$3 million. Overall they return about 10% to the seminary programs each year, with the dining services generally losing money and the housing units providing the largest return. Each of the auxiliary enterprises has a capable long-term director.

Bookstore

The Bookstore partnership with Augsburg Fortress has been a success and will continue. Luther Seminary handles books and other theological materials while Augsburg Fortress sells curriculum, music, clerical clothing, and related items.

Dining Services

The dining services provides full board plan for dorm residents and a la carte service for faculty, staff, and guests. In addition they provide catering and special events services both on and off campus.

Wee Care Daycare

The daycare provides year round full and half-day Christian daycare. About one half of the children are seminary children and the other half are from the community.

Housing

Appendix 60 noted above summarizes the housing units owned by Luther Seminary. They are maintained in good condition by the campus services staff and the student/tenant relations are handled by the Housing Office in Student Services.

Event Services

In the past ten years the number of weddings and other outside events has grown significantly. Although this function is not directly included in auxiliary services, it aids in recovering facility and overhead expenses through rental services, as well as handling the scheduling and support of all conference rooms and guest rooms.

Future plans and goals

Bookstore

As the Luther Seminary website and portal develop, the Luther Seminary Bookstore may gradually increase the number of online offerings available.

Dining Services

The structure of the board plan is under review and may be modified. We continue to work at promoting the catering business more effectively. An outside consultant was engaged in 2002. Many recommendations from that report have been implemented, while some are still under review for future implementation. The major challenge continues to be matching revenues and expenses in this low volume, highly differentiated, and, therefore, personnel-dependent operation. Put simply, we continue to struggle to reduce the personnel costs to an acceptable percentage of overall costs (currently 65%) while providing the level, quality, and variety of services that are expected.

Wee Care Daycare

The daycare operation is expected to continue as it provides a valuable service to our students. In this area again we have difficulty balancing required staff and staff compensation with revenues from rates that we maintain substantially below market rates.

Housing

Because our apartments, dorms, and houses are almost totally unencumbered by debt, they do provide a substantial cash flow despite rates that are below market. We will continue to invest to maintain and possibly to upgrade some of the units. We have an increasing need for units during the summer to house cohorts of distributed Youth and Family students as well as D.Min. and Lifelong Learning students. The campus master plan envisions adding a new complex that would contain new living units that could be used for long term students and/or for short term guests. The next strategic plan will evaluate the timing of this proposed project.

Event Services

Although not included in the financial reports as an auxiliary enterprise, Event Services has grown to the point where it generates about \$150,000 in revenue from rental of facilities to outside groups, especially for weddings. Our ability to continue to expand this business is limited by availability of facilities and parking on campus.

Environment

Over the past ten years, Luther Seminary has worked to create a creative, collaborative, and accountable environment for its faculty, staff, and students. Both the physical environment and the culture of the institution combine to create this sort of environment.

Many facility projects have been completed over the past ten years to make the seminary campus more accessible and hospitable. The seminary strives to keep the facilities and grounds clean and in good repair and thus welcoming to students, staff, faculty, and guests.

Personnel practices are designed to be open and fair. The daycare facility has been especially successful in hiring minority staff members. This in turn has created a climate that is reflected in the profile of children who enroll.

A significant mark of the seminary's culture has been the increasing collaboration between and among faculty and staff. The seminary's strategic planning process created the opportunity for work teams including both faculty and key administrators. In the process of doing the real work of planning and writing, a significantly higher level of collegiality and cooperation has emerged that has broken down traditional silos. Prior to the strategic planning process, the seminary's Planning and Review Committee stood as the most obvious example of cooperation. This committee, made up of faculty, students and staff, was, however, a committee in search of a mission, with little real collaboration and work happening. We now have numerous examples of work teams that are accomplishing real tasks in support of the mission. Examples include the Enrollment Management Team, the Convocation team and the joint planning meetings of the Educational Leadership Committee and the Administrative Cabinet.

Daily worship is the center of campus life at Luther Seminary. Worship is well-attended by students, faculty and staff. Our common life as a worshipping community helps to reinforce a culture of collaboration and mutual respect. We have agreed as a community not to schedule meetings or classes during chapel and to encourage employees to attend in order that a common worship experience draw as many of us together as possible. We continually seek ways to involve more from the community in our worship.

Social events increasingly include both faculty and staff and support a collegial and collaborative environment. The seminary's annual Christmas party; opening tea, during which new faculty and staff members are recognized; the spring reception and dinner, during which retiring faculty and staff are honored; and numerous informal events draw a mix of faculty and staff. Again, the positive, inspiring tone of these events contributes to an environment in which employees understand they are a valued part of a larger team working toward a common mission.

Professional development for staff is a priority for Luther Seminary. While it has long been understood that sabbaticals and other forms of professional development are essential for a strong faculty, we now also know that other kinds of professional development can be beneficial for staff. They are encouraged to take advantage of conferences and workshops. Luther Seminary also hosts periodic staff development days which focus on skill-building and life-enhancing programs. Supervisors are encouraged to release their staff so that they can fully participate in these events. Staff see the resources devoted to their personal and professional growth and appreciate the opportunities.

Luther Seminary also places a high value on creating an hospitable culture, both within the seminary community and to the larger world. When President Tiede assumed leadership at Luther, he stated his intentions to make the seminary a “center of Lutheran hospitality.” A look at the full schedule of outside organizations that use our facilities indicates that we have made great progress toward achieving this goal. Congregations, synods, Lutheran Social Services, youth groups, adult fellowship groups, para-church organizations and denominational groups, as well as many members of the St. Anthony Park community, all take advantage of meeting space, dining facilities, campus tours, housing, and chapel. In addition, the seminary invests time in being a part of the St. Anthony Park area through the Community Council and the Business Association.

Part V. Conclusion

Conclusion

The Mission of Luther Seminary

It is our intention that Luther Seminary's Mission Statement provide the centering momentum of this report. To the extent that is the case, then the report is an accurate and successful representation of Luther Seminary. For it has become increasingly clear in the course of our self-study that our mission statement has become more and more a central and driving force in all of the activities that comprise and characterize this institution. As has been noted in this report, Luther Seminary's Mission Statement was adopted by the faculty and the board in 1994:

Luther Seminary educates leaders for Christian communities called and sent by the Holy Spirit to witness to salvation through Jesus Christ and to serve in God's world.

The occasion of this self-study and report is the upcoming joint ATS/NCA re-accreditation visit and the need to demonstrate that we do, in fact, meet ATS and NCA accreditation standards. More importantly, however, the self-study process marks not an endpoint, but rather a process or journey in which we seek as an institution continually to assess the degree to which we are both living into our mission statement and making plans for the future that are consistent with its commitments to prepare leaders for a church in mission.

Various stages of assessment and strategic planning in curriculum and in overall institutional programs and functions have been described in this report. We have described the ways in which our mission statement has become more and more an integral part of our strategic planning and budgeting processes. It continues to call us to focus on those communities in mission who send us students and receive our graduates. In that regard it is particularly significant that the boards of the seminary in May of this year reflected on the appropriateness and adequacy of the Mission Statement, and then unanimously reaffirmed this Mission Statement as expressing our calling and commitments for the future. There is a sense of accomplishment in this action in that we are thus able comfortably to reaffirm commitments that were described in the self-study report of a decade ago. We are still on the same journey, and we are still living into the commitments implied by our mission. As the 1994 Self-study report concluded:

The needs for educated ordained and lay leadership by communities of faith seeking to be faithful to the mission of God drive this seminary and force us to tend carefully and responsively to relationships between this seminary and those communities... We remain committed to sustain work previously begun in the areas of curriculum reform, faculty development, leadership systems, a system for identifying and sustaining quality students in their vocation, campus renewal, strategic partnerships with related institutions, technology enhancements, continuing education programs, specialized curricular programs, a development campaign (Wellspring for the Church), endowment management, campus hospitality, community involvement, and auxiliary enterprises that contribute financially. Goals that were established in these areas by previous planning efforts reflect our commitment that Luther Seminary continue the tradition of service to the church that has characterized its 125-year history. A strong academic program, outstanding teachers, a well-qualified student

body, a committed staff, a strong respectful community spirit, open communication lines, a shared set of basic values-these characteristics/ strengths will remain important in our future as an institution.

Serving the Promise of Our Mission

As noted in the introduction, the current strategic plan for 2000-2005, aptly entitled *Serving the Promise of our Mission*, has set the framework for this stage of the journey. Notably this plan reaffirmed the basic core curriculum and its three movements of learning the story, interpreting and confessing, and leading in mission, all in the overall context of seeking to grow into the public expression and affirmation of what it means to be disciples of Jesus Christ. Also notable is the way in which this plan reconfigured the ways in which we think about what we are about in the seminary's program. To think of and to organize our work around the "four educational processes," all of them attending to what it means to prepare leaders for communities in mission—lifelong learning for leadership; specialized ministry leadership; missional pastor leadership; and graduate theological leadership—has strongly reoriented and newly centered our work. The conversation and reflection that lead to the creation of this strategic plan involved a broad range of Luther Seminary's constituency, including members of congregations, boards, students, faculty, and staff. The setting of goals and the actual writing of the plan involved broad representation of the whole seminary institution. Accordingly, when goals and strategic plans have been assessed, implemented, and then re-evaluated, this has been done with and by all areas of the institution as together we have expressed a common commitment to our mission. It is that common commitment to mission that has occasioned the framing of this self-study report by the themes of *faithfulness*, *effectiveness*, and *efficiency*. Faithfulness focuses our attention as an institution on our overall commitment to prepare those graduates the church expects from us who will serve communities in mission. Effectiveness focuses our attention on the question of whether our curricular program and faculty and the institutional structures that support our common work are actually accomplishing what we set out to do. Efficiency focuses our attention on the stewardship of personal and institutional resources that support the overall seminary operations in service of our mission.

Planning for the Future

If the strategic plan has effectively set the focus and framework for our current work, then the self-study process has been important in giving us the confidence that in many ways we are doing the things that we need to do to accomplish our educational mission. We have a high level of confidence that we are committed to the right goals and we can be encouraged by the continued progress that has been made over the past decade. Luther Seminary remains a healthy institution with a strong and supportive constituency and with the program, material, and human resources needed to fulfill its mission.

Building an Institutional Climate of Assessment

This is not to say that we do not have work to do. The self-study report, though clearly noting our strengths, also notes some areas in which we need to continue to work. We are committed to and already at work in finding ways better to design and implement an overall climate of assessment. In this area the institutional structures of the boards, the financial, and other

operations of the seminary are perhaps a bit further along than the curriculum and the faculty. We have noted here numerous activities of assessment that are underway, but also that there is work to be done in bringing this assessment activity into some kind of systematic whole to enable us to build more effectively on the strengths that are already evident in our programs. It is with such work before us, and the determination to continue to work toward greater effectiveness in "serving the promise of our mission" that we look with confidence to our work for the future.

Addendum A: Luther Seminary's compliance with the General Institutional Requirements and Criteria for Accreditation of the North Central Association of Colleges and Schools.

This addendum is written pursuant to the "Agreement Concerning Joint Evaluation Procedures" between the North Central Association and the Association of Theological Schools dated August 5, 1996, which states:

For the Commission address in the body of the text or in an addendum the NCA General Institutional Requirements and Criteria for Accreditation as found in the *Handbook of Accreditation*, 1994-96 (pp. 19-60).

Part I of this addendum provides a summary statement with respect to the twenty-four GIR's and provides references to the relevant sections, appendices, and exhibits of the self-study where these are addressed.

Part II of this addendum lists relevant documentation for the seminary's compliance with NCA Criteria for Accreditation. These criteria are addressed within the self-study in the narrative of Luther Seminary's particular mission, resources, strengths and concerns, and plans for the future as these address matters of institutional assessment as summarized in the ATS Standards of Accreditation.

I. General Institutional Requirements

GIR 1-2 – Mission

The mission statement of Luther Seminary was revised by the faculty and adopted by the Board at its May 28-29, 1994, meeting. This statement has been revisited and reaffirmed in institutional assessment and planning over the course of the last ten years. Most notably this was done in the preparation of the current strategic plan (SPOM, 2000-2005) for which it provides the central framework and dynamic. Most recently, in a formal process of consideration and reflection, this mission statement was reaffirmed by the Boards at their regular meeting in May, 2004. The mission states:

Luther Seminary educates leaders for Christian communities called and sent by the Holy Spirit to witness to salvation through Jesus Christ and to serve in God's world [See Introduction, especially I.A and I.C.3. a) and b)].

The Luther Seminary Constitution and Bylaws state:

The purpose of this seminary is to establish and conduct a Lutheran Theological Seminary in Minnesota which shall provide theological education for those who are preparing for service as pastors, missionaries, teachers and for other forms of lay or ordained ministry. Theological resources are also to be provided for the continuing education of laity and clergy.

In support of its mission and purpose, Luther Seminary thus provides accredited educational programs leading to the following degrees: Master of Divinity, Master of Arts, Master of Sacred Music, dual degree Master of Social Work/Master of Arts, Master of Theology, Doctor of Philosophy, Doctor of Ministry (See Luther Seminary Catalog).

The seminary also seeks to fulfill its purpose of education for ministry by providing theological expertise and counsel for its sponsoring church and by theological reflection, research, and publication (See for example section on Faculty, III.D. and Appendix 21: Lifelong Learning Report)

GLR 3-4 – Authorization

Luther Seminary is incorporated under and pursuant to the provisions of the Minnesota Nonprofit Corporation Act. Minnesota Statutes, Chapter 317, and laws amendatory thereof and supplementary thereto. The articles of incorporation are on file (See Exhibit A).

GLR 5-8 – Governance

Luther Seminary, as provided for in its restated bylaws, is governed by a Board of Directors comprised of 26 representatives of the ELCA. The board meets three times annually to carry out its duties, while the executive committee of the board meets between meetings as necessary in support of the school's mission and purpose. The board has final authority to establish and review the basic policies that govern the institution and appoints the president who has the authority to carry out the policies established by the board (See Exhibit A for the Luther Seminary Constitution and Bylaws).

GLR B-11 – Faculty

During the 2003-2004 academic year Luther Seminary employed a total of 47 faculty, 40 of whom are full-time teachers/administrators, and 7 of whom are filling essentially administrative positions. In addition to these 47 faculty members, 3 affiliated faculty and 5 senior lecturers serve the faculty on a regular basis. This gives a student-faculty ratio of 11 to 1 for FTE M.Div. and M.A. students. Nearly all of the faculty have had significant experience in the professions for which they are educating others; over 90% of the faculty have earned academic doctorates (See section on Faculty, III.D.).

The faculty has responsibility for developing and evaluating the curriculum. While discrete responsibilities in the area of development and evaluation are delegated to appropriate committees/individuals within the structure for academic administration [See section I.C.3.f) for faculty and curricular administration], the faculty acting in plenary has final authority in the decision making process with respect to curricular issues.

GLR 12-18 - Educational Program

Luther Seminary's educational program is driven by its mission statement. This program is a response to the needs of the church for theologically educated leaders who are able to function within, and respond to, the realities of a world characterized by cultural and religious pluralism. The seminary is continually revising its curriculum in order to be more responsive to the needs of its students but more especially to the leadership needs of Christian communities in mission

which it serves. For example, major evaluation and changes were made in a newly adopted curriculum in connection with the change from a quarter to a semester calendar in 1998. Further changes were associated with the adoption of the new configuration of Four Education Programs in conjunction with the reaffirmation of mission and strategic planning in the 2000-2005 strategic plan, *Serving the Promise of our Mission*.

These processes reflect the seminary's commitment to attract and steward the education of the leaders for mission that the church needs (See section on Students, II.A.). It also reflects the commitment to design and implement an outcomes-based curriculum consistent with our mission. We have implemented longitudinal studies of our graduates and of the constituencies they serve in such activities as the Lilly Assessment Project, the Focus on Leadership visits, and the "Kolden Surveys" of graduating students. These activities seek to assess whether we are, in fact, carrying out our commitments through the programs and courses of the curriculum. We are beginning to gather a variety of data that is enabling us both to answer positively to this question and to plan for more effective ways to build on the strengths of an already strong faculty and curriculum (See Introduction, section I., and section on Effectiveness, especially III.A., B., and E.).

GIR 19-21 – Finances

Luther Seminary has consistently grown in its financial soundness in the last ten years. Supported by a capable Development Department, a newly formed Foundation Board of Trustees, and careful financial planning Luther Seminary has remained on solid financial footing, even in the face of recent downturns in the market. A review of the audited financial statements for each of the last ten years a consistently positive report. Considerable efforts have been spent to bring boards, administrative staff, and faculty into a common effort at planning for the future. External financial audits are on file and included in the information shared with the visiting team (See section on Efficiency, especially IV.C. and D.).

GIR 22-24 - Public Information

The seminary catalog is published regularly in print form and is available in digital form on the seminary web site. The catalog contains complete information regarding (1) the educational programs offered, (2) admission policies and practices, (3) degree requirements, (4) academic and non-academic policies and procedures affecting both degree candidates and special students, (5) charges and refund policies, (6) academic calendar, (7) academic and professional biographical information on faculty and academic administrators, and (8) information regarding the seminary's standing with its two accrediting bodies, ATS and NCA. The catalog and additional public relations material is available in the exhibit room for inspection by the visiting team (see List of Exhibits).

Information on the financial status/health of the institution and on the educational program of the seminary is made available to the seminary's constituency regularly in such media as the Annual report (Exhibit CC), the *Story* magazine (Exhibit L), and various electronic news media. The Luther Seminary web site has become a major form of ongoing public communication both internally with students both on an off campus, and externally with the wider community (See section II.B.5.).

II. Criteria for Accreditation:

Criterion 1 - The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

References (including related Appendices and Exhibits):

Section I.C., D., E.	Introduction: Framework for Planning
Section II.A.	Caring for Students
Section II.B.	Serving the Constituency
Section III.A.	Curriculum
Section III.E.	Culture of Assessment
Section IV.A.,B.	Institutional Integrity/Authority and Governance
Exhibit A	Articles of Incorporation, Constitution, Bylaws
Exhibit C	Luther Seminary Catalog
Exhibits E, F, G	Faculty, Staff, and Student Handbooks

Criterion 2 The institution has effectively organized the human, financial and physical resources necessary to accomplish its purposes.

References (including related Appendices and Exhibits):

Section I.C.3.f)	Educational Administration and Process
Section II.A	Student Services
Section II.B.2.	Lifelong Learning
Section II.B.4.	Public Relations/Communication
Section II.B.5	Luther Seminary Web Site
Section III.B.	Academic Technology and Online Learning
Section III.C.	Library and Information Resources
Section III.D.	Faculty
Section IV.D.	Institutional Resources
Appendix 3	Serving the Promise of our Mission (SPOM)
Appendix 8	Enrollment Management Plan
Exhibits E., F., G	Faculty, Staff, and Student Handbooks

Criterion 3 - The institution is accomplishing its educational and other purposes.

References (including related Appendices and Exhibits):

Section I.C.3.	Serving the Promise of our Mission (SPOM)
Section II.A.	Students
Section III.A.	Curriculum
Section III.B.	Technology and Online Learning
Section III.D.	Faculty
Section III.E.	Culture of Assessment
Appendices 45-52	Assessment and Curriculum Management Survey Reports
Appendices 53-61	Institutional Support Systems
Exhibit	NCA Basic Institutional Data Forms

Criterion 4 - The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

References (including related Appendices and Exhibits):

Appendix 3	Serving the Promise of our Mission (SPOM)
Section I.C.,D., E.	Strategic Planning Process
Section II.A.	Enrollment Management/Staffing for Student Services
Section II.B.4.	Public Relations/Communication
Section III.A.	Curriculum
Section III.B.	Technology and Online Learning
Section III.C.	Library and Information Resources
Section III.D.	Faculty
Section III.E.	Culture of Assessment
Section IV.B.	Authority and Governance
Section IV.C.	Development
Section IV.D.	Institutional Resources
Appendix 19	Leadership Division Curriculum Proposals
Appendix 21	Lifelong Learning Report
Appendix 53	Cabinet Team Goals
Appendix 54	Institutional Dashboards
Appendix 59	Financial Planning Model
Exhibit P	Called and Sent Campaign Case Statement
Exhibit ZZ	Staff Organization Charts

Criterion 5 - The institution demonstrates integrity in its practices and relationships.

References (including related Appendices and Exhibits):

Section II.A.	Student Services
Section II.B.2	Lifelong Learning
Section II.B.3.	Focus on Leadership
Section II.B.4.	Public Relations/Communications
Section III.D.	Faculty
Section IV.A.	Institutional Integrity
Section IV.B.	Authority and Governance
Section IV.C.	Development
Section IV.D.1.	Human Resources
Exhibit C.	Luther Seminary Catalog
Exhibits E., F., G.	Faculty, Staff, Student Handbooks

Addendum B: Reference List of ATS Standards.

1. Purpose, Planning and Evaluation	Sections I, II, III, IV
2. Institutional Integrity	Section IV.A.
3. Learning, Teaching, and Research: Theological Scholarship	Sections III.A, B, E
4. Theological Curriculum	Section III.A
5. Library and Information Resources	Section III.C
6. Faculty	Section III.D
7. Student Recruitment, Admissions, Services, and Placement	Section II.A
8. Authority and Governance	Section IV.B
9. Institutional Resources	Section IV.C, D
10. Multiple Locations and Distance Education	Section III.A.6, 7 ; III.B