

9-25-2018

Leading in Legacy: A History of Concordia University, St. Paul, 1993-2018

Thomas Saylor

Concordia University, St. Paul, saylor@csp.edu

Follow this and additional works at: <https://digitalcommons.csp.edu/csp-history>



Part of the [History Commons](#)

Recommended Citation

Saylor, Thomas, "Leading in Legacy: A History of Concordia University, St. Paul, 1993-2018" (2018). *Concordia Histories*. 3.
<https://digitalcommons.csp.edu/csp-history/3>

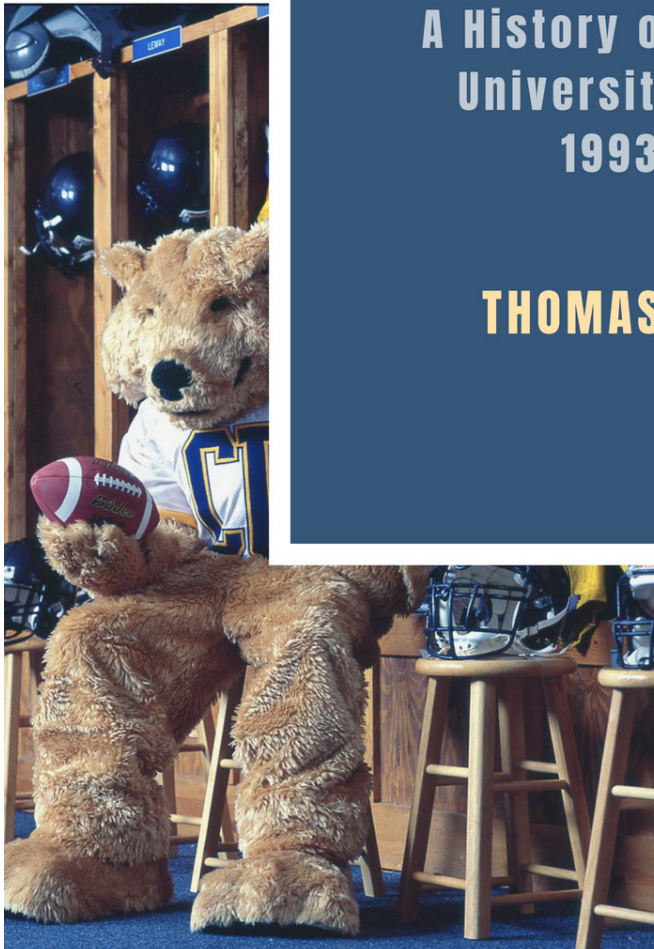
This Book is brought to you for free and open access by the University Archives & Special Collections at DigitalCommons@CSP. It has been accepted for inclusion in Concordia Histories by an authorized administrator of DigitalCommons@CSP. For more information, please contact digitalcommons@csp.edu.



LEADING IN LEGACY

A History of Concordia
University, St. Paul
1993-2018

THOMAS SAYLOR





In Celebration of 125 Years

Written by

Thomas Saylor, Department of History

Contributions from

Paul Hillmer, Dean, College of Humanities & Social Science
Megan Johnson-Saylor, University Archivist

Edited by

Matt Ryan, Department of English

All photos included in this publication are from the University Archives, Department of Marketing & Communications, Sports Information, and the Concordia University community.

Concordia University, Saint Paul

1282 Concordia Ave
Saint Paul, MN 55104
www.csp.edu

Copyright © Thomas Saylor, 2018

This work is licensed under the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-nd/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.

LEADING IN LEGACY

A History of Concordia University, St. Paul
1993-2018

WRITTEN BY
Thomas Saylor
Department of History



CONTENTS

v	Acknowledgments
vii	Foreword by President Tom Ries
ix	Preface
1	Chapter 1 - 1993: That Was Then
11	Chapter 2 - 2018: Change Outside and Inside
28	Cornerstone Trivia
29	Chapter 3 - 25 Leaders from 25 Years
39	Chapter 4 - Innovators in Higher Education: CSAL, CUE-Net, and the Laptop Initiative
51	Chapter 5 - Innovators in Higher Education: Graduate Programs and the Tuition Reset
65	Chapter 6 - Snapshot: A Changing Student Body
73	Chapter 7 - Celebrating Concordia's Urban Location
89	Chapter 8 - Athletics: From UMAC to NSIC
107	Chapter 9 - Imagining the Future: CSP@150
117	Appendix 1 - Interviews
118	Appendix 2 - Book of the Year
119	Appendix 3 - Poehler Lecture Series
120	Appendix 4 - Theme of the Year
121	Appendix 5 - Cornerstone Trivia Answer Key

ACKNOWLEDGMENTS



Numerous individuals provided assistance to this project, and I take this opportunity to express my appreciation. Special thanks to President Tom Ries, who approached me in Spring 2016 about writing a history of this period, and provided ongoing support. I'm also indebted to Megan Johnson-Saylor, Concordia librarian and archivist, for locating the many cool images and suggesting some captions; she also created the overall design. This book looks great because of her talents.

My History Department colleague and friend Paul Hillmer co-authored chapter 7, and also read the other chapters for historical accuracy. Ali Facklam created the colorful graphics in chapter 6. Josh Deer provided some ideas as well as the many photos in chapter 8. He is an expert on CSP Athletics history during these years. Beth Peter of the Institutional Research office met with me numerous times, and supplied the data featured in several chapters, especially 6. Matt Ryan copy-edited the manuscript. I appreciate his attention to detail. Linda Gerber transcribed many of the oral history interviews for this project, as she has done for all my projects since 2001. As always, fast and accurate service. Thanks to all of you.

I appreciate the participation of all the oral history narrators—without them, this project doesn't exist. Thanks for taking time to share your thoughts and memories. Contributions also came from present and past colleagues who authored entries in chapter 3. And in chapter 9, many across the campus community shared their ideas and visions of CSP@150, including several Concordia Art and Graphic Design students. Additional thanks to Elizabeth Coleman, John DuFresne, Tom Gundermann, Bob Holst, Jill Simon and Cate Vermeland.

Thomas Saylor
August 2018

FOREWORD



Dr. Thomas Saylor has extended the university's official history with the publication of his e-book *Leading in Legacy: A History of Concordia University, St Paul, 1993-2018*. Recognized by the Minnesota Historical Society as one of the state's leading oral historians, Dr. Saylor has beautifully captured both the factual history of the institution over the past twenty-five years and the inspiring spirit of this academic community. The qualities of empowering students to discover and engage their purpose, within a dynamic multicultural community, where Christ is honored and all are welcome, spring forth from his account. The many hours of interviews he conducted with key figures of the past quarter-century make this new volume a welcome and lasting addition to the canon of CSP histories which have preceded it.

Rev. Dr. Tom Ries
Ninth President of the University
2011-2019



PREFACE

The 125th anniversary of Concordia, which will be celebrated during 2018-19, provides an opportunity to look back, to appraise where the university is, and, importantly, how it got there. This volume attempts to do that, specifically through an examination and interpretation of the past quarter century.

As President Tom Ries notes in his foreword, several other histories of Concordia have been written over the years, notably in 1953, 1967, and 1992 (see chapter 1). Each of these histories looks at the entirety of CSP's history up to their date of publication. Accordingly, there's no need to revisit those years yet again, so this volume begins with the centenary of the university, in 1993, and traces its history from that point.

How best to tell the story of CSP during 1993-2018? Dividing the past into neat periods can be convenient, but historical trends frequently spill over their assigned start and end dates; Concordia's history is no exception. And what about the scale of the task? It's a tall challenge to tell the story of the university and its community during an entire twenty-five year period. Believing a chronological format to be too limiting, I selected a thematic approach that incorporates oral history.

And as I read, researched and talked with current and past members of the campus community about the years 1993-2018, several interpretive themes emerged as most important: innovation, transformation, and change. I believe these ideas combined to illuminate the most significant developments of the past twenty-five years.

Accordingly, the material presented here follows this thematic approach. The first two chapters employ a first-person style, and use walks around campus in the years 1993 and 2018 to draw attention to the many transformations in physical space over twenty-five years. Two core chapters then provide examples of CSP as innovators in higher education, from CSAL and laptops to graduate programs and the tuition reset. Change and transformation are also evident in chapters detailing Concordia's relationship to its neighborhood, Lex-Ham; the journey of our Athletics programs from NAIA to NCAA Division II; and student demographics. A chapter on leaders celebrates some of the many women and men who have made a difference during these years, and a final chapter invites members of the campus community to envision CSP@150—that's right, in the year 2043.

Chapters generally can be read in any order, although the first two form a pair. Also, people and events will be discussed most completely the first time they are

mentioned, so if later chapters are read first some references to earlier chapters may be implied.

Oral history, which is at the core of this book, permits the use of memory and recollection. It allows women and men who were participants in key decisions, programs and events to add their personal perspective. Memory by its very nature presents challenges: it is incomplete and, as the eminent oral historian Studs Terkel once put it, it is fallible. Yet the woman or man who was there, argues scholar (and Minnesotan) Samuel Hynes, adds his or her own relative truth, and it is by considering the aggregate of these recollections that we are able to arrive at a “collective tale.”¹

I conducted more than two dozen individual interviews for this history. All were done in person, usually in an on-campus location. During the interview, a list of themes provided a starting point. For several interviews, subjects and even questions were similar; nevertheless, each conversation was unique. All interviews were recorded in their entirety, and transcribed. Excerpts that appear in this book are the words of the narrators, not my summary of their thoughts or ideas.

This book has its limits, and those should be addressed here too. I have endeavored to write *a history* of CSP during the years 1993-2018, as I don’t think it’s possible to write *the history* of that period. Other authors might tell the story of Concordia since 1993 very differently, and I accept that. In fact, if the appearance of this modest volume helps to generate interest in, and discussion about, the university’s recent past, I’ll be pleased.

I used a range of different sources in researching and writing this book. There are oral history interviews, but also CSP’s student newspaper, the *Sword*; statistics (most from the Institutional Research office); Concordia Library photo archives; the past histories of CSP (1953, 1967, 1992); various Concordia University reports and records; assorted newspapers and books; and websites of several outside organizations. Endnotes for each chapter clearly indicate the sources used. All website URLs were checked prior to publication.

Several points on names and titles. First, a book about a university features many academics, and could be filled with endless titles. Also, many people have been at CSP for many years, so to avoid any confusion I’m using first and last names only, and not attaching different academic titles people may have earned through the years, such as “doctor,” “associate professor,” or “dean.” The only exception is chapter 3: when writers of the brief bio pieces chose to attach a title to someone’s name, I left it. Second, to avoid any confusion, athletics programs are capitalized: a reference to Volleyball, e.g., means the CSP team, volleyball is used as a generic term. Finally, if at the time of an event a student or employee had one name, yet later decided to change her/his name, perhaps as a result of marriage, I’ve employed the name in use at the time. No offense is intended; trying to track down every person for preferred 2018 names simply would have involved more time than I had.

After working more than two years on the history of CSP from 1993-2018, I can say that it proved to be more demanding, but also more rewarding, than I imagined when President Ries and I first discussed some ideas back in Spring 2016. Whether you are a current or past member of the campus community, I hope you find this volume informative and interesting—and thought-provoking.

NOTES

1 Samuel Hynes, *The Soldiers’ Tale: Bearing Witness to Modern War* (New York: Penguin, 1997), 23-25. Other ideas in this paragraph first appeared in Thomas Saylor, *Remembering the Good War* (Saint Paul: Minnesota Historical Society Press, 2005), vii-xvii.



LEADING IN LEGACY



Chapter 1

THAT WAS THEN: 1993



UNVEILING OF LUTHER STATUE CONCORDIA COLLEGE ST. PAUL MINN. OCT. 30-1921

It's Summer, 1993. Spring Quarter is over, and the campus is quiet. Residence halls have largely emptied. Staff are busy closing out the academic year and beginning preparations for the next one. Maintenance workers tend to repairs that are easier to complete with fewer people on campus. Faculty members have read and scored exams, and submitted their end of term grades. Some faculty are around, perhaps getting ready to teach summer classes, but many have scattered for the summer or are working away from campus.

Concordia College is marking a milestone—it was 100 years ago, in 1893, that the school was founded. What does Concordia College look like in summer 1993, at age 100? What buildings make up the campus? Let's take a walk down memory lane and explore.

We'll start at arguably the most recognizable Concordia landmark: the bronze statue of Martin Luther. Unveiled during a campus-wide celebration in October 1921,¹ the Luther statue has occupied several locations through the years, but stood in front of the Poehler Administration Building since this building was constructed in 1969-70.² Luther measures over twelve feet high and stands on a granite pedestal that itself is six feet high. Gazing out over St Paul's Dunning Park, which is located to the east across Syndicate Street, Luther has witnessed a lot of changes through the decades.

LUTHER UNVEILED

Our statue of Martin Luther is a replica of the statue of Luther at the Luther Monument in Worms. The statue was designed by German artist Ernst Friedrich August Rietschel. Donated by Mr. and Mrs. Ernest Rubbert and cast by the Flour City Ornamental Iron Company of Minneapolis, the bronze statue of Luther was unveiled in October 1921 to commemorate the quadracentennial observance of Luther's stand at the Diet of Worms.

DRESSING UP LUTHER

Over the decades Luther has been used (or abused...) by students as a canvas for their abundance of school spirit and pride.



The Admin Building, as it's sometimes called, is a fairly utilitarian, three-story brick structure with narrow, vertical windows, which was dedicated in June 1970.³ Squeezed into a space between two other, older buildings, Poehler juts out towards Syndicate Street. It houses a large number of faculty offices and departments, as well as the office of President Bob Holst. Faculty fortunate enough to receive an office with a window can enjoy a view overlooking some part of campus.

A tunnel system connects Poehler to the structures on either side, allowing comfortable transit during long winter months. Especially during the school year, a walk through the tunnel—which extends from the Student Union and Hyatt dormitories on Marshall Avenue to the Dining Hall at the north end of campus—can prove interesting. On bulletin boards, but also on walls and doors, one sees a colorful array of posters and flyers advertising a wide range of campus events, club activities, apartments for rent and local businesses. Even though the term is now over, there are still a fair number of these items; some are current while others are outdated.

Standing on either side of the Admin Building, and set back from the street, are two of the oldest buildings on campus: Luther Hall and the Classroom Building. Architecturally, both stand in stark contrast to Poehler. Luther, constructed in 1925 and originally known as the East Dormitory, serves as a residence hall for women students as it has since 1961.

The Classroom Building looks much like a matching bookend to Luther Hall. Completed in 1918 as Recitation Hall (and later for a period known as the Administration Building),⁴ it serves as one of the primary spaces for teaching and learning. Virtually all students attending Concordia over



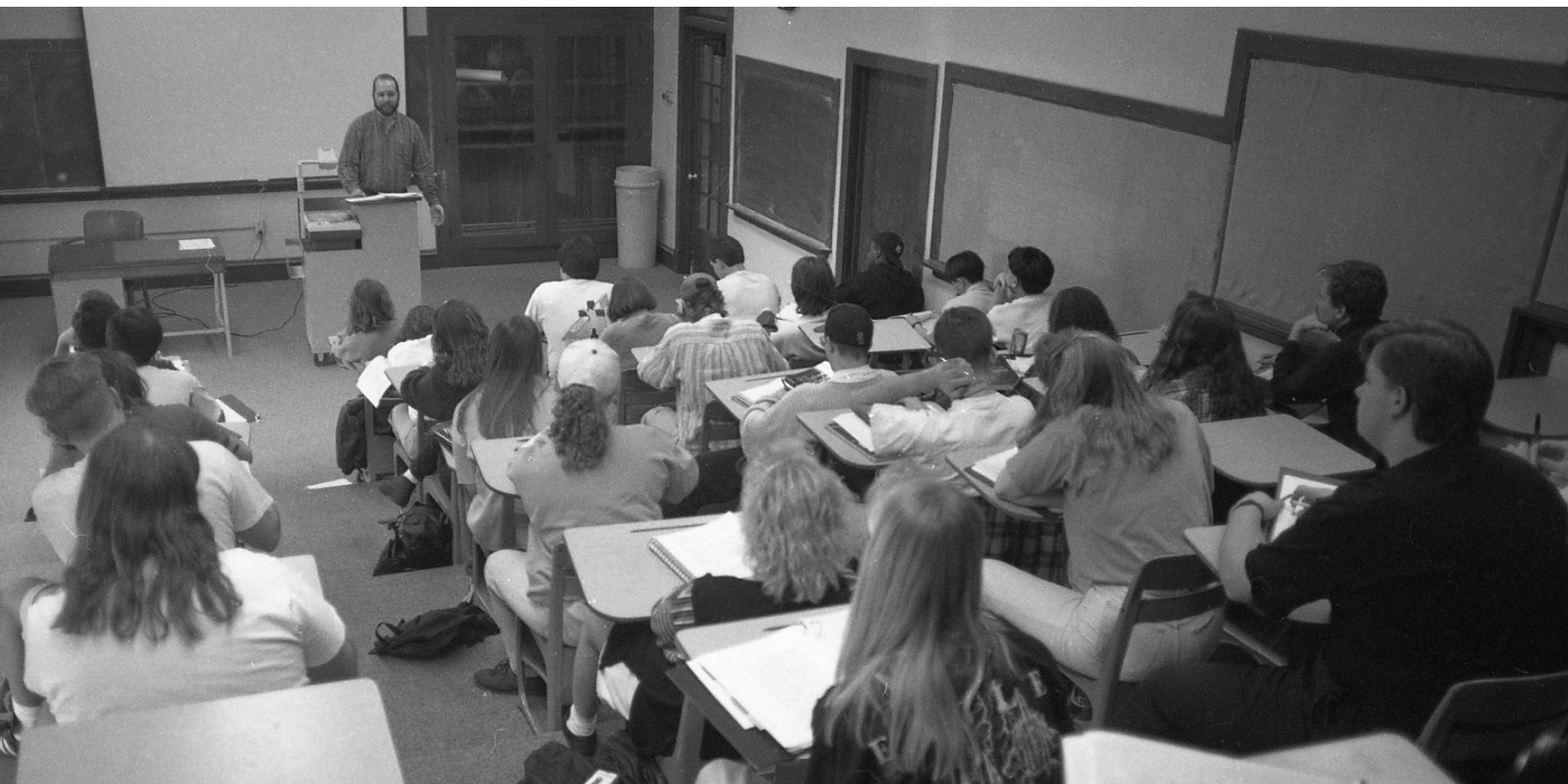
POEHLER ADMINISTRATION BUILDING, 1970s

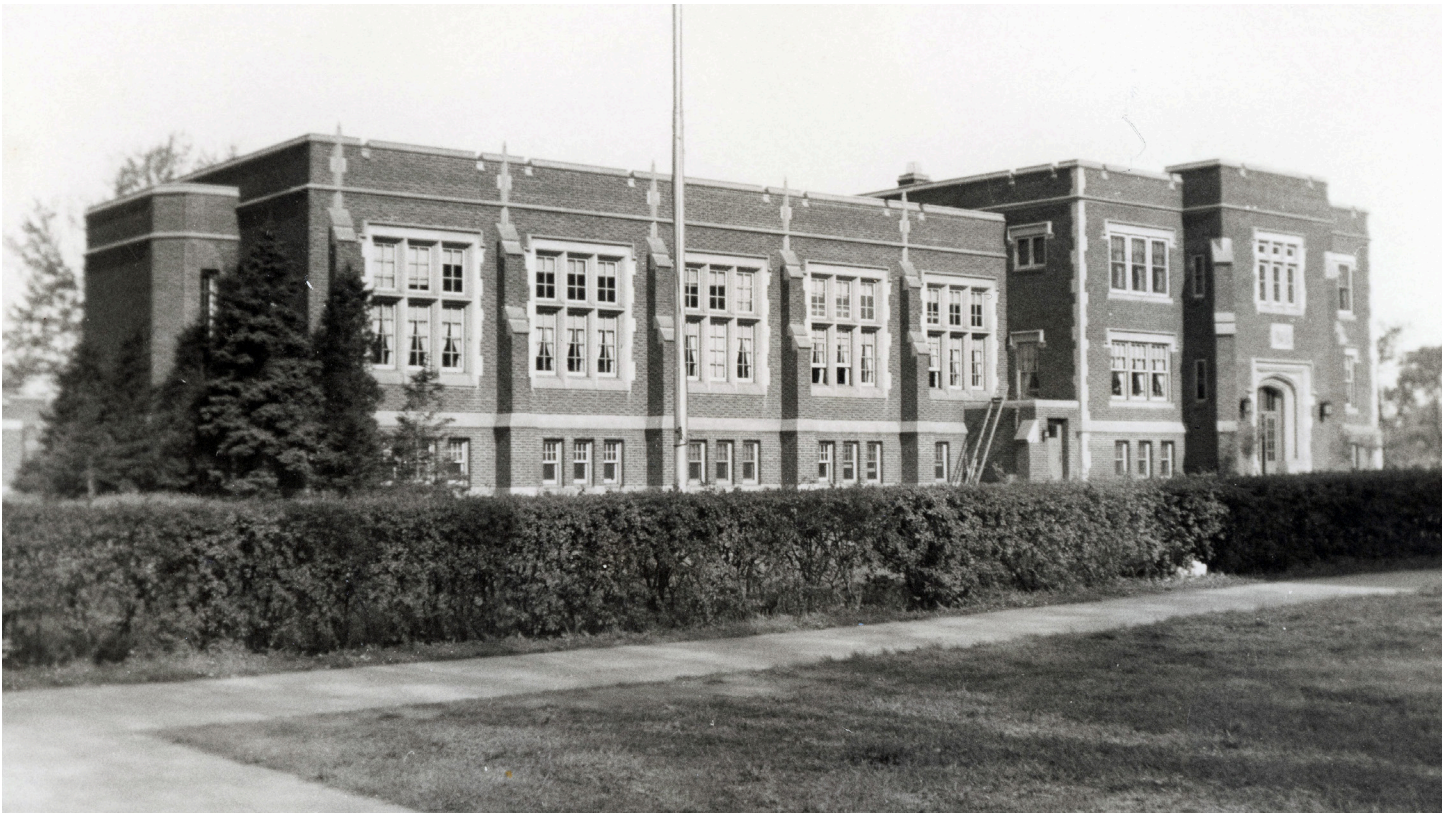
the past decades will have had some classes in this building. The top floor has rooms of various sizes; each features ornate wooden doors that are decades old. Pull-down, full-color historical maps, some showing their age, hang on the wall of several rooms. Spaces on this level include a unique tiered classroom.

The main floor of the Classroom Building is a mix of teaching and learning rooms on the west side of the hallway, and several offices on the east side. Human Resources, for example, is housed in one of these offices, and space for the Dean of Faculty is in another. But space here is limited, and some discussions already have been held about finding, or creating, additional room on campus.

CLASSROOM BUILDING

Paul Hillmer teaches in the tiered classroom on the top floor of the Classroom Building in the 1990s. Take note of the overhead projectors, rolling audio visual cart, and chalkboards—the technology of the day.





NEW DINING HALL

The Dining Hall was built in 1930. Minus a few updates in the 1950s when the Buenger Memorial Library was constructed, the exterior looked largely the same in 1993. The interior has had a few facelifts to keep up with modern needs and a growing student body.

On the wall, easy to overlook while strolling through the main floor hallway, is an interesting bronze plaque that harkens back to an earlier age, the years after World War I, and reminds the curious observer of another chapter in the college's past.

Our walk continues north, to the Dining Hall. Completed in 1930 as Concordia's administration responded to increasing enrollments, the structure now houses student dining facilities upstairs as well as several offices. We exit the building from the main, east door.

Walking east on Carroll Avenue, we encounter the president's house. Completed in December 1928,⁵ the two story structure was first occupied by Martin Graebner, president of Concordia College from 1927 to 1946. These days, President Holst and his wife Lyn reside in the house. The Holsts sometimes host campus event at the house.

Directly east of the president's house, three large single family houses line Carroll Avenue; a fourth is nearby, and faces Concordia Avenue. Dating to the years before World War II, these have served for many years as residences for CSP faculty and their families. Miriam Luebke arrived at Concordia in 1994 and moved into a Carroll house. She recalls that "living on campus was a great way for me, as a new faculty

FACULTY ROW

The president's house and faculty houses along Carroll Avenue.





member, and my husband to be engaged with things on campus. It was easy to attend ‘after-hours’ concerts, plays and athletic events. Obviously,” recalls Luebke, “it was only a two-minute walk to the office in all kinds of weather, and I could go home for lunch. It was also nice to get to know the other faculty who were next-door neighbors ... The group of us in the faculty houses had several progressive dinners where we went from one house to another eating a course at each.”⁶

Concordia witnessed a building boom during the 1950s. This resulted in the Lutheran Memorial Center and Library being added to campus, and also brought three new residence halls, which we now see. Centennial Hall, for women, was dedicated in 1957; Minnesota Hall, also for women, in 1958; Walther Hall, for men, a year later. Wollaeger Hall, nearby, dates from 1964.⁷

There’s another residence hall too, located on the other side of campus, on Marshall Avenue. Hyatt Village, which opened in 1984, represented a departure from the three multistory 1950s era dorms. Instead, it’s a complex of five units, each designed to house twenty students in four-person suites. CSP students at the time voiced approval of the new space. “There’s a little more privacy, we have our own bathroom, and there are no noisy freshman,” said student Brad Sombke.⁸

Several other properties, located off-campus, were acquired over the past few decades, to meet increased demand for housing. These include the Martha and Mary buildings, two-story apartments located at the corner of Hamline and Marshall; Dobberfuhl Hall, a three-story apartment structure also located on Marshall; and Moenkemoeller Hall, another Marshall residence.⁹



DORM LIFE
Clockwise from top: Centennial Hall,
Minnesota Hall, Walther Hall, Mary and
Martha, Hyatt Village



BUENGER MEMORIAL LIBRARY

In the 1990s students were still using a card catalog to locate books in the library (above left.) Much like today, the library stacks were a popular place for students to study and socialize (above right) and the computer center (below) was a precursor to new technologies to come on campus.

Our next stop is Buenger Memorial Library. Completed and dedicated in November 1953, it has served the campus community in the decades since.¹⁰ In addition to books, reference materials and journals, the Library also has an archive collections space and a few study areas. A 1984 remodel added 3,700 square feet to the Library, as well as a computer center,¹¹ but by the early 1990s the structure appeared increasingly outdated.

The *Sword* has regularly featured student complaints about the Library’s shortcomings. One writer from the student paper pulled few punches: “there are some general concerns regarding the facility itself, some of which are: leaks in the ceiling, poor access to outlets for effective maintenance, drafts during the winter, and lack of adequate storage space.”¹² Charlotte Knoche, for many years Library Director but in the early 1990s a cataloger and reference librarian, complained in a conversation with the *Sword* that “other priorities keep stepping in, and plans for the library are constantly being reshuffled, settling toward the bottom.”¹³ Discussions about whether to build a new structure, and when, are ongoing.

Adjacent to the Library is the Lutheran Memorial Center, or LMC. Completed and dedicated in October 1953, the LMC was part of the aforementioned 1950s building boom that saw Concordia add three new residence halls and two academic buildings, as well as classroom space and a chapel.¹⁴ The LMC served for many decades as an auditorium; it contained a stage and a basketball court, as well as upstairs meeting space.¹⁵ Concordia’s basketball and volleyball teams played here through the recently completed 1992-93 school year, and the space was used for intramural sports.



Kevin Hall attended Concordia from 1980 to 1983 and spent many hours in the LMC. “The gym, as we called it, was satisfactory for our humble pursuits. I had attended a high school with no gym of our own—so CSP’s was more than adequate with its even floor, air conditioning (really never too hot during the school year), smooth and gleaming hardwood floor, and, of course, baskets. . . . My strongest memory,” Hall continues, “was playing [intramural basketball] against a team comprised primarily of football players with limited basketball experience. Our opponents played a game of basketball that appeared to us to be a blend of wrestling and football with a bit of dribbling thrown in for appearances. I was more beat up after playing that one game than in my previous three years of high school athletics.”¹⁶

The aging LMC, though, simply is no longer up to standard for intercollegiate athletics. Writing in 1993, Concordia student-athlete Ryan Smith called the gym a “Museum of Memories” and concluded that “like all good things, the LMC’s time has come to an end.”¹⁷ But a solution is at hand: work is nearly completed on a new facility at the southwest corner of Hamline and Marshall. As we tour campus today, the old gym awaits redevelopment and a new purpose.

Speaking of construction sites, another one is close by—Concordia is getting a new theater building. Scheduled for completion in 1994, the structure promises to be another asset for the college, and carries high hopes that it will prove attractive to potential students.

Theatre has a long tradition at Concordia, as does music. Some evidence of this is located directly across from the theater construction site: Buetow Auditorium. The dark brick structure,



LUTHERAN MEMORIAL CENTER
Students practice archery in the LMC in the mid-1990s.

E.M. PEARSON THEATRE
This image shows the new theater building under construction in 1993.





which is used for numerous campus cultural events, was dedicated during fall of the 1972-73 academic year. Connected to the Music Building, the vibrant red color of the auditorium's walls clearly places the structure's design in the 1970s.¹⁸

Passing through the main Music Building hallway, we exit a south door and are in front of the two-story, concrete and brick Science Building. Located on Hamline just north of the intersection with Marshall, it houses the Science and Math departments, laboratory spaces, classrooms and several faculty offices. Construction began in the fall of 1964, and the building was completed before the start of the 1965-66 academic year.¹⁹ The 1960s-style architecture provides some visual contrast to nearby buildings.

The three-story brick Student Union is located across the lawn, at the corner of Syndicate and Marshall. A student space on this present location had been discussed as far back as the 1960s; finally, in March 1971, the *Sword* trumpeted on page 1 that “something which this campus has dreamed about and has desperately needed, may soon become a reality.”²⁰ Well, “soon” proved to be relative: it took two additional years of planning and arranging for financing, but in 1973 the Concordia Student Union opened. It is home to several spaces used for congregating or studying, and also available to student clubs

1970s STYLE

(Above) The Buetow Auditorium boasts a Schlicker Organ, gifted to Concordia by Mr. and Mrs. Paul Schilling in 1974. (Left) The Concordia Student Union in classic 1970s decor.

and organizations.

We walk north on Syndicate to the last stop on our campus tour, the chapel. First erected before World War I as a gymnasium, in 1955 that building was converted into the campus chapel. Some may wonder about transforming a sports hall to a place of worship, but in the 1967 *History of Concordia*, optimism abounded: “Although the gymnasium building was over forty years old, it was still structurally sound, and its shape was such that, with a few modifications and additions, it could be made to appear very churchly.” Stained glass windows and a bell tower, located outside the main entrance, helped with providing the “churchly” appearance.²¹ Daily chapel services are held here, as they have been since 1955.

From the chapel it’s just a short walk back to where we started, the statue of Martin Luther. With the new buildings, and discussions about the future of Concordia College, the statue projects a sense of stability, of permanence. Whatever changes may come, at least one can trust that Luther will always be here on this spot.



GRAEBNER MEMORIAL CHAPEL

To convert the old gymnasium into a chapel, a new entrance was constructed. It was originally the back of the building (above) and stained glass windows were installed (below).



REFERENCES

- 1 Fred Wahlers, "A Short History of Concordia College at St. Paul, Minnesota" (Concordia College, 1953), 11. Wahlers provides interesting details on the institution and its leaders in the years to 1953. Hereafter: Wahlers, "A Short History."
- 2 Kenneth Kaden, *A Century of Service: A Centennial History of Concordia College, St Paul* (St Louis: Concordia Publishing House, 1992), 22. Hereafter: Kaden, *Century*.
- 3 Kaden, *Century*, 23.
- 4 Wahlers, "A Short History," 8.
- 5 Kaden, *Century*, 75.
- 6 Miriam Luebke, email to author, 22 December 2017. In 2018, Luebke is Associate Vice President for Assessment and Accreditation.
- 7 Oswald Overn, *A History of Concordia College* (typed manuscript, 1967), 94. Hereafter: Overn, *History*. Also Kaden, *Century*, 99-100.
- 8 Kimberlee Grage, "Hyatt Village – all that glitters may not be gold," *Sword* 20:1, 1 October 1984, 3.
- 9 Kaden also describes other properties acquired by Concordia after 1960. In addition to Dobberfuhr, Moenkemoeller, and Martha and Mary, these were Schlueter Hall, 1287 Dayton Ave (1961); and Berger Hall, 316 N. Lexington (1967). See Kaden, *Century*, 22 and 107.
- 10 Library dedication: Wahlers, "A Short History," 9. Also Kaden, *Century*, 20.
- 11 Kaden, *Century*, 143.
- 12 Heather Menten, "A Weakening Backbone?," *Sword* 29:14, 6 May 1994, 1. Also Heidi Heintz, "Frustration in the Library," *Sword* 29:5, 12 November 1993, 3. A 1991 letter to the editor complaining about the dearth of materials, signed by several students, concluded that "we students pay a healthy sum of money to attend Concordia College, and maybe that money can be better spent towards buying books – maybe even books from this century." See *Sword* 26:8, 21 March 1991, 3.
- 13 Menten, "A Weakening Backbone?"
- 14 LMC dedication details: Wahlers, "A Short History," 7. Also Kaden, *Century*, 20-21.
- 15 Kaden, *Century*, 92-93.
- 16 Kevin Hall, email to author, 22 December 2017. In 2018, Hall serves as Dean of the College of Business & Technology.
- 17 Ryan Smith, "Saying Good-bye to the Museum of Memories," *Sword* 29:1, 17 September 1993, 5.
- 18 Issues of the *Sword* from 1972 often refer to the structure as the Buetow Memorial Music Center.
- 19 Overn, *History*, 97; Kaden, *Century*, 105-06.
- 20 "Student Center Will Become A Reality ..." *Sword* 6:9, 26 March 1971, 1. Kaden, *Century*, 125.
- 21 Quote from Overn, *History*, 93.

Chapter 2

2018: CHANGE OUTSIDE & INSIDE



CHANGE ON THE OUTSIDE

A walk around Concordia in 2018 reveals that many additions, subtractions and modifications have taken place over the past twenty-five years. Visually, the campus is markedly different than it was in 1993. But four of these changes, as we'll see, have proven to be especially significant, and in different ways have helped to transform the university: the construction of the Gangelhoff Center (1993), the Library Technology Center (2003) and Holst Hall (2008), and the move into the Central Midway building (2015).

We begin where we started our 1993 walk, in front of the Poehler Administration Building. And fittingly, change is already in evidence: the statue of Martin Luther is no longer here. So as we explore campus, we'll keep an eye out for a twelve-foot high bronze likeness of the Father of the Reformation.

The Poehler Administration Building is unchanged from the outside, although in some spots, it's starting to show its age. Not surprisingly, perhaps, as in 2020 it will turn fifty years old. Inside, the Admin Building still serves largely the same purpose as in decades past, with various faculty and campus offices.

From outward appearances, the two buildings flanking Poehler in 1993, Luther Hall and the Classroom Building, remain the same. Luther is still a women's residence hall, with several offices and classrooms on the tunnel level. While it retains its stately exterior, the Classroom Building was renamed in 2006 as Loma R. Meyer Hall, to honor the distinguished former administrator and faculty member who served CSP in various capacities from 1967-2006. "Loma Meyer is unquestionably one of the greatest leaders Concordia University has ever had," reflected President Tom Ries upon Meyer's death in 2014.¹ Fans of the quirky tiered classroom on the building's 3rd floor, however, may be disappointed to learn that the tiers have been removed.

.....
"Loma Meyer is unquestionably one of the greatest leaders Concordia University has ever had."



LOMA MEYER
(far right) with Martha
and Jeff Burkart at
the dedication of the
Gangelhoff Center
(1993).



On the main level of Meyer Hall, if we look north down the hallway, we can see the entrance to the Buenger Education Center, or BEC. This popular 4,000 square foot space, carved out of the former Buenger Library, is used for a variety of both campus and outside events. Most days, chances are good that something is happening in the BEC.

But now it's down to the tunnel level. What's new: a brighter, cleaner look. Unchanged: it remains a hive of activity during the school year, with students, staff and faculty moving from one building to another, or stopping at one of many offices, lounges, or other spaces that line both sides.

The Dining Hall—now known as the Winget Student Life Center—still anchors the north end of the tunnel. The dining area recently underwent a thorough renovation, re-opening in Fall 2013. Expanded menu options and more flexible meal plans, as well as flat-panel TVs, help to make the Dining Hall “an engaging and functional student life destination.”²² The building also houses Student Accessibility Services and, at tunnel level, game rooms, copying services and the mailroom.

Leaving the Dining Hall through the main exit, we cross to Carroll Avenue, then east past the president's house. It, too, looks much as it did twenty-five years ago, but it's no longer home to CSP's president. In 2004, then-president Holst moved into a private residence on Marshall, across from campus, freeing the structure for other uses.³ These days the Center for Hmong Studies, with Lee Pao Xiong as director, occupies the house on Carroll.

WINGET STUDENT LIFE CENTER

Renovation of the university's dining hall was completed in 2013 to kick-off the 120th academic year.

CENTER FOR HMONG STUDIES

Established in 2004, the center has been pivotal in developing the Hmong Studies program and hosts an annual international conference.



As we continue walking we see perhaps the starkest visual contrast to the Concordia of 1993, and the first of the four changes that have helped to transform the university. Work during 2007-08 fundamentally changed the campus between Syndicate Street and Griggs Street. In all, seven structures were removed, and a new structure—a much needed one—arose in their place.

By the turn of the millennium, student housing was sagging. The three 1950s era dorms—Walther, Centennial and Minnesota Halls—with bathrooms down the hall were becoming outdated and less attractive to both current and prospective students. “When I was a student there were four to a room in Luther [Hall]” said President Bob Holst in 2006 during discussions about housing, but “70 percent of the students that come to Concordia [today] did not share a room [growing up].”⁴ The message was clear: modernize on-campus housing, or risk losing students to competitors that had.

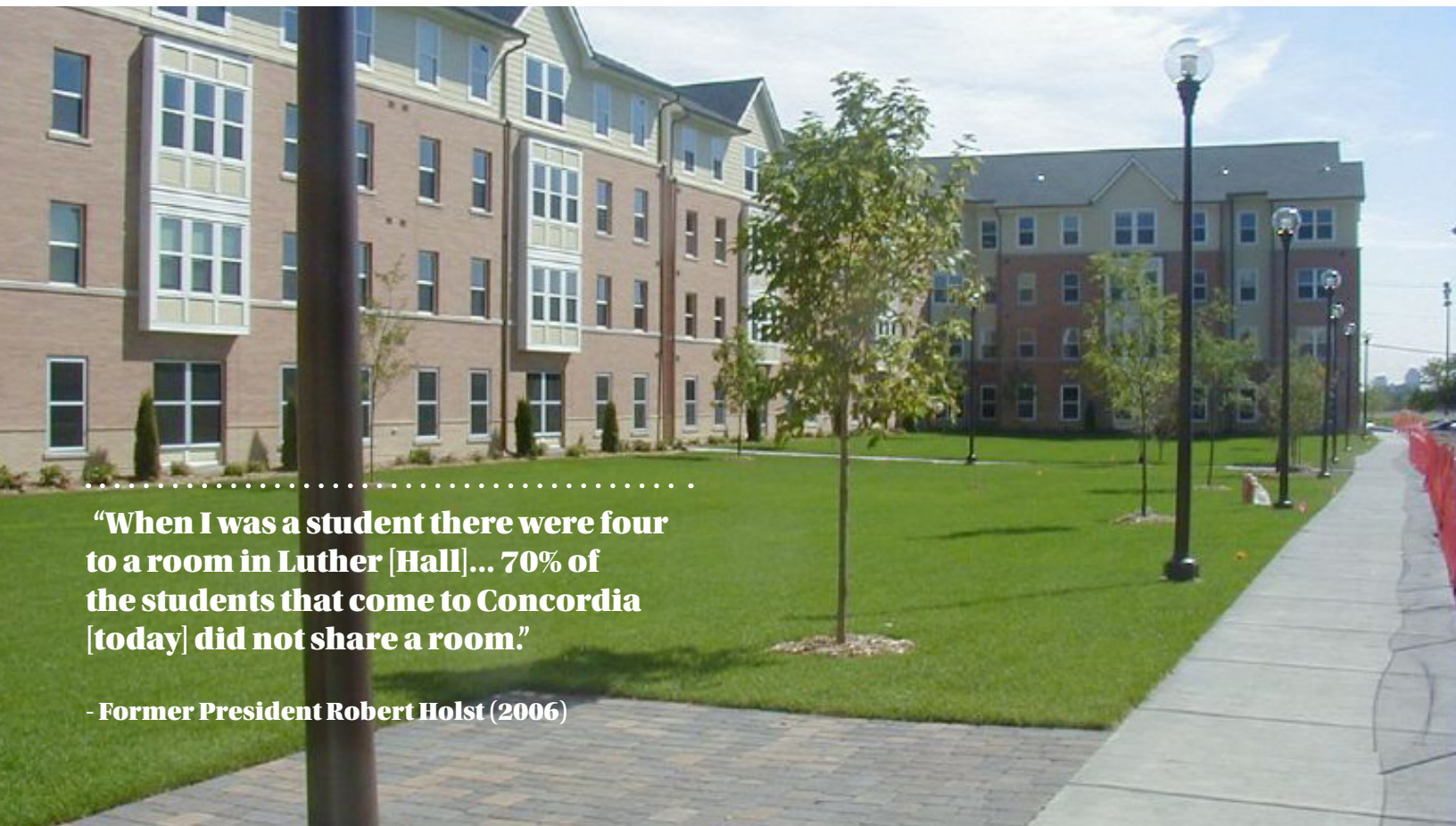
Plans developed quickly and, by summer 2007, work was underway. Walther, Centennial and Minnesota Halls all were razed, along with the three single-family houses on Carroll and the one on Concordia Avenue. The eastern part of campus became a large open space—but one soon filled with a forward-looking housing solution, the Residence Life Center, or RLC.

The RLC, which welcomed its first students in August 2008, represented a transformation. The three outdated dorms were replaced by a four story, L-shaped structure featuring apartment-style housing for up to 300 students, with 4-bedroom, 2-bedroom, and studio-style units. Each apartment unit included a private bathroom, full kitchen, and furnished living room and bedroom. Amenities included laundry facilities, a fitness center, and space to socialize. The new RLC brought Concordia “into the 21st century of upper class housing,” said then-Residence Life Manager, Sharon Krueger Schewe, and provided the university with a competitive edge for both recruiting and retaining students.⁵ In May 2011, the RLC was renamed Holst



HOLST HALL

(Above) Interior view of the common room of a suite. (Below) Exterior facing south towards Carroll Avenue.



“When I was a student there were four to a room in Luther [Hall]... 70% of the students that come to Concordia [today] did not share a room.”

- Former President Robert Holst (2006)



CENTRAL MIDWAY EXPANSION

A Concordia University sign was installed on the Central Midway Building in March 2016.

Hall, to honor the man who retired that spring after twenty years as president.

Standing now at the intersection of Griggs and Concordia and looking north across busy Interstate 94, we see a large Concordia University sign high up on the side of the Central Midway Building. Yes, since Fall 2015 CSP has leased space in this nine-story, off-campus facility. This represents the second of the four changes that have transformed Concordia in the years since 1993.

One might ask how this can be considered a move of such significance; after all, the university is leasing space in a building, and it's not even on CSP property. It's for exactly these reasons this *does* represent a transformation. First, this extends Concordia's footprint across I-94, which heretofore had been a red line for development—previously any expansion needed to be west of the main campus, and this was often slow, problematic or impossible. And with steady growth and several new programs, the university urgently needed to acquire space.

Second, the method by which CSP acquired this space was completely new. Instead of a lengthy capital campaign and/or borrowing in order to add a building, leadership under President Tom Ries and Provost Eric LaMott decided to lease the space. This freed the university from long-term debt and building maintenance, and retained the flexibility to add more space if desired, or subtract space as the lease expired, if it was no longer needed.

The Doctor of Physical Therapy program relocated from Thompson Hall to the 5th floor of Central Midway in 2016, followed by the Bachelor of Science Nursing program, which moved into the 6th floor in 2017. These moves had the additional benefit of relieving pressure on space on the main campus.⁶

A walk west on Concordia Avenue takes us past Wollaeger Hall, home to the Barbara Schoenbeck Early Learning Center and Hand-In-Hand Child Care, and a short distance later, the Winget Student Life Center. Now to our left we see the glass entryway to the Library Technology Center, the third of the four changes that have transformed Concordia.



LIBRARY TECHNOLOGY CENTER

Completed in 2003, the LTC continues to be a hub of scholarship and socialization. (Above) North facing exterior. (Below) Updated classroom on the second floor.



By 1993 the shortcomings of Buenger Library were evident. A replacement for the outdated 1950s era structure, however, was only a dream. But action soon started: A library study committee began to meet in 1996, and a Student Senate proposal dated April 1997 demonstrated broad student dissatisfaction with the status quo. The document called on university leadership to make a “state-of-the-art Library facility” a priority, and proposed adding a \$75 per term technology fee to student tuition to help pay for it.⁷

Finally, in January 1998 the Board of Regents prioritized the library as a building project; this allowed the formation of the Library Building Task Force, headed by Glenn Offermann. A project architect was selected in September 1998. Fundraising for a new Library Technology Center (LTC) took place after 1998 through the “Enlightening Individuals Enriching Generations” campaign; accompanying literature boldly portrayed the new \$7.5 million LTC as “more than just a physical gateway on campus; it will be the gateway to the future, connecting learning and technology.” By the end of 2001, leadership announced the availability of funds and gave the go ahead to the project. A groundbreaking ceremony was held on 17 May 2002, in neighboring Pearson Theatre, and construction commenced.⁸

When completed just over a year later, the two-story building transformed the look and orientation of campus. The cream-colored facade and use of glass contrasted sharply with existing brick structures. And its location, combined with a main entrance facing inward, closed the north end of campus and linked buildings on Hamline with those on Syndicate.

The new Library represented quite a leap forward inside, too. At approximately 46,000 square feet, the LTC was nearly twice the size of Buenger. Features included tables for group study and meeting rooms, and a second floor with numerous classrooms. Modern

technology abounded—a large number of Ethernet ports, but also wireless Internet access throughout the building.⁹ On 18 October 2003, during Homecoming weekend, ribbon cutting festivities on Fellowship Plaza officially opened the Library that vaulted Concordia into the new millennium.

In Pearson Commons, we stop for a coffee at Comet’s Café, then walk through a connecting hallway to the aforementioned Pearson Theatre. After several years of planning and construction, it officially opened its doors in September 1994. “The theatre was carefully designed to make efficient use of all the available space. Every space,” noted the amazed *Sword* correspondent, “including the theatre itself, can be used as a classroom. All of the teaching spaces are equipped to house computers, television monitors, and interactive video...”¹⁰ The first student performance at the new venue was “Guys and Dolls,” in November of that year.

Across from the theater is the LMC. Following the September 1993 opening of the Gangelhoff Center, leadership brainstormed new ways to use the space. Subsequently, the building would be completely redesigned inside and see various administrative, athletics and teaching uses. Currently, in 2018, it houses the School of Continuing Studies, Admissions and the Registrar; some locker room facilities; and several classroom spaces.

PEARSON THEATRE

The new theater building made a statement on Hamline Avenue, with the Concordia shield highly visible to all passersby.



Hamline Avenue separates the main area of campus from several buildings on the west side of the busy thoroughfare. The first of these, Sea Foam Stadium, sits at the corner of Hamline and Concordia. Opened in fall 2009, the facility serves as the home for Golden Bear football but, as Eric LaMott notes, the stadium serves “not just football, but other sports which are also tied to enrollment.” These include soccer, lacrosse and track and field. An inflatable dome, erected each winter, allows year-round use. “The dome continues to generate revenue,” adds LaMott. “So now the whole thing runs at no tuition burden.” Alas, football dropped their first game at Sea Foam, falling 24-45 to Winona State on 19 September.¹¹

Walking south on Hamline, we pass the Fandrei Center. The two-story building was acquired in 2003 from the City of Saint Paul, and named for benefactors Philip and LaVerne Fandrei. Inside are athletic department and other offices, a classroom, and some locker room facilities.

Crossing Marshall brings us to several athletics sites, including the home field for CSP Softball, Carlander Field, and Baseball, Barnes Field. The Athletic Performance Center sits across the street from Carlander Field. Opened in 2017, Athletics Director Mark McKenzie calls it “a training facility that rivals any in our conference.”¹²

Impressive as these two are, though, most important here is the Gangelhoff Center, the last of the four changes that have helped to transform Concordia. As we recall, the LMC served for many years as the campus sports center, but the gym was outdated by the 1980s. Campus leaders discussed a replacement, but financing proved a challenge—that is, until the 1990-91 academic year. It was then that Ron and Doris Gangelhoff provided Concordia with a \$4 million donation, to fund a new Health and Fitness Center. The *Sword* hit the nail on the head with its front-page article title detailing the gift: “The Moment You Have All Been Waiting For.”¹³ Indeed.

This generous and unexpected donation allowed the college to move forward. Groundbreaking took place on 30 October 1992. After this, the *Sword* noted that “the excitement can be felt throughout the campus.” The student paper ran several

SEA FOAM STADIUM

A multi-purpose facility for CSP's Football, Soccer, and Track and Field teams. The Concordia Dome and Sprinturf artificial surface allow for year-round use.





articles during that school year with updates on construction, sometimes adding a photo for additional wow factor.¹⁴

Dedication of the sparkling new Gangelhoff Center took place on 25 September 1993. The GC, as it quickly became known, changed the campus and the university. It has since been the venue for several men's and women's sports teams, of course, but the building has also allowed Concordia to host a wide variety of events, from graduations to sports tournaments to trade fairs. Arguably more important, though, the Gangelhoff Center made possible Concordia's move in 1999 to NCAA Division II athletics—this would have been unthinkable had CSP's sports teams still played in the LMC. “No chance,” said Dan O'Brien, the Athletic Director at the time of the switch. “We needed a multi-purpose facility that could house events, and house multiple teams.”¹⁵ And as we'll see in a later chapter, joining Division II would represent a transformation of its own.

We've now explored the four locations that have most helped to transform CSP over the past quarter century. But there are several interesting stops left on our tour. And we're still looking for the statue of Martin Luther. So let's keep moving.

Exiting the GC and crossing back to campus, the first thing we notice is the Reformation Bell Tower. Dedicated in October 2017, the 22-foot tower and its 24-inch bronze bell commemorate the 500th anniversary of Luther's 95 Theses.¹⁶ Further, Arndt Science Building appears unchanged from 1993, but looks can be deceiving. In recent years there has been an extensive upgrade of both equipment and the classrooms for physics, chemistry, biology, and math. One key piece was the addition for Fall 2011 of a new cadaver lab. Leanne Bakke, Chair of the Biology Department, described this as “an amazing opportunity to get a holistic view of how our body works.”¹⁷

We continue through the Music Building to explore the newly renovated Buetow Auditorium. Seats and the stage, acoustics and lighting, even the organ—all were upgraded in work completed in 2016. David Mennicke, Director of Choral Studies since 1989, says the space is now “a more effective and rewarding place for musicians to learn, grow and share their art.”¹⁸ This work also meant the end of the original

GANGELHOFF CENTER, 1993
Home court for Golden Bears Volleyball and Basketball. This 45,000 square foot arena features four basketball courts (two hardwood and two clay), a 200 meter indoor track, racquetball courts, batting cages, and the ability to be used for tennis and indoor soccer.

1970s interior design, including the red walls. This perhaps pleased many users and visitors.

Leaving Buetow and walking across the lawn brings us to the Student Union. Or rather, the building that formerly served as the Student Union, for change is in evidence here too—this is now the Concordia Art Center. The opening in 2007 and 2008 of the Cross of Christ Fellowship Center (see below) and Holst Hall created new hubs of student activity, and shifted focus away from the 1973 building. Accordingly, the space was creatively redesigned and, in several stages between 2009-13, the Department of Art and Graphic Design moved in. Various studio and gallery spaces transformed the old Union into a dynamic new location.¹⁹

Across the street from the Art Center, on the southwest corner of Marshall and Syndicate, sits Thompson Hall. Formerly Moenkemoeller Hall and used for student housing until 2008, the building was redeveloped in 2014 into classroom, lab and office space. The Department of Kinesiology and Health Sciences relocated here in January 2016. According to Katie Fischer, currently Dean of the College of Health and Science, the move to Thompson Hall “will provide more opportunities for student engagement and research, enhanced programming, and faculty scholarship.”²⁰ This is an innovative way to use a space on campus that had outlived its original purpose.

We walk down Syndicate past Luther Hall and the Admin Building to our final stop, Graebner Memorial Chapel. Here a new addition greets us: the Cross of Christ Fellowship Center, which was added in 2007 as part of a chapel renovation project. Dedication took place in September of that year, during Homecoming activities. “The Center has proven to be a valuable asset for CSP,” says Campus Pastor Tom Gundermann. “The Underground serves as a gathering space for several ministry events each week, the Carlander room is used for meetings by various campus groups, and the main Center area serves as a gathering space for fellowship before and after chapel services.”²¹

The striking cedar cross above the entrance to the Fellowship Center is dedicated to Matt Woodford '00, and was added at the time of construction. Woodford, a student

CROSS OF CHRIST FELLOWSHIP CENTER

The Cross of Christ Fellowship Center and Paul Granlund's sculpture, “Crowned Column,” are modern additions that have revitalized the campus.





leader and standout player on the Football team from 1996-99, was killed in an automobile accident on 30 December 2004.²²

Now, about that statue of Martin Luther. People with knowledge of the current campus layout—those who know where the statue now stands—might suggest we overlooked him during our walk. On the contrary.

Fittingly, we started our 1993 tour, and we’re now concluding this one, with Luther. It’s fitting because Luther’s ideas are the beginning and the end of what we’re about as an institution—reading our mission, vision and promise statements make this clear. Buildings, academic programs and people may come and go, but Concordia remains a relevant, dynamic presence because “Lutheran convictions inform intellectual inquiry and academic pursuits” and everything we do is “within the context of the Christian Gospel.”²³

So as we stand here in 2018, 125 years since the founding of Concordia, I think we can confidently conclude that the founders of this institution would be very proud of where it is today.

.....

“The vision of Concordia University, St. Paul is to be acknowledged as the leading Lutheran university offering exceptional opportunities for students from all backgrounds who seek relevant career preparation and a challenging academic experience coupled with the insights of Lutheran theology.”

UNIVERSITY VISION STATEMENT

LUTHER AT HIS NEW LOCATION

In the summer of 2012, Luther was moved to Hamline Avenue. President Ries was quoted in the *Sword*, “I can’t think of a better location on campus for us to make a statement about our heritage and values.”



CARL SCHOENBECK

Works with a student in his office in the 1990s.

CHANGE ON THE INSIDE

As we have just seen, externally Concordia was transformed in the years after 1993. This was accompanied by a number of significant internal changes during this same period. Three of the most important happened simultaneously in the late 1990s; together they created the framework for additional, far-reaching changes. These were the move from quarters to semesters; revisions to the system of governance; and the decision to alter the name of the institution. Let's learn about each of these.

Carl Schoenbeck, for many years a faculty member and administrator, was at the center of the discussions and decisions of those years.

“I became Dean of the Faculty and Vice President for Academic Affairs in 1995. One of the first things on my agenda, as I looked ahead, was the Higher Learning Commission (HLC) accreditation visit [in 1998]. ... So in one sense that's the precipitating event because we said, we need to get ready for that.”²⁴

Getting ready allowed, even necessitated, a hard look at how Concordia functioned and was organized. And while in the past there had been discussions about enacting certain ideas, the looming HLC visit prompted actions. Among these was the decision to move in 1997 from a quarter- to a semester-based system.

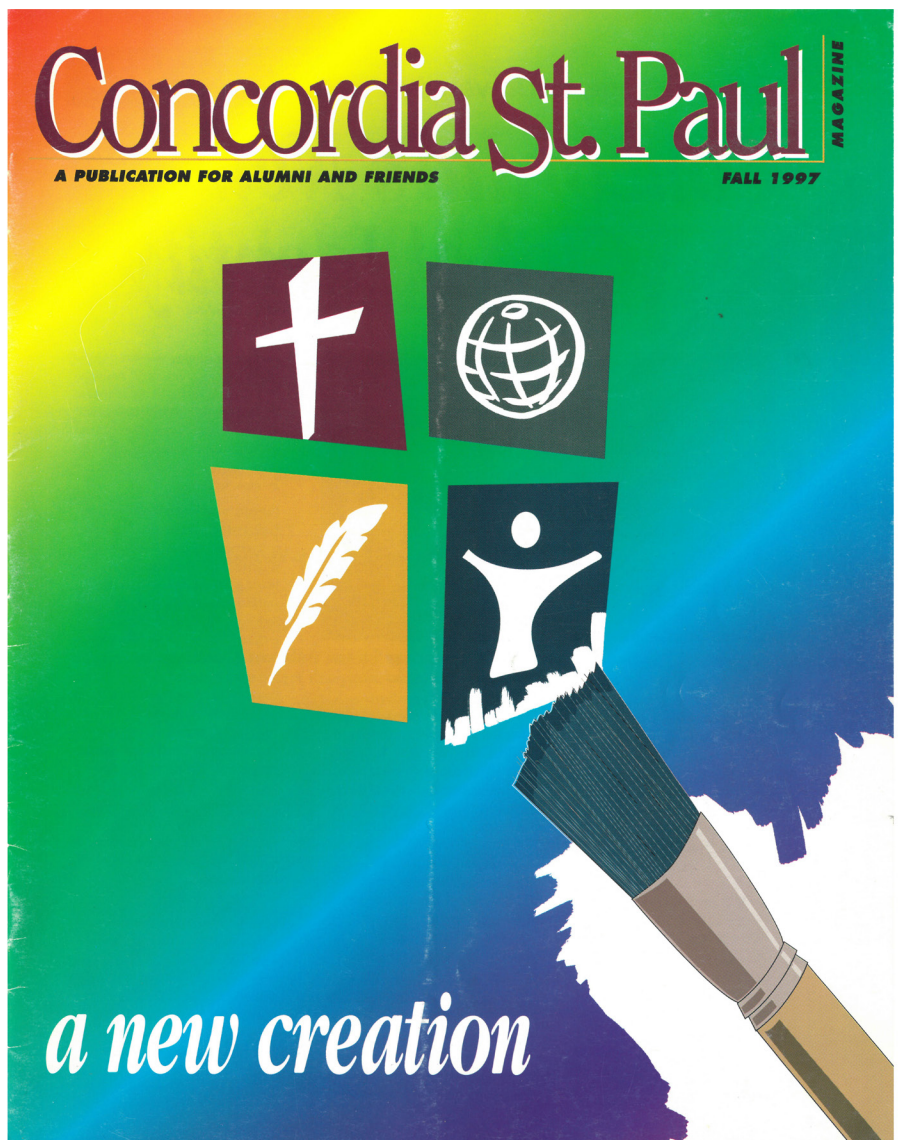
In higher education nationwide, the years from the late 1970s had witnessed a gradual transition from a curriculum based on quarters to one based on semesters. While not every system or school changed, the trend clearly was towards semesters.²⁵ Then in the mid-1990s in Minnesota, the legislature made mandatory a switch to semesters for all state two- and four-year institutions. All thirty-six institutions in the State Colleges and Universities system had made this change by Fall 1998; the University of Minnesota made the switch in Fall 1999.²⁶

Leadership at Concordia was aware of these trends, as well as the decision by the Minnesota Legislature to switch, and began before 1997 to discuss how this could impact the school, and what steps could, or should, be taken.

Carl Schoenbeck recalls how events elsewhere pushed Concordia leadership to consider the move.

Historically, Concordia used to have a lot of people coming in as freshmen, and stay and graduate. But increasingly in the '90s, we had more transfer students. A student would come and maybe even stay for two years and would be back again at the end to finish up a degree. So a diploma was like a passport. You just got it punched at different places, and if you get it punched enough, you get a diploma.

But being on the quarter system put us out of synch with a lot of other places. We weren't the only ones obviously, and we looked around. But we were in the minority being on the quarter system. So if we're going to collaborate with other [schools in the Concordia University System],²⁷ other Minnesota private colleges, community college systems, we needed to change. There wasn't anybody going from semesters to quarters, so that told us something too. So we said, we've got to have more connections so that we can serve the transfer population, that sort of thing.



A NEW IDENTITY

The cover of the Fall 1997 CSP Magazine reveals the school's new branding. The issue's Message from the President, feature stories, and CSP Viewpoint all address the new changes.

This decision to change, as Carl Schoenbeck remembers, led domino like to additional discussions—some of them contentious—about other possible moves.

“We said, we know with change is going to be conflict, and we’re not going to avoid the conflict—we’re going to address it. ... So we set up some step-by-step process for moving from quarters to semesters, and benchmarks that we were going to use. ... I remember having a discussion with [President Holst] and saying well, we’re going to make these changes. ...

We’re going to go from quarters to semesters, and we need to be a little more nimble in decision making, that sort of thing. So we talked about changing our faculty governance structure, our administrative structure.

A lot of places [that had made the switch to semesters] said one thing you can do, make sure that you do a complete redevelopment of your curriculum—and not just how many days are you meeting, and now you’re going to meet fewer—but go back and start with, what are your objectives?

Then as we looked at this, it also gives us a chance. When you’re going from quarters to semesters, you don’t just take your catalog and do a mathematical thing. You can kind of invigorate your curriculum. You can update. You can do things. So we said, if we’re going to switch it, we’re going to also change General Education requirements. Whoa!

To force that we had a big debate. We said one of the standards you could have is, have all the courses as you develop it along one standard, all four credit courses. There’s some advantages for that and then some disadvantages. There was a big debate over that, but we came to the end of that debate, and emotions were running high on that, and we went one way. To the credit of the people involved, once the vote was made we moved ahead. I felt good about that.

The decision to move to semesters was announced during the 1995-96 school year, and implemented in Fall 1997. Carl Schoenbeck reflects on the process.

Ultimately looking back at it, I think it was very successful. It positioned us for the future in the way that we really—and that was our goal—could collaborate better, so that we would be in the mainstream of higher education and so that we could develop additional programs and develop them and still maintain our distinctive things that historically have been Concordia.

Getting ready for that 1998 accreditation visit also produced a discussion on the structure of the institution, the second of the three significant internal changes. Above, Carl Schoenbeck mentioned the faculty governance and administrative structures. Until this time, decisions at Concordia had been made by plenary faculty; that is, sometimes lengthy all-faculty meetings that debated and voted on matters. But no longer—henceforth, a new Faculty Senate structure, with elected representatives, would debate and vote on policies.

And these representatives would come from newly created colleges, headed by deans appointed by the vice president of academic affairs. This ended the longstanding system of academic divisions, led by chairs. So, for example, instead of the School of Education, there would now be a College of Education. But that in turn raised questions about the very name of the institution: Concordia College. As Carl Schoenbeck recalls, “Could we just make this change to a college structure and not change the name?”

“...you can invigorate your curriculum. You can update. You can do things...”

“...it helped us see ourselves in a different light...”

“...it set a different ethos in everybody’s mind about who the institution was...”

“The new name, Concordia University, Saint Paul, describes our mission, commitment and God’s goodness. ‘Concordia’ comes from two Latin words that could be interpreted as a ‘shared heart’ or simply ‘harmony.’ With gratitude and a sense of responsibility, we continue the part of the name that was given when Concordia was founded in 1893...We pledge that Concordia will continue to be a place where students, faculty and staff grapple with the gift and opportunity of learning how to live with a shared heart.

‘University’ comes as the new part of our name. The new name pledges progress, quality and mission. Progress comes from change to a university structure, with three colleges, providing better management of resources. We want ‘university’ to mean fewer committees and more faculty time for teaching, mentoring and study. Quality comes because ‘university’ raises our standards... our new name pledges us to collaborative efforts for better learning for more students...The name ‘university’ reminds us that our mission is future oriented holding a global perspective. The name ‘university’ declares that our graduates are being prepared for thoughtful and informed living, dedicated to service to God and humanity and the enlightened care of God’s creation, as our mission statement declares.”

- President Robert Holst

Excerpt from “From College to University... Concordia’s New Global Identity” (CSP Magazine, Fall 1997)

The answer to this question produced the third of the three significant internal changes: the momentous decision to move from Concordia College to Concordia University. What were some arguments for this move? And why was it significant?

Eric LaMott, currently Provost and COO, had joined Concordia as a new faculty member in 1994.

[The new name] set a different ethos in everybody’s mind about who the institution was. So going from college to university... sets the tone of not only a small church Bible college—it actually has all those great attributes—but then expands into a whole raft of university related curricula.²⁸

Barb Schoenbeck was an Education professor in the 1990s.

I think it helped us see ourselves in different light. When I first started here, it was a Lutheran college that prepared Lutheran people for Lutheran vocations.²⁹

Carl Schoenbeck credits the leadership of President Bob Holst.

I would say Bob Holst was the champion of that, because we were going to do these other changes and we’d just tie them all together.

But, Carl Schoenbeck continues, that didn’t mean the name change was going to be easy; there were questions.

I think a lot of that was related to our self-concept. We thought it’s a little pretentious – we’re 1400 students – to call ourselves a university. How or why do we need to do that? We made jokes about other places that changed their name to university and, okay, now we’re going to do that? So there was a little hesitation on that. But I think President Holst was ahead of a lot of us. His point was that the term ‘college’ internationally refers to a two year program. So while there’s some tradition and there’s some very prestigious colleges ... *(trails off)*

The name change kind of tied in with marketing and that sort of thing. We were very reluctant ... changing the name, Concordia College, St. Paul has a history, and we don’t want to lose that history. But also, there are a whole bunch of other Concordias, including Concordia College Moorhead, and the confusion on that. So for some people to say yes, let’s change the name and distinguish ourselves, it had some push. Again, I think the only opposition to it was from the self-concept. You’re going to be a little pretentious to do this because of our size.

An interesting letter to the *Sword* editor, though, published in early 1998, demonstrates that there was resistance to the move from some members of the student body. The writer, a 1997 graduate and former co-editor of the student newspaper, makes several complaints but admits he didn't speak up during debates on the name change.

Well, I should have spoken out. ... One of the best aspects of life at Concordia is that it is a small school. If students want a University, they'll go to the U of M; if students want to attend a nice, private liberal arts college, they'll look for a College. Seeing the word University combined with Concordia takes away from the image of a small school, which I firmly believe is and always has been one of CSP's greatest selling points! ... Those of us who don't have jobs yet, be it by choice or by misfortune, now have to explain in our interviews that though our diplomas boldly list a college that in name no longer exists, we still come from a fine institution where we received a topnotch education.³⁰

This negative feedback notwithstanding, Concordia leadership, with faculty support, boldly moved ahead with these transformative changes. And so it came to pass: in Fall 1997, new and returning students started semester-length classes, in departments now organized into colleges, and under a new name: Concordia University, St Paul.

A NEW VISION

CSP's new vision statement focused on academics, outreach, spirituality, diversity, enrollment, and visibility.

“The vision of Concordia University, St. Paul is to be an exemplary Christian university.”



Concordia
UNIVERSITY • SAINT PAUL

Concordia University, St. Paul, an institution of The Lutheran Church-Missouri Synod, will be an educational community where the Good News of the Christian faith provides the context for intellectual inquiry and committed service to church and society.

Strategic priorities

- + Offer programs of high academic quality at an affordable cost.
- + Achieve an outstanding, student-centered environment.
- + Promote a dynamic Christian spiritual life.
- + Build a diverse campus community in the spirit of Christian harmony.
- + Enhance the curricular programs that address the future needs of students, including its programs in the church and teaching professions, historic areas of strength.
- + Develop innovative partnerships with the community.
- + Increase the enrollment.

REFERENCES

- 1 Ries quote in “Loma R. Meyer, Longtime Concordia Administrator, Professor, Board Member Passes Away,” at <https://www.csp.edu/news/loma-r-meyer-longtime-concordia-administrator-professor-board-member-passes-away/>. 27 October 2014. Accessed 17 July 2018.
- 2 Dining Hall quote in <https://www.csp.edu/student-life/housing-dining/>. Accessed 17 July 2018.
- 3 Date of move: email Bob Holst to author, 22 May 2018.
- 4 Holst quote: Evan Palenschat, “Revamping Campus Housing, New apartments will replace old dorms, white houses,” *Sword* 42:5, 2 February 2006, 1. The 2005 Student Satisfaction Inventory, also referenced in this article, showed “the Concordia Student body is unsatisfied with current living conditions.” In a 2006 interview on improving student life, then-Associate VP of Student Life Jason Rahn remarked that no decisions have been made [about housing] but “the important thing is that we’ve recognized we need to do something.” See Michelle Wegner, “Concordia makes efforts to improve student life,” *Sword* 40:13, 4 May 2006, 2.
- 5 Schewe quote: Joshua Pehl, “Concordia Launches into the 21st Century of Campus Living,” *Sword* 43:8, 7 February 2008, 4.
- 6 Programs move to Central Midway: “CSP Signs Lease for Office Space at Central Midway Building,” at <https://www.csp.edu/news/concordia-signs-lease-for-office-space-at-central-midway-building/>. 17 September 2015. Also “CSP Expanding its Nursing Program Offerings,” at <https://www.csp.edu/news/csp-expanding-nursing-program-offerings/>. 20 June 2017. Both accessed 27 July 2018.
- 7 Library study committee: Anne Podoll, “The New Library/Technology Building Inches Closer to Reality,” *Sword* 32:9, November 1998, 1. Student Senate idea: “Library Proposal,” *Sword* 32:9, 25 April 1997, 11. The Senate draft proposal was entitled “Preparing students for the technology of the 21st century.”
- 8 Task force and architect: Podoll, “New Library.” Fundraising: Philip McClelland, “Campaign Largest in Concordia History,” *Sword* 37:3, October 2001, 3.
- 9 Morgan McLaughlin, “Library Construction Hammers Out Changes,” *Sword* 37:2, September 2002, 1.
- 10 Kristine Ranweiler, “E. M. Pearson Theatre Receives a Standing Ovation,” *Sword* 30:1, 23 September 1994, 3.
- 11 LaMott quotes: Don Jacobson, “Hot property: Sea Foam Stadium,” *Minneapolis Star Tribune*, 22 March 2009. At <http://www.startribune.com/hot-property-sea-foam-stadium/41591527/>. Accessed 17 July 2018. Also interview, 27 January 2017.
- 12 “CSP Introduces Athletic Performance Center Plan,” at <https://www.csp.edu/news/csp-introduces-athletic-performance-center-plan/>. 1 February 2017. Accessed 17 July 2018.
- 13 Matthew Trapp, “The Moment You Have All Been Waiting For...,” *Sword* 27:9, 24 April 1992, 1. This project was part of a multimillion dollar fundraising effort, the Building on a Commitment Campaign, started in May 1988 by then-president Alan Harre.
- 14 Matt Trapp, “Gangelhoff Center Underway,” *Sword* 28:4, 2 November 1992, 4. Perhaps expressing disbelief, one photo in this same issue simply featured the empty lot on the southwest corner of Hamline and Marshall where the Gangelhoff Center would be built.
- 15 Dan O’Brien interview, 10 April 2018.
- 16 “Reformation Bell Tower Dedicated,” in *Concordia St. Paul Magazine* (Spring 2018), 17.
- 17 Bakke quote: “New On-Campus Cadaver Lab to Enhance Student Learning,” at <https://www.csp.edu/news/new-on-campus-cadaver-lab-to-enhance-student-learning/>. 10 August 2011. Accessed 17 July 2018.
- 18 Renovation information and Mennicke quote: “Buetow Auditorium Undergoing Major Renovation,” at <https://www.csp.edu/news/buetow-music-center-auditorium-undergoing-major-renovation/>. 18 July 2016. Accessed 17 July 2018.
- 19 Keith Williams, e-mail to author, 4 January 2018.
- 20 Fischer quote in “Kinesiology & Health Sciences Moves to Thompson Hall,” at <https://www.csp.edu/news/kinesiology-health-sciences-moves-to-thompson-hall/>. 16 December 2015. Accessed 17 July 2018.
- 21 Tom Gundermann, e-mail to author, 21 May 2018.
- 22 “Homecoming 2007,” in *Sword* 43:2, 27 September 2007, 6-7. Also “Chapel Cross Honors Memory of Young Alumnus,” in *Concordia St Paul magazine* (Spring 2008), 4-5. Matt’s close friend Max Noell ’00 was instrumental in the cross project becoming reality.
- 23 “Mission, Vision & Promise,” at <https://www.csp.edu/about/mission-vision-promise/>. Accessed 17 July 2018.
- 24 Carl Schoenbeck interview, 1 March 2017. Additional Schoenbeck quotes from this same interview.
- 25 Toni Squires, then Concordia Registrar, said in a 1996 interview that “colleges across the country are increasingly going to the semester system. This will allow our students to take advantage of some distance learning, exchange programs, etc. with less difficulty than if we stayed with the quarter system.” See Dan Bassett, “Beginning Anew at CSP,” *Sword* 31:6, 16 February 1996, 8.
- 26 “Switch to Semesters Causes Enrollment Declines at MnSCU,” at <https://www.minnstate.edu/media/newsreleases/1998/September17.html>. 17 September 1998. Accessed 17 July 2018.
- 27 The Concordia University System, or CUS, was formed in 1992, “for the purposes of tying the [ten] institutions more closely together and to the synod, and to develop new programs and cooperation between them.” See Mark Granquist, *Lutherans in America: A New History* (Minneapolis: Fortress Press, 2015), 341-2. Concordia St Paul was the last CUS member school to move to a semester system. Noted in Bassett, “Beginning Anew at CSP.”
- 28 Eric LaMott interview, 27 January 2017.
- 29 Barb Schoenbeck interview, 22 June 2017.
- 30 Letter to the editor in *Sword* 33:7, 26 March 1998, 11. Signed “Christopher H. Thompson, Concordia College Class of 1997.”



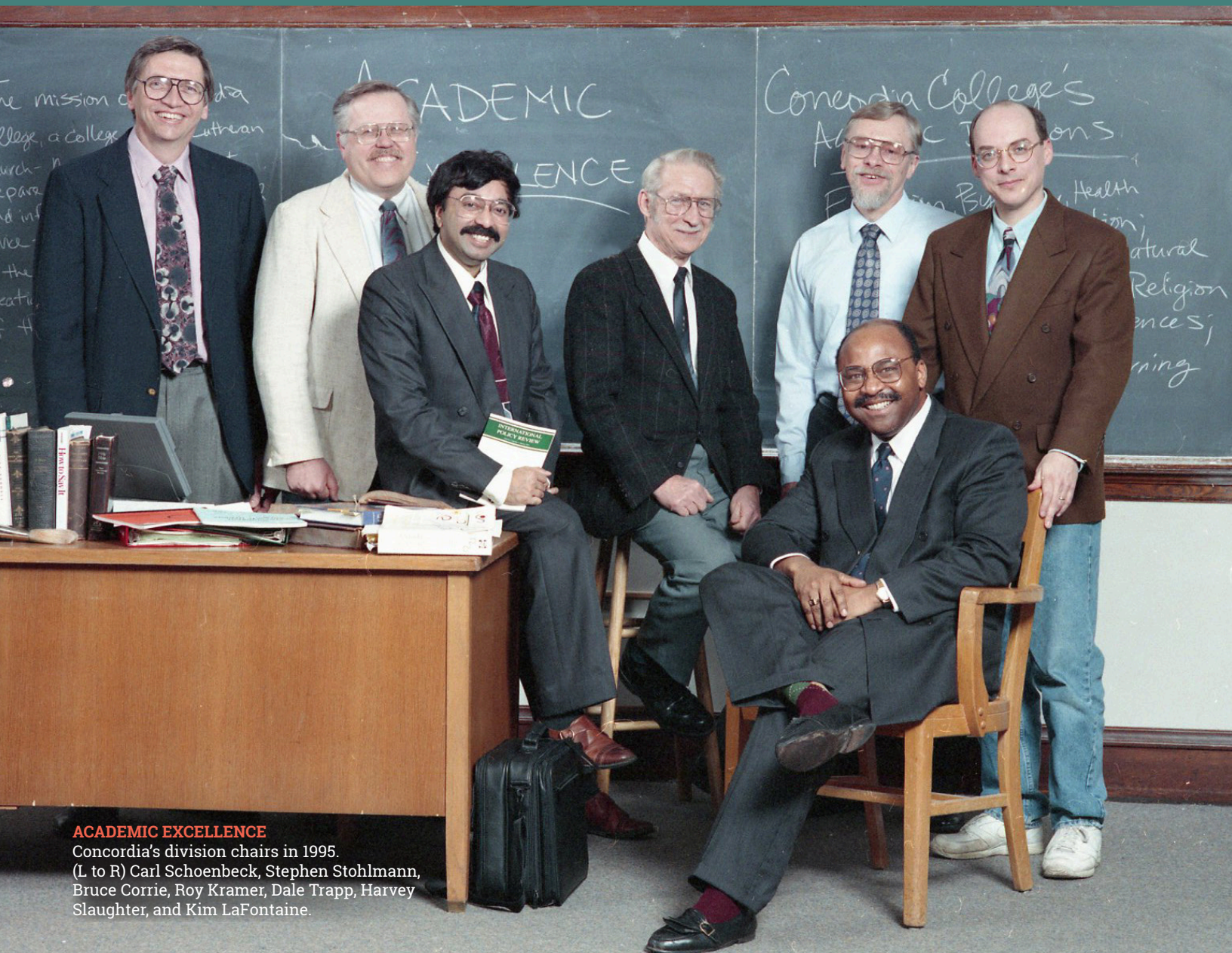
CORNERSTONE TRIVIA

How well do you know your CSP Buildings? Each of these cornerstones belongs to a building on campus, see if you can correctly identify the building! Answers in the back of the book.



Chapter 3

25 LEADERS FOR 25 YEARS



ACADEMIC EXCELLENCE

Concordia's division chairs in 1995.
(L to R) Carl Schoenbeck, Stephen Stohlmann,
Bruce Corrie, Roy Kramer, Dale Trapp, Harvey
Slaughter, and Kim LaFontaine.

Concordia has been blessed with many outstanding servant leaders over the past twenty-five years, women and men who, in a variety of ways, have contributed to the transformation and development of the campus community as well as its smooth daily operation. Whether staff, administrator, or faculty, CSP has benefitted—and continues to benefit—from the broad talents of numerous individuals.

This chapter features a representative list of twenty-five of these servant leaders, and illustrates the diversity of talent we have at the university. Here are builders of programs and offices, visionaries, communicators, stewards of resources, and more. The number twenty-five matches the overall theme of this project—because, of course, this chapter could include many more people.

You'll likely notice the absence of our two presidents from the 1993-2018 years, Bob Holst and Tom Ries; both requested to be omitted. As President Ries put it, "This allows for the inclusion of more great people. Anyway," he concluded, "it's my job to lead." President Holst said much the same.

This chapter is conceived to be more than just a subjective list of names. During 2017-18, I reached out to a number of people across campus, as well as retirees, and asked for input in identifying these servant leaders. Plenty of names were shared, and slowly some general consensus began to emerge. I used that information to create this list. The brief entries by each name were written by members of the campus community.

Names are listed alphabetically. Positions listed identifies the more significant ones held, and may not include every position. Information is from Human Resources and the CSP website, checked August 2018.



GRETCHEN BEECROFT (1973-2009)

Executive Assistant to the President

Gretchen Beecroft was a kind, informed, well organized and faithful servant leader. She skillfully served Concordia working with three presidents—Harre, Johnson, and Holst—and also keeping records, taking phone calls, and arranging meetings for faculty, staff, Board of Regents, students, parents, graduates, business people and government officials. Somehow Gretchen knew when to be patient and when to be firm. She also was the key person in building our commencement ceremonies to what they are today. Gretchen understood well the complex dimensions of Concordia's mission and ministry as well the personalities and idiosyncrasies of so many both on and off campus.

- Bob Holst

JEFF BURKART (1979-2011)

Positions included faculty, Associate Dean of the College of Vocation and Ministry, Director of King's Players

For over three decades Dr. Burkart has made a significant and lasting impact on Concordia. Jeff's creativity, wit, wisdom, energy, and passion for Lutheran education inspired countless students and colleagues. His gifts in music, drama, public speaking and writing impacted the campus and made him a public voice to the church at large. He connected students to the ministries of congregations and schools across the country. Jeff was an effective classroom teacher and organized the first office to provide campus-wide instructional support. He used his humor and energy to motivate students in the classroom and colleagues in the lunchroom.

- Carl Schoenbeck

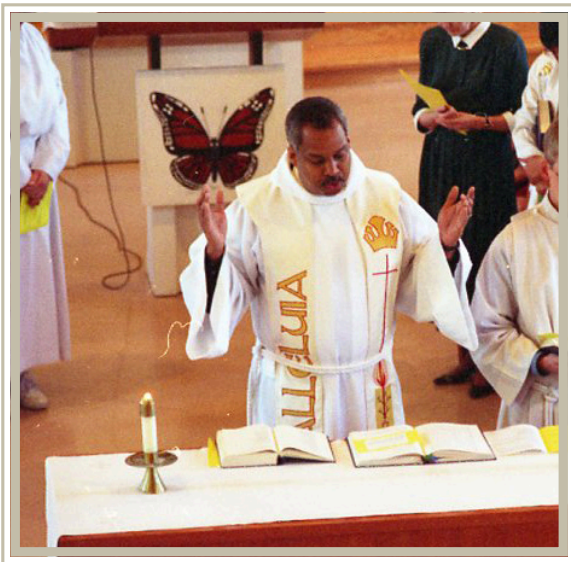


CHERYL CHATMAN (2000 TO PRESENT)

Executive VP, Dean of Diversity

Dr. Chatman understands people extraordinarily well. She willingly and effectively faces realism with hope and hope with realism. Cheryl senses when students face pain and works effectively helping with healing. When students are not reaching their potential, she'll push honestly and forcefully, helping them succeed. She "mends fences" but also holds a spotlight exposing misunderstanding, inaccuracy, unfairness and prejudice. Cheryl is an optimistic idealist but, as her acronym powerfully proclaimed in her 2016 Poehler Lecture, she wants realistic action and achievable positive results. NMI! Now Move It! She lives in God's love and wants others to do likewise.

- Bob Holst



GERRY COLEMAN (1995-1998)

Campus Chaplain

Pastor Coleman, with his African-American heritage and urban experience as pastor, brought important experiences and insights to the CSP worship and campus life. His services effectively combined the love of Christ with a caring demeanor and empathetic outreach. At the piano, the Holy Spirit inspired his nimble fingers. Dancing on the keys before the chapel service, one could sense that worship would be a time of enthusiastic celebration. At other times, one knew that they were calling us to engage in solemn reflection or gentle encouragement. Singing "The Lamb" found added meaning not only because it came from author Gerry's poetic soul but also in words such as, "He rose! He rose! My heart with thanks now overflows."

- Bob Holst

KIM CRAIG (2005 TO PRESENT)

Positions include Associate Director of Graduate/Degree Completion, Associate VP of Cohort Enrollment Management

Throughout her time at Concordia, Dr. Kimberly Craig (a three-time CSP alumna) has built, fostered and maintained some of the most impactful partnerships in the university's history. Kim's passion for student access and success guides her motivation to recruit, retain and graduate learners. Collaboration with faculty has resulted in significant enrollment growth, extending the Concordia community among many new students and colleagues. Kim also inspires excellence among her co-workers. As a leader on campus she has raised up many new leaders, identifying potential in new staff and faculty and investing in their professional growth.

- Eric LaMott





BOB DEWERFF (1986-2012)

Positions included faculty, chair of several CSAL programs, Dean of Graduate Continuing Studies, and VP of Academic Affairs

Dr. DeWerff was an effective member of the leadership team during a period of rapid change at Concordia. Bob earned the respect, trust, and confidence from his colleagues through his ability to listen to others and develop creative solutions to challenging problems. He helped to define and articulate the importance of applied liberal arts teaching and learning across the expanding programing at Concordia. His impact spanned several administrative and academic areas. Bob was an effective leader in the continued development and growth of cohort-based undergraduate degree completion and graduate programs.

- Carl Schoenbeck

GREG HAUG (1986-2017)

Chief Engineer

As chief engineer for over thirty years, Greg Haug became the embodiment of the institution's property, plant, and equipment. He often kept buildings and machinery going with sheer ingenuity and creativity when the university had minimal resources to invest in them. In later years, as finances improved, he shrewdly stewarded the available dollars to address and eliminate most of the deferred maintenance needs of the campus. As his parting gift to the university before retiring, Greg helped prepare his successor well in order that the tradition of a sound infrastructure would continue for decades to come.

- Tom Ries

ERIC LAMOTT (1994 TO PRESENT)

Positions include faculty, Professor and Chair of Kinesiology, VP for Information Technology, Senior VP, Provost and COO

When Eric LaMott joined the faculty in 1994, the university was unaware that he would become one of the most significant leaders in its 125-year history. After arriving to teach in and chair the emerging Department of Kinesiology, his administrative and project management skills quickly became evident. He was asked to take oversight of the university's rapidly expanding technologies, and was named to the newly-created position of Vice President for Information Technology in 2001. Today, as Provost and Chief Operating Officer, there is scarcely any aspect of the university that is not influenced by his leadership. He is one of the key reasons for the institution's growth and maturity as a major private university over the past two decades.



- Tom Ries



CRAIG LIEN (1997 TO PRESENT)

Positions include faculty, Assistant Professor of Marketing, Chair of MBA, Associate Dean of MBA

Craig has innovatively led the MBA program for the past 10 years. He designed and built the MBA mentoring program, a model for the industry. When most MBA programs are on the downside, ours grows under the nurturance of Craig. He is an upbeat person to work with, and always looks for the bright side of any situation. He has taken on the most difficult of student situations and solved the problems. Craig helps students grow and helps them grow in the right direction. Most importantly, as a manager and an employee, he has had my back like no other. You know that he is on your team!

- Richard Brynteson

MIRIAM LUEBKE (1994 TO PRESENT)

Positions include faculty, VP for Student Services, Associate Dean of Academic Affairs, VP for Assessment and Accreditation

Dr. Miriam Luebke, Concordia's Associate VP for Assessment and Accreditation, is the leader, champion and standard-bearer for assessment. CSP's recent Higher Learning Commission reaccreditation report (2018) noted the high quality of assessment of student learning outcomes and the use of data for improvements. For many years, Dr. Luebke has led initiatives and training, working tirelessly and sacrificially with collegiality, competence and professionalism. Although at times she might have felt that she was the voice of assessment crying in the wilderness, her efforts have been instrumental in transforming CSP's culture and attitudes about the importance of assessment.

- Marilyn Reineck



Back row (L to R): Eunice Struefert, Frances Hancock, Kay Madson, Alisa Potter Mee, Miriam Luebke. Front row (L to R): Kathryn Schenk, Marilyn Reineck, Emily Moore, Ellie Heginbotham, Nan Hackett.

KAY MADSON (1983-2007)

Positions included faculty, Executive VP

In her role as Executive Vice President from 1993 through 2001, Dr. Kay Madson was a key member of the leadership team that guided Concordia's formative years as a university. She earned the respect of colleagues and students as an outstanding classroom teacher and scholar in the field of sociology. Kay inspired confidence in Concordia's mission during a period of significant and rapid change. While maintaining a heavy administrative workload, she continued her passion for classroom teaching and scholarship in her discipline. Kay's wisdom, warmth, and ability to listen resulted in students, faculty, and staff frequently coming to her for personal and professional advice and consultation.

- Carl Schoenbeck

LONN MALY (1996 TO PRESENT)

Positions include faculty, Dean of College of Education & Science, VP of Academic Affairs

Lonn Maly has distinguished himself as a servant leader during his tenure at Concordia. He has served as Dean of what is now the College of Education (in multiple forms over the years) as well as Vice President of Academic Affairs. He is known as an honest, forthright man whose door is always open, who will listen carefully, respond thoughtfully, and receive criticism without grudge-holding. Lonn has been tireless in his efforts to maintain and promote our Lutheran identity, was highly effective in administering Concordia's Charter School Advisory Council, and was instrumental in the creation of several Education-focused graduate programs which have enjoyed tremendous growth since 2007.



- Paul Hillmer



KELLY MATTHIAS (2007 TO PRESENT)

Service Learning/Leadership Coordinator, CALL Center Director

As founder and director of the Center for Community Action Leadership and Learning (CALL), Kelly Matthias has worked since 2008 to develop a broad range of experiential learning experiences that help CSP students explore and connect with the community and the world. Service-learning and study abroad opportunities have now become a regular and accessible part of the curriculum. Another CALL Center program is the IGNITE Leadership Development Certificate. This events-based leadership program creates additional ways for students to get off campus, and into the community. To date, more than 120 students have completed the certificate program. Kelly's work with the CALL Center helps, as our mission statement says, "to prepare students for thoughtful and informed living."

- Thomas Saylor

DAVID MENNICKE (1989 TO PRESENT)

Positions include faculty, Chair of Music, Choral Director

For the past twenty-five years, Dr. David Mennicke has been the driving force behind the Concordia Music Department. He has demonstrated unfailing commitment to Concordia music students, to his colleagues, and to the power of music to bring people together. Through choir tours to Europe, Africa and Asia, David has empowered CSP music students to share and grow in faith through their music. David is a tireless promoter for our department. Through countless emails and phone calls, he connects with prospective students and enthusiastically shares with students what CSP has to offer and how the music program can be a part of their education.

- Monica Murray



DAN O'BRIEN (1995-2002)

Football coach, Athletic Director

A hard worker who nurtured strong personal relationships, Dan O'Brien was a visionary who made a positive and lasting impact. From the start, he saw CSP competing and winning at a higher level, and worked to make this a reality. Dan was instrumental in convincing President Holst—correctly—that moving up to NCAA Division II would benefit Concordia, through increased exposure as well as enrollments. As Athletic Director, Dan oversaw a sharp increase in the overall number of student-athletes. He also hired several of CSP's all-time winningest coaches (McKenzie, Fessler, Currier, and Starkey). O'Brien laid the groundwork for many later successes.

- Tom Rubbelke



Glenn Offermann, Charlotte Knoche, and Margaret Horn at the 2003 LTC ribbon cutting.

GLENN OFFERMANN (1967-2001)

Positions included faculty, Librarian, University Archivist

Dr. Glenn Offermann led a revolution in library science and practice at Concordia. He moved the school from the card catalog era into the computer age. As a leader in establishing CLICnet [now CLICsearch] connecting area college and university libraries, he envisioned new campus opportunities supporting research, teaching, and learning possibilities with easy access to other libraries. Glenn's experience, expertise, research, ideas, vision and care also guided and blessed Concordia's construction of the Library Technology Center. In addition to his campus labors, he guided the library in preserving historical documents for the LCMS and other area groups.

- Bob Holst

MARILYN REINECK (1984-2011, 2015 TO PRESENT)

Positions include faculty, Chair of Communications, Dean of College of Arts and Sciences, VP of Academic Affairs

Marilyn Reineck has enjoyed a long and distinguished career at CSP, beginning in the 1980s as a faculty member in Communication Studies. She served fourteen years as Chair of that department (1995-2009), helping to build a robust program, then two years (2009-11) as Dean of the College of Arts and Sciences before spending four years in a senior role at Concordia Chicago. Marilyn returned to CSP in 2015 and began her tenure as VP for Academic Affairs. In this role, she helped to coordinate the university's successful HLC re-accreditation effort, which was completed in 2018. In addition, Dr. Reineck has an extensive record of research, presentation and publications, both regionally and nationally. Above all, her passion is for quality education and supporting faculty in using their gifts to help students discover and affirm their call to be what God has created uniquely for them.

- Eric LaMott





TOM RUBBELKE (1983-2016)

Positions included Softball coach, Athletic Director

Tom “Rubes” Rubbelke was a fixture at CSP for more than three decades. He began as an assistant Softball coach in the early 1980s, and became head coach in 1998. Tom retired from this role following the 2004 season to become Athletic Director, a position he held until his retirement in 2016. During his twelve-year tenure as AD, Concordia won several team championships, including seven national championships in Volleyball. Tom was named the NCAA Division II Athletic Director of the Year following the 2011-2012 school year. Rubes possesses a welcoming personality that made him easy to like, and to admire. He and his bride Barb exemplify everything that is good about CSP.

- Mark McKenzie

SHARON KRUEGER SCHEWE (1981-2017)

Positions included Residence Life Manager

Sharon dedicated thirty-six years of service to CSP. She spent her career in the Office of Residence Life, matching around 5,000 students with their roommates, mentoring and training over 600 Resident Assistants, and serving as a support to students and employees in a role she referred to as “Aunt Sharon.” Sharon stated many times that she had been an “aunt” to students (she didn’t want to be their mom), as an aunt is able to tap a student on the shoulder and gently help them along the way. Concordia was blessed by Sharon’s handling of a continually challenging and demanding position with Christ-care, grace, wisdom and professionalism.

- Jason Rahn



Barb Schoenbeck (right) with Emily Moore (left) and Ellie Heginbotham (center) at the 2004 graduation ceremonies.

BARBARA SCHOENBECK (1978-2005)

Positions included faculty, Chair of Early Childhood Education

Barb Schoenbeck joined CSP to fulfill the dreams of many and position the institution at the center of the early childhood world in Minnesota. She was the architect of a high quality program for our most vulnerable—the young children. She was instrumental in establishing the Hand in Hand Child Care Center on campus and was a pioneer introducing one of CSP’s first online graduate degrees. The degree, of course, was focused on creating better educators for early childhood environments. Barb was always “a student’s professor” and a true minister of the Gospel. She operated from a single perspective, by asking, “What is best for the children?” When you look closely at Barb Schoenbeck you can catch a glimpse of Jesus and his love for children.

- Lonn Maly



Carl Schoenbeck (right) with David Lumpp.

CARL SCHOENBECK (1978-2008)

Positions included faculty, Dean of Faculty, VP of Academic Affairs

Dr. Carl Schoenbeck excelled as professor, head of the Education Department, and Vice President of Academic Affairs. His deep faith served well keeping Concordia's educational goals, maladies and means always in the context of the Christian Gospel. He understood and pursued valid goals, methods and results promoting student learning. Carl led and/or was greatly instrumental in the challenging changes moving CSP from college to university structure, quarter to semester schedule and making CSP a "laptop campus." He also served on various church and community committees, including supporting a vibrant CSP community relationship with ARTS-US.

- Bob Holst

MARK SCHULER (1994 TO PRESENT)

Positions include faculty, Chair of Theology and Ministry, Director of Honors program, Director of Hippos Excavations program

Mark Schuler has played a singular role in CSP's recent history. His academic breadth and innovative teaching have enabled him to be the anchor of the university's church work programs. His archaeological fieldwork in Israel has provided incomparable opportunities for students and colleagues and has won him well-deserved international recognition. Mark developed and taught in an innovative honors program that recruited and mentored some of the university's best and brightest students. All the while, he has been a steadfast advocate for policies and practices that have been faithful to the totality of the university's mission statement, especially its integrating final clause, "all within the context of the Christian gospel."

- David Lumpp



BRADY STARKEY (2000 TO PRESENT)

Volleyball coach

Brady Starkey exhibits a calm demeanor on the court, but he is an intense and focused competitor who achieves winning results. Starkey focuses strongly on practice and game day preparation, as well as creating a positive chemistry among his student-athletes. Through his methods, he consistently elevates teams to be more than the sum of their parts. This approach has paid dividends: Brady has coached Volleyball to nine national championships, including an NCAA-record seven in a row. His players perform in the classroom, too, annually achieving some of the highest team GPAs on campus. The success of the Volleyball program also has brought the university regional and national recognition.

- Tom Rubbelke





1988 OPENING SERVICES (L to R) William Niebergall, Nan Hackett, Win Bruhl, Elizabeth Bruch, Don Selke, Eunice Streufert, Dan Bruch, Bruce Corrie, and Alan Winegarden.

EUNICE STREUFERT (1988-2003)

Positions included faculty, Coordinator of Student Academic Activities

The phrase, "Still, she persisted," is an apt slogan to describe Eunice Streufert. Eunice championed innovative ideas for practices and programs that have benefited students at Concordia, often persisting in the face of strong attachments to the status quo. Her development of first-year student programming put CSP at the cutting edge of such innovations in higher education. Her leadership built a faculty advising program that put student satisfaction figures significantly above our peer institutions. Eunice was prescient in promoting student retention as a vital institutional goal. Her ongoing study of teaching, learning, leadership, and organizational life modeled the importance of life-long learning.

- Miriam Luebke

KRISTIN VOGEL (2003 TO PRESENT)

Positions include Director of Traditional Admission, Associate VP of Traditional Enrollment Management

Kristin Vogel models kindness and patience, and her passion for students permeates everything she does. Her student-first approach sets the standard within Admissions, as there is nothing Kristin puts before helping a student and their family. She has a keen understanding of higher education, and is always at the forefront of educational opportunities and concerns. Her vast knowledge makes her an invaluable resource for staff and students alike, and allows CSP to continuously adapt in an ever-changing market. Kristin also was instrumental in the design, strategy and execution of the tuition reset. Her work has helped to lift Concordia from a regionally-known institution to being part of a national conversation on affordability and access.

- Eric LaMott





CONCORDIA SCHOOL OF ADULT LEARNING
Bob DeWerff works with a CSAL class in the 1990s.

Chapter 4

INNOVATORS IN HIGHER EDUCATION: CSAL, CUE-NET, AND THE LAPTOP INITIATIVE

Key themes emerged in the first two chapters: change and transformation. As we saw, one aspect of this transformation was visual, and focused on buildings – by walking around the campus in 1993 and then again in 2018, it was evident that numerous construction and remodeling projects have dramatically changed the landscape on campus. Another part of the transformations was internal, centered on processes, governance and becoming a university.

But this process of transformation is evident when we examine programs and technology, too. And here we'll see another key theme present: innovation, especially as evidenced in academic programs and a willingness to embrace new technologies.

In 2018, Concordia creates and delivers a broad range of online courses and programs to students around the globe. Some programs, like the MBA, are fully online. In the early 1990s, though, this world of online learning was only a dream. But the expansive online presence CSP enjoys today is rooted in important foundations that were set around that time.

FROM CSAL TO CUE-NET

To better understand where the university is today, we need to step back to the mid-1980s, and the Concordia School of Adult Learning (CSAL). When it began, however, it was the Concordia School of Accelerated Learning—as we will see below, the name change, and focus change, will come later. While the different names can cause some confusion, there's no confusing that both iterations of CSAL were innovative game changers.

The degree-completion CSAL program, set up in a cohort model and offering an organizational management and communication degree major, was by the early 1990s being offered at off-campus sites as well. CSAL significantly expanded Concordia's reach, student population and revenue.¹

The Concordia School of Adult Learning and its progeny transformed how CSP developed and delivered education. The foundation of the university's 21st century online programs was this innovative curriculum. So let's learn something about it.

Carl Schoenbeck, who enjoyed a decades-long career as teacher and administrator, explains how CSAL represented a new direction—and that meant some challenging questions.

“There's credit for life experience. Very controversial thing. ... It is not connected to church work. We're off-campus. We purchased the curriculum. This is the first time we would take a curriculum that somebody else had, and we would start it. We delivered it. Just a whole lot of things that we were way ahead on. And successful.

[CSAL] gave Concordia a little experience of getting into cutting edge stuff and working through problems [like], how do you create something that's separate, and integrate it? It took a long time.

But there was a lot of caution. I still remember President Harre saying, there's a limited time CSAL will be with us. We knew the demographics of that, the high school populations and all that, traditional age students are down. Here's a market, and we're going to reach that market.

I remember coming to the plenary faculty, and that's a difficult thing because there are people that don't have the research on that and they're looking at it and saying boy, I can't see what that's going to do. So I'm not necessarily in favor of it.”



WIFI

These days on campus, one can get out a phone or laptop, and quickly connect to the wireless network. But when computers and the internet first arrived on campus, the way to access the internet was with a cable that connected the device to an outlet in the wall, or perhaps a portable hub. The ETI, with hundreds of devices on campus, exposed the limits of this system. But there was a solution at hand: “Wireless was one of those pieces that came at the same time as the Library Technology Center,” says Jonathan Breitbarth. “Our very first wireless access points were rolled out in the Library [when it opened in 2003].” This network quickly expanded across campus. And while users may not notice, says Breitbarth, the system is continually upgraded, as computers become more powerful. As of 2018, “we're on the fifth iteration of wireless.”²⁵ With more likely to follow.

Carol Klempka started working at Concordia in 1998. Initially she worked as dean's assistant for the College of Graduate Continuing Studies, where CSAL was a department. Bob DeWerff was the dean.

Bob was really at the forefront of new programming and providing education for the growing adult student populations. CSAL was tapping into that new demographic of adult working students who had families and employment responsibilities and could not attend day classes, but needed BA degrees to advance in their careers. A huge contributing factor was that employee educational reimbursement was part of company benefit packages, and this wave of students really used that to their best advantage.

It was a perfect storm of right pricing, convenient hours, and the acceptance of adult learning principles in academia, which meant that students could accelerate their learning based on prior knowledge and experience and could learn better in collaboration with other students (hence the cohort model) and it could all be paid for by the company. This type of programming was a transformative experience for the students and a revenue producer for the college.³

Marilyn Reineck, who then taught in the Communications Department, was involved with CSAL from the beginning.

I remember the early days. I was involved in teaching too, where we would send our faculty to Duluth, to Rochester, to other locations to conduct classes so that we could increase access. It really called for kind of a reconceptualization of access to education. There were a lot more weekends; I did some Saturday classes, evening hours and so forth.

We were fairly early I think to move in that direction, and I see it now as having really paid off for us. We had great instructors in the program, people that really developed it. ... But it was really a university effort, with faculty from many disciplines participating in it.⁴

Paul Hillmer graduated from CSP in 1982, then returned to work at the college in 1988. By that time, he recalls, CSAL was already a part of the curriculum.

CSAL and some of those early iterations of what we now think of as this panoply of adult graduate degree completion—and even PSEO and other sorts of programs that occur outside the sort of normal rhythms and auspices of our on-campus life—began in a very conventional way. ... It really wasn't all that different from a class environment that we might see for undergraduates on campus, but it was of course working adults. It was happening after working hours.

Some CSAL classes were held on campus, but others were held off-site, at a variety of locations. Hillmer remembers how it worked for faculty.

There was a specified room where the boxes for instructors were stored, so they could pick those up and take them off site to wherever their class was being taught. Fred Bartling Senior was still teaching in CSAL at that time, and on occasion he would ask me to go with him to run a projector, which tells you something about the teaching methods of that era. He was still using a 16mm projector in the class!

I think the times that I went with Fred, it was actually in Hudson, Wisconsin, or at least somewhere right across the border. It was still very much the kind of traditional lecture, note taking, brief discussion, reading assignments, and paper submitted sort of environment. This was still well before the digital revolution. There was no internet yet.⁵

Craig Lien joined the Concordia Business faculty in 1991, first as adjunct instructor and later, in 1999, as a full-time member of the university. At the outset, CSAL was the only game in town. But by the mid to late 1990s, Lien explains, the market was shifting. And fast.

The marketplace, two things happened. One is that all the colleges and universities saw that this was a new vista of opportunity for them, on the revenue side. And the other thing that really happened was, the whole supply change just blew up when you had for-profits enter. And that started happening in the late 1990s: Capella, Phoenix. And what they did was, taking more business principles and academic principles, they created this extraordinary abundance of supply, which led to more choice on behalf of the students. So that made it more difficult for smaller universities, less resourced universities like us.⁶

By the late 1990s, Carl Schoenbeck was Dean of the Faculty and Vice President for Academic Affairs. He recalls that CSAL was also part of the financial equation by that time. And there were other challenges.

It was a major source of revenue. CSAL can't exist without the traditional program, the traditional program can't exist without CSAL. But we still haven't ironed out all of the details like, if you teach a class in CSAL you're going to have fewer contact hours than you are if you're [on campus], and how do you pay for that? How do you recognize that within the whole academic governance structure?

CSAL would undergo changes in name and content, and remain a viable, if gradually less significant, part of the university into the 21st century. But the increasingly crowded market that Craig Lien described forced ongoing reassessments of the original CSAL program.

A DIFFERENT ERA

Joel Schuessler conducts training on administrative software P.O.I.S.E (People Oriented Information Systems for Education) with Jan Sachs (Business Office), Kay Rindal (Financial Aid), and Greg Esala (Development Office.) Joel recalls that they were using 'dumb terminals' with no CPU that were wired into a central VAX system. Unlike modern software that completes functions with the click of a button, users had to type commands such as RUN DMS:SORT to work with the software.





CUE-NET CLASSROOM

English professor Nan Hackett teaches College Writing via Concordia University Educational Network, or CUE-Net (1999).

On the other hand, advances in technology soon created new opportunities at Concordia. Rapid changes in computers, including personal computers, as well as the growth and development of the internet, allowed for new ways of thinking.

CSAL—with innovative thinking and methods—had allowed CSP to reach new audiences. Computers, though, could in theory expand the reach of traditional program and course offerings even further. But now, this could be accomplished right from campus. That meant far fewer trips to Mankato or Rochester to deliver a class, and perhaps none at all. The internet held the promise of greater reach and collaboration, as well as growing student numbers.

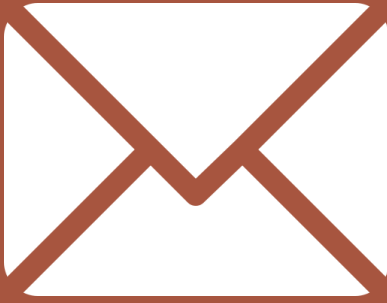
This next step had a name: the Concordia University Educational Network, or CUE-Net. The CUE-Net idea was developed in the mid-1990s, envisioned as a method for collaboration. It held much promise.

Jonathan Breitbarth, at CSP since his student days in the 1990s and currently Director of Computer Services, recalls the birth of CUE-Net. As he explains, the beginning of CUE-Net was an LCMS idea.

“The Lutheran Church Missouri Synod said, how can we utilize technology and kind of bring different entities of the Lutheran Church together, the different campuses?”

This was essentially distance learning; it had a document camera, a couple of video cameras. ... Ours was in Science Building room 104. It was like a television production studio almost. You could toggle between every camera, and change the audio.

So each campus, each Concordia, had one of these rooms and the idea was that if we didn't offer a specific class, but for example Concordia Portland did, that the professor could be teaching both to the students in front of him at Concordia Portland and then a room full of students at Concordia St. Paul.⁷



E - MAIL

E-mail communication on campus dates to the early 1990s, and first was available to staff and faculty. Jonathan Breitbarth recalls that “when I came here [as a student] in Fall 1995, that was the first year that students were eligible for e-mail. We needed a disk to be able to keep our e-mails, because there was one computer lab outside the library, and because it was a public area the contents of that e-mail needed to be stored there. We utilized a software called Eudora, and we had two different e-mail servers. We had a faculty e-mail server, which was Genesis, and a student e-mail server, which was Proverbs. ... We were worried about data security even back in those days!”²³ Since then, email at the university has undergone numerous changes. Those who have been here long enough may recall Eudora, Microsoft Exchange, or Outlook Web Access, all of which predate Gmail, which arrived in 2007.

Paul Hillmer taught in the CUE-Net classroom, and recalls how the system worked in theory.

This was very rudimentary stuff. It was basically a device that allowed you to put a transparency on a screen, and then the screen would be projected in a classroom remotely somewhere. ... This sense that, okay, there’s someone who’s probably facilitating this somewhere, but I don’t have to be there in the classroom. I’m going to be in the Science Building doing my thing and my head is going to be on the screen and I can put other things up there. ... These were the building blocks of what we think of as online education today. This is how it started.

In the mid-1990s, Joel Schuessler worked in IT Services and was closely involved with installing the CUE-Net system on campus. Accordingly, he says, there were certain difficulties.

CUE-Net was a hardware-focused version (cameras and TV screens) of today’s web-conferencing software. ... Some of the challenges were that it was a fairly new technology and there were a lot of moving parts. I remember sitting for hours, honest to goodness, sitting in the Science Building—I think it was Science Building Room 104—and putting different wires, crimping different wires to see if I could get the sucker to work. It was trial and error until I got the right combination of wires plugged in and voila! Good. And I said don’t move it, right.

We also tried to install electronic whiteboards into the classroom to capture the instructor’s writing and transmit it through the internet to the other side. It didn’t work very well. So that was a challenge. Coordinating with other people on other campuses was a little bit of challenge. Different systems. Different campus hardware systems and differing levels of expertise.⁸

Richard Brynteson was a faculty member, and recalls his own experience with how CUE-Net worked in practice.

It was unwieldy technology. I would do it here and at [an off-campus site in] Rochester, and I’d have to spend most of my time making sure the technology was working rather than being a teacher. And it got very frustrating. You’d get kicked out,⁹ then you’d have to reboot. So it was a really disruptive classroom. ... We have it down to a science now and we’re doing really well with it, but there were stops and starts and frustrations and upset moments. ... It wasn’t all roses from day one.¹⁰

By the middle of the 2000’s, concludes Schuessler, the CUE-Net idea just kind of faded away. While a number of classes originated at CSP, and others were received from other Concordia institutions, collaboration never reached the levels imagined in the late 1990s by proponents of the system. Still, working with CUE-Net did give both staff and faculty valuable experience with installing and using computer technology, and re-thinking ways course content might be packaged and delivered.

Challenges with CUE-Net are part of the explanation why it was discontinued but, more importantly, Concordia by the 2000’s was well along with another major technological innovation, one that brought the possibilities of internet-based teaching and learning to each and all students and faculty: the laptop initiative.



ARRIVAL OF THE LAPTOPS
Students use the first IBM Thinkpads, 1998.

THE LAPTOP INITIATIVE

By the mid-1990s, computers for student use already were on campus. Paul Hillmer recalls that, “we had a computer lab in which we had, of course, IBM computers with DOS and Lotus 123 and 5¼ inch floppy disks. And we got our first Macintosh and oh, my goodness! This was a revolution: that you could type words into a text without needing code, without needing to switch disks back and forth to do various things.” But demand for the devices outpaced supply, Hillmer adds. “You would be limited to two hours of time on the computer, because people didn’t have their own computers.”¹¹

It wasn’t simply a matter of administration freeing up resources, either, and purchasing more computers. What *kind* of computers? Around that time, Carl Schoenbeck says, “In the Teacher Education program, we were all running Apple programs. The Business program was on a mainframe program, and some offices had terminals and some didn’t. In Science they were running on Windows.”

Also, it cost money to acquire and service these multiple types of hardware and software—money, concludes Schoenbeck, the school just didn’t have. “With 1400 students, we were really strapped financially. You look at the money that we were putting in, in order to just keep up with this and getting access to technology. So one faculty member here could have access to technology and the person right next door would not have access. So it’s costing us. It’s not efficient.”¹²

And not just the devices. Jonathan Breitbarth adds that another “of the pieces was the computer lab. With the buildings we had and the location we were at, trying to find space for additional computer labs specifically in and around residence halls ... was one of those challenges.” Many other schools at that time, Breitbarth notes, tried with mixed results to juggle rooms and devices. Concordia chose a different path: “Our answer was, we’ll get the laptops to the students.”¹³

Several people were responsible for the monumental shift from the computers and labs model to laptops for every student and faculty member, but for Schoenbeck,

.....
“The laptop initiative ensured that all students would have access to the same exact laptop ... it ensured for faculty that all students had the same level of technology.”

.....
“...[the laptops were] a way to place students on an equal level in terms of access in and outside the classroom...”

then vice president of academic affairs, “the champion for the laptop is Eric LaMott.” Soon after starting at Concordia in 1994 as assistant professor of kinesiology, LaMott demonstrated an interest in technology and its possibilities. President Bob Holst encouraged him in his attempts to find new, cost effective ways to move past the computer labs model.

Holst strongly believed that to be a multicultural campus, which was one of his goals, Concordia had to embrace the laptop initiative. “Basic segregation in the United States,” said the president, “is economic segregation, and that has created racial segregation. ... Here’s the Hmong and the African-American and the Asian-Americans that come from learning the English language in high school. They may have been valedictorian,” he continued, “but they’re still not culturally adjusted ... If we’re really concerned about being a school that serves across economic divides, then we have to go with it.” So he embraced Eric LaMott’s plan.¹⁴

And LaMott’s plan, Schoenbeck recalls, soon bore fruit. “He comes in with a proposal and says, here’s what we’re spending right now on technology. If we give everybody a laptop, including the students, and we track what the income is going to be on this, here’s what we’ll be spending—and it’s less.” This attracted people’s attention. “We’re going to spend *less* money than we’re doing right now? It’s a no-brainer. I mean there was not a debate on that.”

When the program was announced in 1997, though, reactions among students proved mixed. On the one hand, Lucas Woodford, President of Student Senate, said “I fully support [Concordia becoming a laptop campus]. It is imperative for students to use them to be prepared for the work force. You will use laptops in any vocation, from church work to business.”¹⁵ Others echoed this positive view.

But an open forum in November 1997 in the Student Union showed student support for the laptop initiative (officially the Educational Technology Initiative, or ETI) was far from unanimous. Before the meeting started at 8:00 p.m., the space was filled with more than 100 students, parents and faculty members. President Holst and Eric LaMott provided information, then answered questions. A lot of them. Many in attendance were nervous about how the ETI would affect them, as every full-time student would be required to have one of the new laptops.

Concerns raised included what to do for commuters, mid-year transfer students, or students studying abroad? And how about student teachers, those on internships, and students taking part in exchange programs? Several wondered aloud how they would pay the new technology fee, announced as \$400 per semester; others asked what would happen to the existing labs. Holst and LaMott addressed these concerns, but they admitted that not all individual situations had been fully thought through. Still, LaMott later concluded, “We, the community of Concordia, need to continue on into the future on a new and different road.”¹⁶

And so it was. Concordia embarked on this new, digital journey as scheduled, in Fall 1998. The ETI provided every full-time student with an IBM ThinkPad



E-MAIL BACK IN THE DAY

Notice in the *Sword*, 6 September 1996: “E-mail accounts may be purchased from information services at x 8866. They cost \$5 and are good for the duration of your stay at Concordia.” That’s right—when it first arrived on campus, e-mail for students wasn’t free.



A MODERNIZED CLASSROOM
Students use their laptops in class
(2008).

computer (faculty had received theirs a year earlier, in Fall 1997). Students had the technology fee added to their tuition bill; this included any needed service, if required.¹⁷

Carl Schoenbeck explains how and why the ETI worked. “The idea was lease and standardize. ... the money we were putting into purchasing exceeded what would happen if we would lease.” A large tech company showed interest in working with the school. “[We had a] partnership at that time with IBM. They said, this is innovative. We were far enough ahead on that, and small enough, so we were at the advantage. IBM couldn’t have implemented this at the University of Minnesota, but they could do it in a little place like this.” Leasing machines, and not buying, meant they would be the newest standard, too.

The challenge noted above, though, with multiple computer systems being used across campus, had to be addressed once the ETI began. “The big downside to it,” Schoenbeck confesses, “is you have to standardize across [the campus]. So you want your Apple computer. That’s fine if you want to keep it, but we’re going to give you a Windows laptop and the person next to you is going to have a Windows laptop.”¹⁸ Some offices and faculty adjusted easier than others, but there was no going back—laptops were here to stay.

ETI meant a campus filled with computers. Now, how to keep them all running, and also solve technology problems as they arose? The answer was the Help Desk, along with leasing and standardization the third piece of the puzzle. Concordia student workers played an important part in this office. Brock Behling, currently in Instructional Technology, worked there in the mid-2000s. “At that point I think we had almost 1500 machines that we were working with in the back room that we would have to re-image, prepare, get all the software on and make sure that they were running efficiently for the students.”



CSP.EDU

Want information about Concordia? Easy—log on to csp.edu. But when this quarter century began, in 1993, the university didn't have a website. That soon changed. "I got the chance to purchase the first internet addresses for the campus," recalls Joel Schuessler. "Pretty much everybody had internet addresses and they were starting to get email through those addresses. So we needed to stay with the times. There was this scramble to get the right address. I remember having some pointed discussions about what are we going to call ourselves, what's simple enough?" Jonathan Breitbarth adds that "There was kind of an informal agreement amongst all the Concordias that no one would take Concordia.edu." But when the sister school in Texas did just that, the decision was taken to use csp.edu. And so it has remained.²⁴

Hiring the right kind of students was key, he says. "We'd get individuals who had experience with the software working the front desk, and then they'd come back usually to the tech shop and work on some of the details of taking machines apart." And they had plenty to do. "Yes, *definitely* a lot of traffic with the machines. They get a lot of wear and tear. People moving from classrooms, throwing them in the backpack, having ten other books in there. A lot of screens got broken. A lot of spills on the machines happened, too."¹⁹

There were adjustments for everyone, but the benefits were clear. Three stand out. Importantly, argues Eric LaMott, "it became a differentiator from our competitors, and for many, many years that *was* a huge differentiator. People chose us because we had that over and against other schools. Let us provide you with all these tools and resources ... so that it's not just in our classes that you're getting education. Students have access to each other, to resources and everything else."²⁰ Enroll at Concordia, and get a computer; in the late 1990s, that provided a real marketing advantage.

And these laptops brought benefits for students, too, as Cheryl Chatman, Executive Vice President for Diversity, explains. The new devices were "a way to sort of place students on an equal level in terms of access in and outside the classroom, through a single instrument." This closed a widening gap between students who could afford this new technology, and those who might struggle to do so.²¹

Finally, Paul Hillmer remembers how the ETI impacted teaching and learning. "The laptop initiative ensured that all students would have access to the same exact laptop ... it ensured for faculty that all students had the same level of technology." Planning a technology-based assignment, for example, whether in class or out, suddenly became a whole lot easier. "For one thing," Hillmer continues, "it got rid of the need for overhead transparencies, another one of those old technologies that professors relied on quite a bit. I think it cut by half or more the amount of time that I spent preparing materials that I needed for the classroom. Instead of having to run to an audio visual center or hand make something or see if some publishing house had a particular set of visual aids that I needed to support a class, I could simply go onto the internet and find what I needed."²²

During the years of the ETI, there were multiple generations of laptops, as leases expired generally every three years. And they got better, Brock Behling remembers. "The machines definitely improved. ... They basically designed them based on the repairs that were sent in." Damages due to beverage accidents were one example. "A lot of spills happened as people were working at all different times, and a lot of devices had pretty bad spills. So they put drain channels throughout the machines that would allow the liquids to kind of run past the circuits instead of actually frying the circuits. So fewer repairs."²⁶

END OF ETI

CSP students can now be found using a wide variety of devices from phones and tablets to laptops.



Lonn Maly served during the 2000s and 2010s as Dean of the College of Education and also Vice President for Academic Affairs. He describes how changes in technology gradually made the ETI less relevant.

“ We had a lot of students by 2010, 2011, 2012 who were saying, I don’t need the laptop. I have my own device. I don’t need your support to give me a technological equalizer or advantage that I needed before, because I’ve got my own device that’s even more powerful than what you can give me—and I have the freedom to choose whatever device I want.

So many of our students were declining the offer for a laptop by that time. Folks were saying, I don’t want to be stuck in the PC world. I want to have other options. So I’m choosing this, that or something else.

And phones were starting to come into play. We were starting to envision that there were going to be these tablets down the road. So there were just a lot of choices that students had, and it just became a costly extra that we no longer needed to offer. I became convinced—and I think others too—that it was time to transition out of a one size fits all model to one that says, we’ll support you in any way we can, for example by taking the money that we would have put into new laptop computers, and plowing that into a better wireless network for instance, or better databases in the library.²⁷”

Thousands of Concordia students benefitted from the ETI during its existence. But over time, as Lonn Maly makes clear, the advantages it brought in 1998 slowly became less valuable. Accordingly, in 2014 university leadership took the decision to end the laptop initiative. And yet the many advantages of this innovative program over its sixteen years—for students, faculty and the university as a whole—demonstrate that the ETI truly was a game-changing idea.

We can draw the same conclusion for CSAL and CUE-Net as well. Both programs no longer exist, but in their own way each opened a door to future developments. And taken together, all three of the ideas featured in this chapter show how leadership has used innovative programs to continually transform the university.



REFERENCES

- 1 Kaden, *Century of Service*, 143-44.
- 2 Carl Schoenbeck interview, 1 March 2017.
- 3 Carol Klempka interview, 1 September 2017.
- 4 Marilyn Reineck interview, 1 February 2017.
- 5 Paul Hillmer interview, 3 February 2017.
- 6 Craig Lien interview, 12 March 2018.
- 7 Jonathan Breitbarth interview, 14 June 2017.
- 8 Joel Schuessler interview, 6 September 2017.
- 9 Meaning the internet connection was lost.
- 10 Richard Brynteson interview, 6 September 2017.
- 11 Paul Hillmer interview, 3 February 2017.
- 12 Carl Schoenbeck interview, 1 March 2017.
- 13 Jonathan Breitbarth interview, 14 June 2017.
- 14 Bob Holst interview, 31 July 2017.
- 15 "Dear Abbie: What's the deal with laptops?," *Sword* 33:3, 17 October 1997, 4.
- 16 Amity Foster, "Laptop forum addresses concerns," *Sword* 33:4, 14 November 1997, 1. The author was also present at this event.
- 17 As some students found out, the service fee did not cover user-caused damage from drops, spilling beverages onto keyboards or similar accidents.
- 18 Carl Schoenbeck interview, 1 March 2017.
- 19 Brock Behling interview, 14 June 2017.
- 20 Eric LaMott interview, 27 January 2017.
- 21 Cheryl Chatman interview, 21 June 2017.
- 22 Paul Hillmer interview, 3 February 2017.
- 23 Jonathan Breitbarth interview, 14 June 2017.
- 24 Jonathan Breitbarth interview, 14 June 2017, and Joel Schuessler interview, 6 September 2017.
- 25 Jonathan Breitbarth interview, 14 June 2017.
- 26 Brock Behling interview, 14 June 2017.
- 27 Lonny Maly interview, 6 September 2017.

Chapter 5

INNOVATORS IN HIGHER EDUCATION: GRADUATE PROGRAMS AND THE TUITION RESET



CSAL, as we've seen, provided Concordia with a toehold in new programs, and innovative ways of delivering them. Based on this positive experience, from the 1990s forward some visionary leaders developed a range of graduate curriculum that, it can be argued, transformed Concordia University, St Paul. The days of CSP just offering undergraduate degrees became a remnant of the past. In a hurry. As we'll see, these Master's programs began in Education, but within several years Business offered an MBA and, by the time we get to 2018, we'll see that CSP had expanded to several Health Care fields.

Leadership also took an innovative approach to meet another challenge, the increasing expense of higher education. Steady rises in tuition costs—and the strong competition from other small private colleges—proved ever more difficult for Concordia to manage. University finances were stretched. In 2010, outside consultants presented some dismal forecasts that pushed leadership to cut the Gordian knot of spiraling costs to students and their families. The resulting tuition reset, which took effect in Fall 2013, put CSP on a new path of affordability and competitiveness.

So come along for a fast-moving ride through the past 25 years of graduate education and a new tuition model.

GRADUATE PROGRAMS

Carl Schoenbeck traces the decision to have graduate programs back—all the way back—to the beginnings of the school, in the 1890s.

The original founders of Concordia St. Paul, their vision was that there be a liberal arts university, across the disciplines. But respondents said, we can't afford that, we don't have the resources to do that. So we're going to start with church work. But we want this to be beyond that. ... So there's been a history of, we're on a journey and when we became a university that said to me, this is part of the journey.

There were a lot of people who said it's kind of presumptuous for us, 1400 students, to have graduate programs. ... The opposition for that was really, we're too small for that and we can't do it well. And if you can't do it at the level of the university, then you shouldn't get engaged in that.¹

But it took leadership to move from idea to reality. Lonny Maly identifies President Bob Holst as the catalyst.

He was a visionary. He knew that we needed to grow enrollment. He was willing to challenge people to be innovative, to think bigger than they maybe had before, to say, have you thought about this, have you considered that? He tried to get the faculty and staff and the Board of Regents to think beyond little old Concordia into, what's Concordia's potential and what does the future hold for Concordia? We've got to do things differently into the future.

Bob Holst nurtured and guided Concordia into adulthood. Brought us from being small, 700-800 [traditional undergraduate students], parochial Concordia into a comprehensive Lutheran university of 2800 students with robust graduate programs. And he also instilled in many of us that that we could go beyond little old Concordia and we could do things we never dreamed we could do.²



.....
[Holst] was a visionary... He was willing to challenge people to be innovative, to think bigger than they maybe had before, to say, have you thought about this, have you considered that?

Holst himself echoes this positive attitude.

This will build a reputation for Concordia. We had a reputation around—and we still do—we produce good teachers. If we’re going to have good teachers, why do they have to get a Master’s degree someplace else? Why can’t students from other schools get graduate degrees from us?

Financial realities also played a role in the decision to expand Concordia’s offerings to graduate programs, as Holst admits. Support from the LCMS, which decades before had covered much of the cost of a student’s education, had gradually decreased over the years.

When I was a student here in the 1950s, it paid a hundred percent. I paid no tuition. Paid room and board. ... When I came in 1991, we were really complaining because I think only ten percent of the budget came from the Missouri Synod at that time. ... The history of the Missouri Synod was that it would pay support. So anyway, in 1999-2000 it quickly went down to nothing.³

Leadership recognized that, yes, new revenue streams would be required. So that was part of it. But Carl Schoenbeck argues there was another side to the decision.

I think that’s a point of perspective. I think you could say it was inevitable and we were forced to do it, but I think you could also make the case that says historically, it’s in the DNA of this institution that we respond well to change. ... And we can say we were forced to add graduate programs, or you could say no, we were responding to the changes.⁴

Creating graduate programs meant new challenges, as Marilyn Reineck explains.

Because when you have graduate education, there’s just a whole new level of expectations that go with it in terms of faculty credentials, faculty scholarship, resources and so forth. Thinking through all of that, and preparing to really offer that level where you’re going to produce students who actually can contribute to the creation of knowledge I think is just transformative.

You have to have a lot of internal discussions and really set standards for the kind of educational institution you want to be, and what you expect to accomplish in your programs. And you have to set a higher bar for instruction and for scholarship. You really have to have people who are generating new knowledge themselves. Graduate faculty members, that’s a whole level above.⁵



...it’s in the DNA of this institution that we respond well to change...

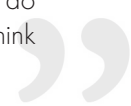
Paul Hillmer echoes these comments.

To me, any institution that wants to continue to evolve, wants to continue to improve, wants to continue to challenge not just its students but its faculty, has to think about new, interesting, responsible ways to educate students.

And Hillmer goes further, explaining how and why Education was a logical candidate for Concordia’s first foray into graduate education.

Education is really I’d say the bedrock program at Concordia, going all the way back to the days when it was more of a Gymnasium-style school. We had some—I’d say certainly by Concordia standards—near legendary people in our College of Education for many years who were committed Lutherans, committed educators, committed scholars, very active in the community, committed to issues of social justice, early childhood education: Barbara Schoenbeck, Judy Klingsick, Carl Schoenbeck, Frances Hancock, Don Sellke, Loma and Gary Meyer. So we had people who I think really defined the kind of school Concordia was from the ‘60s into the 2000s and who had developed a well-earned reputation as the place to go if you want to be a good teacher in Minnesota.

So it made sense that that would be an area where we would begin graduate studies. As we’ve seen, there are ever-rising expectations for credentialing in our professional lives and certainly if you want to do more than just be a classroom teacher, you want to think seriously about getting a Master’s or Doctorate.⁶



We had people who defined the kind of school Concordia was from the ‘60s into the 2000s and who had developed a well-earned reputation as the place to go if you want to be a good teacher in Minnesota.

By the mid-1990s, Concordia was well positioned to add new programs. Here is where the earlier experience with CSAL proved beneficial. Leadership around Loma Meyer already had demonstrated a willingness to move in new directions—and the results with CSAL had been positive, generating revenue, growing the number of students and raising visibility. There was less reluctance to trying another new idea.

By the mid-1990s, Barb Schoenbeck was the coordinator of the Early Childhood Education program. She also worked with getting several programs licensed by the State of Minnesota, and oversaw the staff at Hand in Hand Child Care, the on campus center that now bears her name.

Dr. Herman Wentzel, who was a strong leader in the College of Ed, felt that we really needed to add a Master's of Education. Herman developed the first draft of what would be included in the curriculum. Because of the great interest in early childhood education, Herman suggested that we also add a Master's in that area. Herman helped us develop that. When we started it, there would be six, seven or eight students in a class.⁷

Graduate programs were now part of Concordia's offerings, and took two paths. One was a traditional on campus version that grew only slowly. Lonn Maly explains why.

Teacher Education graduate programs started in 1991, but by the year 2000 we'd had just a handful of graduates, because we were trying to appeal to graduate students in a very traditional way. You have to drive from Minnetonka to Concordia to take a class at 4:30 in the afternoon, and then you have to do that for a period of a couple years, and then maybe you'll finish your program and get a Master's degree.

We looked at that model in the early 2000s and said, this isn't working. We've got to figure out a way to be a game changer here. We've got to be responsive to what the marketplace wants in Master's degree programs.⁸

Leadership responded to these low enrollment figures in two ways. One was to look carefully at the existing programs and see how they might be made more attractive to the main target audience, K-12 educators. So they reached out to teachers who had expressed some level of interest in a Master's program, Maly says, and found out that the current model was the primary impediment: most teachers simply didn't want to drive to CSP after school, during rush hour, for evening classes. So the College of Education pivoted to a new, more innovative model.

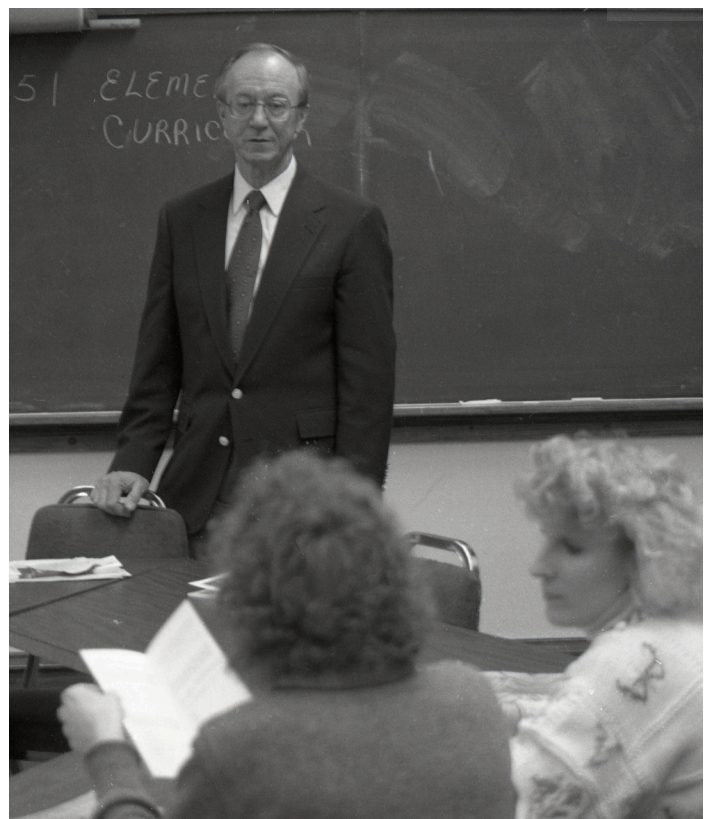
Maly explains how the College of Education reached out to teachers, and used feedback to design a new face-to-face variant.

How about we offer you some Master's degree programs that are convenient for you location-wise, within five miles of your home or school? We'll bring a program to area schools around you. We'll use the CSAL model that we know works.

We'll give you a break in the summer, and we'll get it done in two years. We'll keep the curriculum very relevant. We'll expand into some areas that we've not done before, because we hear that's what you want, educational leadership and classroom instruction and reading. But there will be academic integrity.

So we did all that and we developed some programs. ... We'll be innovative. We'll be relevant. We started programs in 2007 in the College in Educational Leadership. We built on our differentiated instruction in our Early Childhood [program]. We offered classroom instruction. We offered a reading credential.

We added 110 students in May of 2007 and another 120 or something in September of 2007, and had to go out and hire three new faculty because we didn't anticipate that that would happen. But we really felt that we did what they said [they wanted] in the study: We want a relevant, convenient if you will, academic program that's got integrity and from an institution that we respect, because we know that Concordia does teacher education well. We heard that message.⁹





HAND IN HAND, MID 1980s

Hand in Hand Child Care was established in 1983. Now the Barbara Schoenbeck Early Learning Center, it continues to carry on Barb's legacy by providing Early Childhood Education students the opportunity to apply concepts they learn in class through hands-on practice.

At the end of the 1990s, leadership put all graduate programs in the same college as CSAL, but to reflect the broader offerings changed this to Concordia School of *Adult Learning*. This housed degree completion, the original CSAL product from the 1980s, but now also the increasing number of graduate programs.

And not just traditional programs: The second way that leadership responded to lagging enrollment figures in Education graduate programs was to embrace the new technology then appearing on campus. Several forward-looking faculty began exploring just how courses—or perhaps entire programs—might be moved to online delivery. If we remember that the laptop initiative had started in 1998, and CUE-Net right before that, this makes sense—exploring how available new technologies could be employed to create and deliver innovative programs. So in this case, while the College of Education was developing and modifying face-to-face graduate programs, online offerings were growing too.

Barb Schoenbeck remembers the beginnings of online Education programs. It was a bit of a shock, she recalls.

“ I remember very well when Jim Olhoff [then Associate Dean of Human Services]¹⁰ sent me an email that said, Barb, we're including Early Childhood in the online Master's. I just flipped. How could they do that? You couldn't learn from a computer. How silly! I fired back a not very friendly email to Jim, who felt bad that he had made me upset. [But even though I] prepared Early Childhood professionals, [I] did not act in a way that was professional. But we worked out that I would teach one class, and make a decision about teaching this way.”

FIRST MA.ED STUDENTS

The first Master of Arts in Education students began their program in January 1991. Pictured on the previous page is Herman Wentzel in one of the first courses.

Barb Schoenbeck was quickly converted. The new online environment, she says excitedly, offered a world of possibilities – and students from all over the world as well.

What this taught me was so much more about this field that I was in. I knew how we did early childhood in Minnesota, and I could tell you what they were doing in Wisconsin, and I had some inkling what they were doing in Georgia. But this opened my world of early childhood to the people who are doing the same thing all of my undergraduate students were doing in Minnesota, framed by a much larger picture.

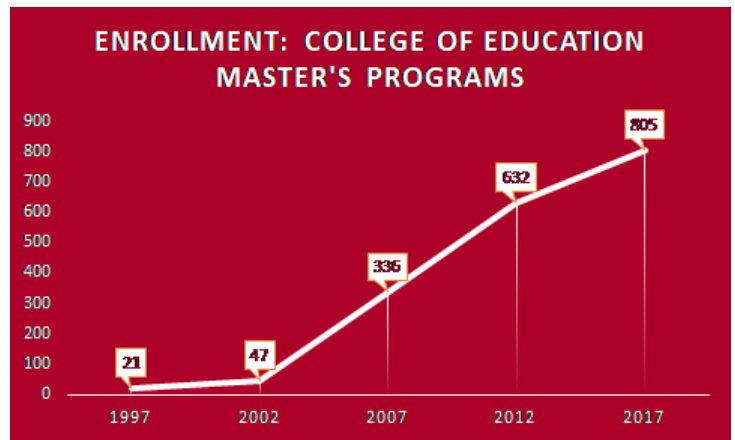
We had a lot of directors in the program along with students in the Department of Defense schools in Germany. We had several entire cohorts of teachers and directors from Hawaii. ... The chats that we had weekly and the assignments that students did, they really had a need to know more about best practices with young children. They were in a stage when they were learning how to do this teaching and nurturing of young children in the best possible ways. They learned best practices from each other, readings from experts, and research. It was so fun to work with people who really needed to know what best practices was.¹¹

While in 2018 the majority of students in Education graduate programs are online, says Lonny Maly, this shift didn't happen overnight. It wasn't until the mid-2000s that significant growth took place in online courses. Maly explains why he believes that was the case.

The teachers who wanted Master's degrees became more comfortable with technology in their personal lives, in their teaching and in their schools. So they began to explore the convenience of being able to take a course online, while at home or in their classroom. Of course the model was that we actually could see each other, so the technology was good enough that we could replicate the classroom setting to a certain degree.

And they became much more tolerant, even excited, about the technology because then they also saw ways that that could expand back into their own classroom as teachers. So they saw the relevancy of how can distance learning, how can online learning, how can asynchronous activities benefit not only my own education as a teacher, but also how can it then play a role in how I teach in my own classroom.¹²

A look at overall enrollment figures in College of Education Master's programs shows very positive results. The mid-2000s boom Maly spoke of is evident in these numbers.¹³



Concordia's willingness to innovate, as evidenced with the development of new graduate programs in Education, as well as how these programs are packaged, marketed and delivered, is ongoing. As of 2018, a prospective student who goes to the university website searching for options in Education will find several licensure programs, nine different Master's programs, as well as a Doctoral degree program. The past twenty-five years have truly witnessed a transformation in what the university offers, and how.

This continual innovation, a desire to grow enrollment through the creation and delivery of new programs, extends beyond the College of Education. That unit blazed the trail, but others have followed, with equally positive results. Let's look briefly at one more example: the College of Business.

Hillmer discusses how Business helped to set a standard for the university. But it didn't happen right away.

What [the faculty in that college] wanted were degrees that fit the sort of stringent, traditional models of graduate education, and our leadership was looking for something that fit more into this emerging model of cohort based and at least partially online programs. So that developed a bit more in fits and starts. But ultimately if you want to look at an area that shows the most creativity and flexibility in delivering graduate programs, I think you need look no further than the College of Business.

I think they became the college through which the rest of us learned how to be good, innovative online educators. They've really set down for us an example to follow in many ways. It was not easy for them. ... A lot has been demanded of them and they've responded...I would go so far as to say heroically. They have served this university's interest exceedingly well and I think we've benefited tremendously from that. I think people like Richard Brynteson and Craig Lien, Christine Kudelka and Steve Manderscheid, Tom Hanson, Nancy Harrower, and Renata Mayerhofer and even some who are no longer with us really played an important role in defining what graduate education looks like at Concordia.¹⁴



The Masters of Business Administration (MBA) program exemplifies the creativity, flexibility and innovation that Hillmer discusses. No, it wasn't the first online program at CSP—those date back to the late 1990s, as we've seen—or even the first Business program delivered in a non-traditional format—CSAL holds that distinction. But it can be argued that the MBA brought all three of Hillmer's characteristics together. The resulting MBA program also helped to transform the market for graduate business education in the Twin Cities metropolitan area.

TEACHER EDUCATION

Graduate students in Education work together in the classroom in 2008.

Steve Manderscheid started at Concordia in 1997, as an adjunct faculty member in CSAL Management programs. With a background in private industry, he brought real world experience to Business at CSP. By the mid-2000s, says Manderscheid, there were internal discussions about creating an MBA program that also would be delivered online. But faculty in Business were divided on the question.

“It was a big step, because we already had a Master of Arts in Organization Management [MAOM] program. ... There was one camp in the College that thought an MBA is differentiated enough and there's a large enough market, and it's going to be a growing area of interest for students. They believed we should move in that area. And there were other people that thought it would cannibalize the MAOM program, and that it [MBA] was already saturated at that time.

We started asking for more information on the competitive landscape and the number of potential students that would be interested in the MBA. What about pricing? How are we going to be unique from other MBA programs? The more it took shape, the more I believed that we had a viable program. ... There seemed to be a marketplace for it.”

One reason the faculty in Business believed they could be successful with an online MBA, Manderscheid adds, was experience.

“We had done online learning. We were some of the first people in the Metro area to do online learning. There was a trend towards online, and we believed that we had the upper hand in that area. We had experienced faculty that had taught online for years. Quite frankly, [we were] good at it and better than other people. And we believed other people underestimated how difficult it is to do online learning well.¹⁵”

Craig Lien, who began in the CSAL program and joined the full-time faculty in 1999, was instrumental in creating the MBA and moving the program forward. Here he talks about why university leadership also believed an MBA could be successful.

Carlson [School at the University of Minnesota] was not geared toward the working professional. And St Thomas was really, at that time, a day school that the working professional would either need an awful lot of support from his or her boss, or just be able to take that time off and do it. So there wasn't any programming in place that was really adult-friendly.

There was something innovative about what we were creating, which was to give students an integrated breadth of understanding of business, as opposed to just simply the functional, vertical silo courses. Because [in other MBA programs] most of them were still taking individual courses, filling the bucket.¹⁶”

COLLEGE OF GRADUATE AND CONTINUING STUDIES

Business faculty Nancy Harrower works with students in 2005.



Concordia's cohort-based MBA program established itself and quickly began to grow. The numbers of students taking the fully online version of the MBA grew steadily, too. Even given these successes, leaders in the College of Business sought ways to further innovate the MBA program and keep it relevant for students.

Lien explains one new innovation, a transformative mentoring program that was launched in 2013.

Students in their first semester take sort of an aptitude test, 63 professional skills in five categories that they rate themselves on. When we meet for the first session, I've asked them to choose three of those they'd like to consider development of. Then we talk through those, and end up choosing one that they're going to spend the next four months working on developing, until we connect again. Within 48 hours of our meeting, they have to submit an action plan with precisely what they're going to do. Then we meet again next semester; we review that and plan ahead.

What's nice in our mentoring is, we're also guiding them towards the completion of their MAP, which is their capstone. We consider it really a bridge to their future. There's a reflection, there's a demonstration of their academic ability through writing an industry analysis, and they have an opportunity to reflect on the education and learning, on their life. I often use [Ralph Waldo] Emerson's "The height of the pinnacle is determined by the breadth of the base."¹⁷ So we get them to be very reflective learners.

Our 21st century formula is based simply on this: The world is moving faster than structure, the world of capitalism. Our society is moving faster and building structure around it. What that means for our students is that opportunities must be found and discovered ... So we now have many scores of students who are creating opportunities for themselves, not waiting for the organization to do it for them.

Because what is transformative is not necessarily that they've learned what the four P's of marketing¹⁸ are, what's transformative is when you desire and demand more of yourself. That's a far more important propellant than me teaching you the four P's of marketing, as important as they may be.¹⁹

In 2018, despite an increasingly competitive landscape, Concordia's MBA continues to be successful. Enrollment data shows this: in the decade from 2007 to 2017, for example, the MBA program grew from 34 students to 315. These days, "about 75% of students are online, as opposed to blended, when we meet in class. I think a lot of students like the idea of coming to a classroom," concludes Lien, "but life just doesn't afford them the opportunity to do it."²⁰ Thankfully,

given CSP's array of online programs, students still have the chance to pursue graduate education.

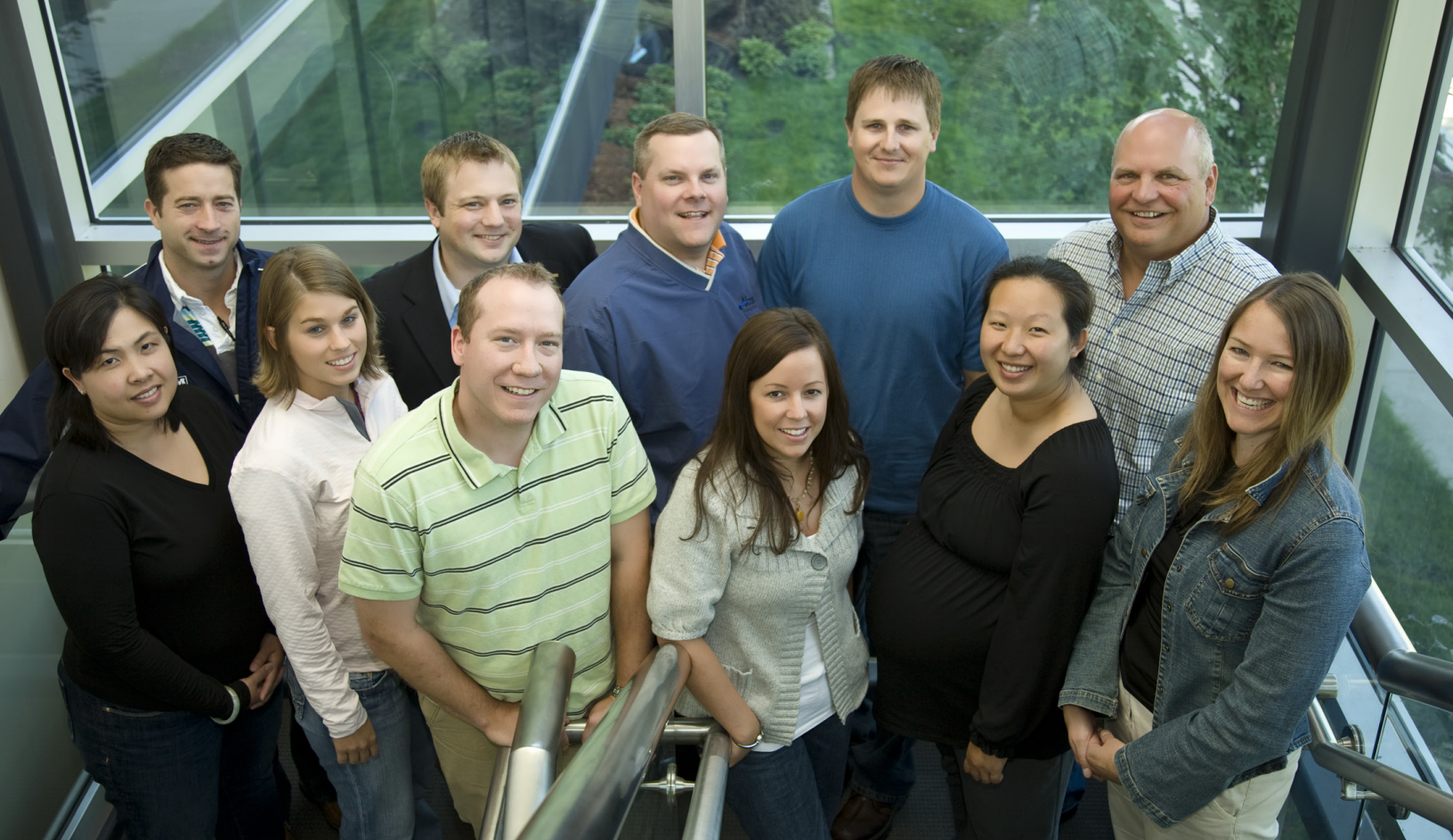
Concordia continues to innovate. Not just in areas where the university traditionally has offered quality programs—Education and Business, as we've seen above—but recently in entirely new fields. As of 2018, CSP has established a presence in Health Care, with several programs that respond to changing market demand. Concordia offering degrees in the Health Care field? Even the Concordia's visionary leaders in 1993 didn't foresee this development.

But a willingness to try new ideas, to experiment with new programs, as Eric LaMott summarizes, has been a hallmark of the university during the years since 1993.

We did a partnership with a cyber-security group in Washington, D.C. It's a reputable one, but sometimes the dance doesn't work well, and we're closing that one down. ... So we tried it. It didn't work, but out of that came other offspring, which is the Master's in Information Technology Management (ITM). Sometimes you start and it doesn't work, but it creates an impetus that allows other shoots to grow, and you pursue those.²¹

This bold approach, of being willing to move in new directions—and to accept that sometimes these new ideas will not work—has produced a long list of successes. It was a strong undergraduate presence in Kinesiology, for example, that provided the platform for CSP to launch an M.S. in Exercise Science that in 2018 boasted 101 enrolled students and 48 graduates.²²

.....
Our society is moving faster and building structure around it. What that means for our students is that opportunities must be found and discovered... So we now have many scores of students who are creating opportunities for themselves, not waiting for the organization to do it for them.



And some creative partnerships with other organizations and schools, as LaMott noted above, have allowed the university to leverage its strengths and explore new areas. Three examples demonstrate this.

First, there is a fully online MBA with Health Care Compliance, offered in partnership with Mitchell Hamline School of Law. “What a great opportunity for students to advance their careers into this growing market,” said Kevin Hall, Dean of the College of Business and Technology, at the conclusion of the agreement with Mitchell Hamline. “We are looking forward to growing this partnership to address community and student needs.”²³

Another example is the M.A. in Human Services with an emphasis in Forensic Behavioral Health, launched in 2013. For this degree, another being offered fully online, Concordia partnered with the American Institute for the Advancement of Forensic Studies (AIAFS).²⁴

Or the M.S. in Orthotics and Prosthetics, begun in 2014 as a collaborative partnership between CSP and Century College, a two-year community and technical college located in suburban White Bear Lake, Minnesota. “The graduates of this degree will receive the educational preparation to become leaders within the orthotics and prosthetics field,” explained Katie Fischer, Dean of the College of Health and Science, “especially as healthcare needs continue to change.”²⁵

Three different programs, three innovative ways to create and launch them. More evidence of forward looking leadership and a proven willingness to take risks and try new ideas. After learning about these examples of Concordia’s experience with graduate programs, it’s helpful at this point to step back and look at the big picture. How has graduate education impacted the number of students, and those completing degrees? Well, in 2018, CSP boasts 26 different graduate programs, with 1,963 students enrolled. In 2017-18 the university graduated 782 students in these various programs. This is a level of success the entire university can be proud of. And a transformation of Concordia’s programs few could have envisioned in 1993.²⁶

FIRST MBA GRADUATES

In May 2008, Concordia celebrated the graduation of its first cohort of 11 MBA students. Back row, l to r: Jeff Puleo, Robert Boyle, Michael Korstad, Joseph Fischbach, and professor Thomas Hanson. Front row, l to r: Thoa Nguyen, Connie Leigh, Jason O’Day, Meghan AuBuchon, Yeng Callahan, and Katherine Bisek.

CHANGING THE GAME: TUITION RESET

In the field of higher education, explains Lon Maly, Concordia traditionally has faced strong competition for students. “Trying to stand out in this competitive market ... You can’t say hey, we’re a Christian institution, because there’s a dozen of those around here. You can’t say, hey, we’re a special private institution, because there’s a dozen of those around here, too.”²⁷ There are indeed numerous private colleges in the Midwest region alone, including several other Concordia institutions. And public institutions further crowd the field.

Given the many choices, when it comes to deciding which school to attend, tuition cost matters—a lot. By the middle of the 2000s, though, Concordia’s published tuition for full-time attendance had passed \$20,000 per year. Additional charges, including on-campus housing, food service, books and the ETI fee of \$400 per semester (see above), added to this total. And these costs were going up each year, with increases averaging around 3%.

Concordia was not alone—nationwide, costs of attendance at private colleges nearly doubled from the mid-1990s to the mid-2010s, exceeding the rate of inflation. This trend squeezed Concordia’s resources, as it spurred an increase in financial aid in order to attract students. In Fall 2010, as a study by consultants at The Lawlor Group showed, the situation took a critical turn.

John T. Lawlor was the author of the 2010 study. He explains the situation the university found itself in.

Concordia faced a particularly glaring warning sign: After eight consecutive years of increases, net tuition revenue from its traditional (residential) undergraduate program dropped. Even though its tuition price and its enrollment number both climbed, the total amount of institutional aid Concordia awarded also increased in excess of revenue gains. And despite enrollment keeping pace the following fall, Concordia’s discount rate rose even more sharply and net tuition revenue dropped even further.²⁸

The result: By the 2012-13 academic year, CSP was using institutional aid, in the form of scholarships and grants, to subsidize over 40% of the published price of tuition.²⁹ In the long run, this high-tuition/high-discount model was not sustainable. Leadership began to ask tough questions, and consider various ways of addressing the issue, even before Fall 2010. But the drop in net tuition revenue that year added a sense of urgency—something had to change.

The solution was truly an innovative one: a tuition reset. Announced during 2012-13 and taking effect with the 2013-14 academic year, the tuition reset effectively transformed the price of a Concordia education, made the university accessible

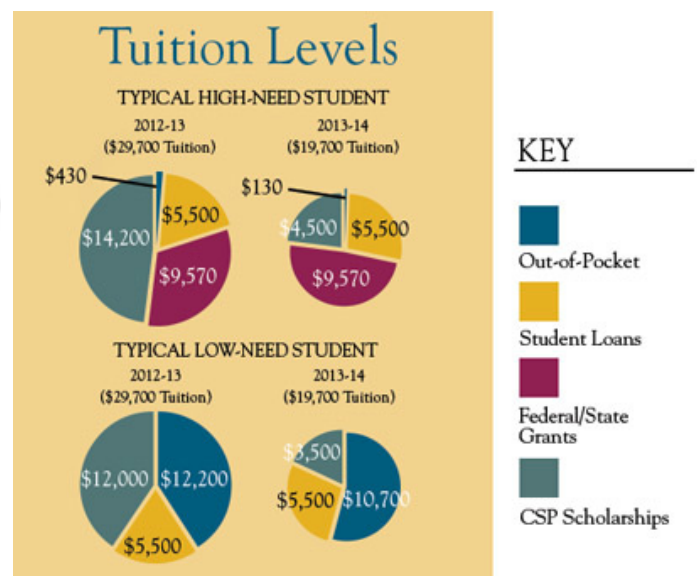
to more people and, in the process, attracted regional and national attention as a model that directly addressed rising tuition costs.

Before the tuition reset, explains LaMott, Concordia was just one of many schools trying to recruit the same students.

We did the analysis of the tuition versus the perceived value of the school. We had this graph, and it looked at the publics, the privates, the CUS [Concordia University System], our competitors. Everybody is right in the same sector, and competing over this small set of students. Our goal was to drive down and get our price sensitivity closer to the public sector, which had the volume and also targets our students.³⁰

Kristin Vogel was Concordia’s Director of Undergraduate Admission at the time of the tuition reset.

I think that, instinctively, Concordia knew that the cost was becoming out of reach for our students and we wanted to address that in some way. ... We looked at lots of things—more scholarships or partnerships with other schools. Some things like that. But, really, reducing tuition was the way to get the message out that Concordia is an affordable place to go. ... We would talk with students and their families, have them come in, and you would see their eyes get big and the big gulp at the mention of the cost. We knew the barrier that that sticker price was.³¹



Kim Craig, currently Vice President of Enrollment Management, also was part of the conversations about the tuition reset.

The major factor in the tuition reset is that, as we were talking to students and families, they weren't even really considering Concordia—just because of the sticker price. For private institutions—because historically it has been a high-tuition/high-discount model—students would see the \$30,000 price and we wouldn't even be considered. I think the average person, they don't necessarily know that the tuition that is highlighted on a website isn't necessarily the tuition that they'll be paying after scholarships and discounts.³²

Key administrators, led by Maly, LaMott and Vogel, collected ideas that could help with developing the tuition reset concept. Maly explains.

We attended a conference on the future of higher education sponsored by the Minnesota Private College Council (MPCC) and other organizations around the area, and we started to hear conversations and presentations about the complex future of higher education and the funding models that we were finding ourselves in as institutions, the high-tuition/high-discount model.

We started to wonder if that maybe wasn't a good future for higher education. Then we started to talk: Maybe we could be innovative, maybe break from that status quo and go away from the high-tuition/high-discount model. Because frankly, we didn't have a lot of students paying full tuition anyway... few or none.³³

LaMott remembers the moment the idea first took shape.

It was on the drive back [from the MPCC conference]. We had known that we could not keep driving tuition forward at a 3% rate. President Holst had said that. We had talked about it. We worked with the Board [of Regents]. You do a 3% rise every year ... the cost-debt issue came into play. And this is before tuition debt was in vogue in terms of negative publicity.

So we started several individual studies, testing things; we looked at a lot of different variants. Then ultimately we were ready to pull the trigger.

President Ries came in [2011] and, being a finances person, he knew right away this is what we needed. The Regents were already on board with it, so we executed that right in his first year, and it was perfect timing. It was sequenced well because it was a very hot topic politically.³⁴

And it was more than just politics, as Vogel adds.

Faith really informs a lot of the decisions that we make, so it is definitely a part of that. We were really motivated to make this decision for students, and that is an example of the Lutheran ethos here. Making school accessible is right in line with the values of being an institution of the church.³⁵

Starting in Fall 2013, Concordia reset undergraduate tuition from \$29,700 to \$19,700—not only for new incoming students, but for returning ones as well. When the numbers were announced in late 2012, the reset was noticed across the region, and across the country. “[We knew] full well that it might attract some attention in the press,” recalls Lonn Maly. “We got a lot of publicity and that helped put Concordia into a different place in the conversation in higher ed.”³⁶ Indeed. The innovative move was featured in the *Chronicle of Higher Education*, *U.S. News and World Report* and *CBS MoneyWatch*, among others. One report argued the reset gave CSP “the most affordable published price among its private college competitors.”³⁷

The new, lower costs helped to bring more visitors to campus during 2012-13 (up by 30% over the previous year), and generate more applications for admission. And when classes started in Fall 2013, there were 462 new undergraduates enrolled. That represented a record high for the school, and was up nearly 200 over Fall 2012. Dorms were full, for the first time in many years.³⁸

But the reduction in tuition costs also brought a corresponding reduction in financial aid, as these monies are linked to tuition expenses. University leadership needed to ensure a net savings to students, and a recent independent study demonstrates that the tuition reset did just that. “During the first year of the tuition reset, the out-of-pocket cost to every returning student dropped a minimum of \$1,400,” concluded the external assessment, “with families that did not qualify for need-based aid saving even more.” “It’s not just a shell game,” said Vogel at the time. “We wanted students to see a savings.” And the savings were cumulative, as the reset price also meant that any future tuition increases would add fewer dollars to a student’s bill.³⁹

The tuition reset produced other demonstrable changes, too. In the years after 2013, not only did traditional undergraduate enrollment increase by 17%, the persistence to graduation rate increased as well, by 13%. And the average amount of student loan debt graduates carried went down by 18%. The institution benefitted too, with an increase in net tuition revenue from the traditional undergraduate program, and annual budget surpluses. These monies could help fund salary increases and faculty hires, as well as building renovations and technology upgrades.⁴⁰

.....

We were really motivated to make this decision for students, and this is an example of the Lutheran ethos here. Making school accessible is right in line with the values of being an institution of the church.

RESPONSIVE. RELEVANT. REAL.

CSP created a branding campaign that accompanied the tuition reset. 'Responsive. Relevant. Real.' campus banners were one very visible part of this.



The tuition reset produced positive changes for the institution, but there have been several potential issues as well. Craig points out that while the tuition was reset in Fall 2013, that new price wasn't locked into place for future years.

“I think some of the challenge has just been keeping that cost reasonable for students, because every year we've had a little bit of an increase. It's part of our plan to look at, okay what is the next iteration of the tuition reset?”⁴¹

LaMott adds that some parts of the planning didn't exactly go as expected, either.

The one thing that didn't work the way we were hoping it would was, we were hoping the state schools would start to do their [annual] 3% increase too, and they would catch up to us and then we would be able to target them even more directly. That's taken longer than we anticipated, but we are there now and we're crossing over the University of Minnesota right now. So we're actually doing targeted ads against the University of Minnesota population. Who would have thought that Concordia would be a pinprick in the side of the University of Minnesota?⁴²

Cheryl Chatman, Executive Vice President and Dean of Diversity, says that with the reset “Concordia was a pioneer, leading the way in addressing a real need.” But a closer look, she argues, reveals that some students still faced financial hardship.

The one reality regarding this is that even though it did lower the amount that students would have to pay, whether it was through grants and loans, the amount of aid was also reduced proportionately. So for some, especially when we think about our diversity and some of their levels of income, as the tuition lowered so did their aid.

For some students it's not that the reset solved the financial problem for them. It did help decrease long term debt. But for some students the tuition and costs were at a level where they still had to figure out how to find adequate aid to cover all of their costs. So it didn't just magically solve the problems. I mean the reduction was not going to make it automatically affordable for all students.⁴³

Notwithstanding these challenges, on balance the tuition reset has proven to be a net positive and transformed Concordia. No longer held captive by a high-tuition/high-discount model, the innovative reset has allowed the university to lower costs for students, broaden its appeal, boost enrollment and show annual budget surpluses.

The creation and expansion of graduate programs, and the fresh approach to the question of tuition, put on display two of Concordia's strengths: visionary leaders and innovative solutions to challenges. Both the Masters (and recently Doctoral) programs and the tuition reset have helped to keep CSP relevant in the world of higher education, and positioned the university for growth in the next quarter century.

REFERENCES

- 1 Carl Schoenbeck interview, 1 March 2017.
- 2 Lonni Maly interview, 6 September 2017.
- 3 Bob Holst interview, 31 July 2017.
- 4 Carl Schoenbeck interview, 1 March 2017.
- 5 Marilyn Reineck interview, 1 February 2017.
- 6 Paul Hillmer interview, 3 February 2017.
- 7 Barb Schoenbeck interview, 22 June 2017.
- 8 Lonni Maly interview, 6 September 2017.
- 9 Lonni Maly interview, 6 September 2017.
- 10 Olhoff worked at CSP from 1991 – 2005. During his time at the university he started or supervised a number of new programs.
- 11 Barb Schoenbeck interview, 22 June 2017.
- 12 Lonni Maly interview, 6 September 2017.
- 13 Information from Institutional Research Office, email Beth Peter to author, 23 May 2018. Note: comparing figures here can be challenging, writes Peter, because “the MA-Ed has evolved over time; it used to be with programs such as Youth Development, School Age Care and Parish Education.” And since 2015 this number includes the Master of Arts in Teaching (MAT) program.
- 14 Paul Hillmer interview, 3 February 2017.
- 15 Steve Manderscheid interview, 6 September 2017.
- 16 Craig Lien interview, 12 March 2018.
- 17 Ralph Waldo Emerson, in *Essays and Lectures* (New York: Library of America, 1983), 310.
- 18 Four P’s of marketing: Price, Product, Promotion, and Place.
- 19 Craig Lien interview, 12 March 2018.
- 20 Information from Institutional Research Office, email Beth Peter to author, 23 May 2018. Craig Lien from interview, 12 March 2018.
- 21 Eric LaMott interview, 27 January 2017.
- 22 Enrollment is from Summer 2018 census; graduates are as of May 2018 ceremony. Information from Institutional Research Office, email Beth Peter to author, 23 May 2018.
- 23 “Mitchell Hamline to offer Health Care Compliance program as part of Concordia MBA.” 5 April 2017. At <https://mitchellhamline.edu/news/2017/04/05/mitchell-hamline-to-offer-health-care-compliance-program-as-part-of-concordia-mba/>. Accessed 8 March 2018.
- 24 “Concordia Offers New Master’s Program in Forensic Mental Health.” 22 February 2013. At <https://www.csp.edu/news/concordia-offers-new-masters-program-in-forensic-mental-health/>. Accessed 8 March 2018.
- 25 “Concordia Expands Graduate Offerings with Addition of MS in Orthotics & Prosthetics.” 7 October 2014. At <https://www.csp.edu/news/concordia-expands-graduate-offerings-with-addition-of-ms-in-orthotics-prosthetics/>. Accessed 8 March 2018.
- 26 Number of graduate programs from university website, www.csp.edu. Accessed 23 May 2018. Other figures from Institutional Research Office, email Beth Peter to author, 23 May 2018.
- 27 Lonni Maly interview, 6 September 2017.
- 28 John T. Lawlor, “Tuition Resets: To Do or Not To Do,” *Lawlor Perspective*, January 2016, 9. At <https://14lin348898e45kzw43qg11h-wpengine.netdna-ssl.com/wp-content/uploads/2015/12/Lawlor-Tuition-Reset-White-Paper.pdf>. Accessed 1 March 2018.
- 29 CSP institutional aid numbers: quoted in Maura Lerner, “\$10,000 tuition cut pays off for St. Paul’s Concordia University,” *Star Tribune*, 1 September 2013. At <http://www.startribune.com/10-000-tuition-cut-pays-off-for-st-paul-s-concordia-university/221952151/>. Accessed 1 March 2018.
- 30 In 2006 and 2011, CSP conducted a “pricing analysis” study to examine questions of tuition cost and perceived value. Quote: Eric LaMott interview, 27 January 2017.
- 31 Vogel passage: quotes in Gregg Aamot, “Behind Concordia’s bold tuition cut: ‘Maybe we can actually do something,’” *MinnPost*, 29 April 2013. At <https://www.minnpost.com/driving-change/2013/04/behind-concordias-bold-tuition-cut-maybe-we-can-actually-do-something>. Accessed 1 March 2018.
- 32 Kim Craig interview, 8 September 2017.
- 33 Lonni Maly interview, 6 September 2017.
- 34 Eric LaMott interview, 27 January 2017.
- 35 Vogel, quoted in Aamot, “Behind Concordia’s bold tuition cut.”
- 36 Lonni Maly interview, 6 September 2017.
- 37 Beckie Supiano, “Concordia U. Saint Paul Will Slash Tuition by One-Third,” *Chronicle of Higher Education*, 22 September 2012. At <https://www.chronicle.com/article/Concordia-U-Saint-Paul-Will/134314>. Accessed 1 March 2018. Lynn O’Shaughnessy, “This college is slashing its tuition by 43 percent,” *U.S. News and World Report*, 11 September 2013. At <https://www.cbsnews.com/news/this-college-is-slashing-its-tuition-by-43-percent/>. Accessed 1 March 2018. Katy Hopkins, “Colleges Cut, Freeze Tuition for Fall 2013,” *CBS MoneyWatch*, 19 October 2012. At <https://www.usnews.com/education/best-colleges/paying-for-college/articles/2012/10/19/colleges-cut-freeze-tuition-for-fall-2013>. Accessed 1 March 2018. Quote from Lawlor, “Tuition Resets,” 13.
- 38 Lerner, “\$10,000 tuition cut.”
- 39 Lawlor, “Tuition Resets,” 12; Lerner, “\$10,000 tuition cut.”
- 40 Lawlor, “Tuition Resets,” 12-14.
- 41 Kim Craig interview, 8 September 2017.
- 42 Eric LaMott interview, 27 January 2017.
- 43 Cheryl Chatman interview, 21 June 2017.

Chapter 6

SNAPSHOT: A CHANGING STUDENT BODY



Homecoming, 2013

Homecoming at CSP traditionally consists of a weekend of football, reunions and carnival fun. These students "Let the Good Times ROAR" at 2013 Homecoming.

Chapters one and two detailed some external and internal transformations evident from an examination of the years 1993 and 2018. Later, chapters four and five demonstrated how innovative programs and technology changed what the university offered, and how teaching and learning took place. The Concordia of 2018, the evidence suggests, is quite different from the Concordia of 1993.

This chapter provides some statistical snapshots of the student body, and we'll see that here, too, Concordia has been transformed. Let's start by taking a look back to 1993. What did a "typical" Concordia student look like? Statistics from the Institutional Research office can help us to draw a picture. Of the university's total enrollment that year, 73.1% were traditional undergraduate students. Nearly 88% of this number were Caucasian. LCMS was the strongest religious affiliation, with 38.3% self-identifying as Missouri Synod. And a full 84% of CSP's traditional students came from Minnesota.¹

Now fast forward to 2018. How has this picture changed, you ask? This chapter will offer some answers. Along the way, we will have a look at several other statistics too. Let's get started.

Up, up, and up—there has been a dramatic increase in the total student population since 1993.²

Tom Ries has been president of Concordia since 2011. Here he speaks about the growth in student numbers over the past twenty-five years.

It's amazingly impressive. It's something we have planned for and have worked for. It's the culmination of a lot of hard work over twenty years. But the past seven years have produced even more growth than I expected.

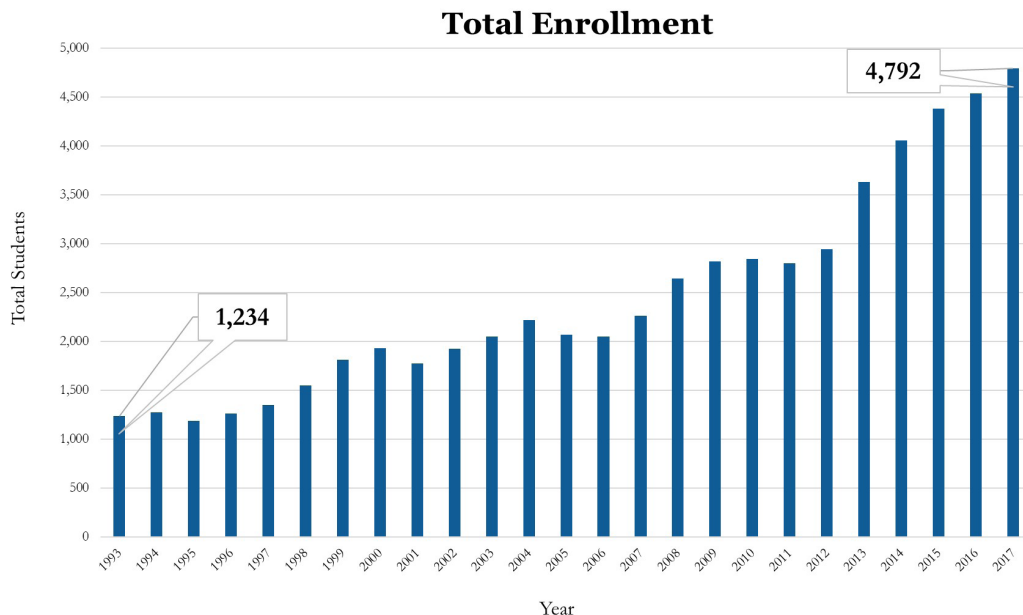
Basically, the university being much less parochial and much more outward looking, in my opinion, goes back to President Poehler, so more than twenty-five years. But Bob Holst is the one who put that on steroids. ... He resolved to increase the visibility of Concordia in the community. Obviously CSP has become a major player in the private colleges and universities in the state—and in the public perception. Everything he did was oriented to that. Opening the doors outward.

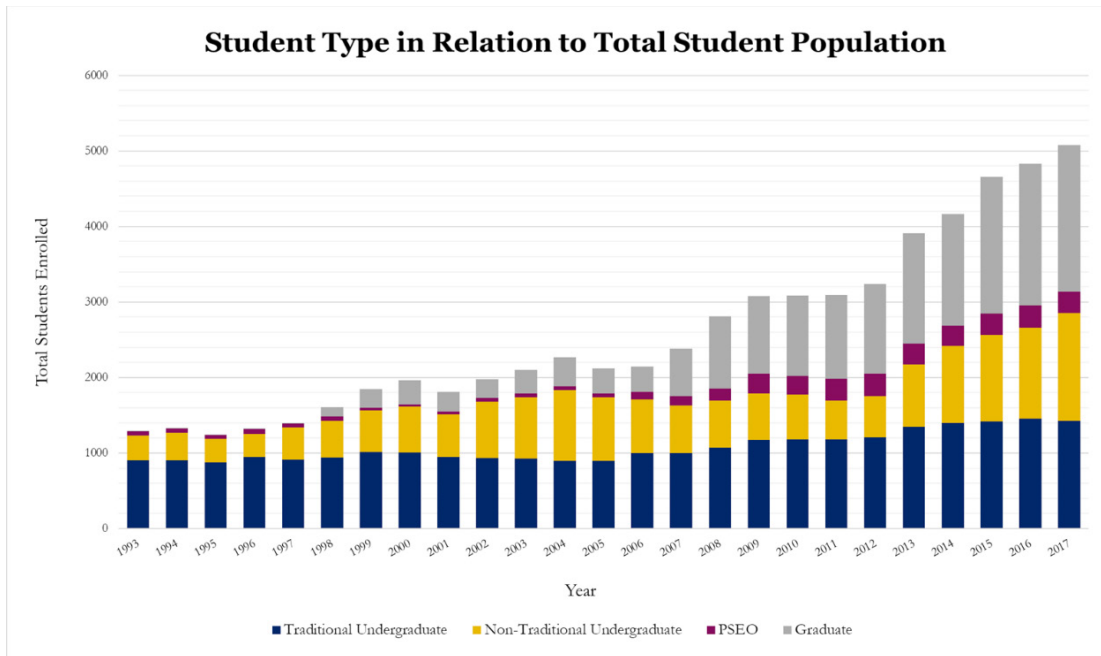
Statistics show gradual growth, going back as far the 1980s. And what has happened since I became president [in 2011] is, it took a quick upturn. There were a couple of factors that came together to make that real dramatic upturn. First, we have got into a mechanism to bring new academic programs to the marketplace every year. Over

the past seven years, we are bringing an average of two new programs a year. Our contribution in recent years has been to systematize that to a point where it's like an engine, moving them out the door.

Second, really careful attention to pricing. We have put the pricing strategy to support those new academic programs. We come with great programs, new programs especially, with a price that, well, we're the leader. We also have the right marketing partners, who target the marketing campaign in the right places, to give us the visibility we need.

But frankly, what has been most gratifying, is the results of the students. The way they have persisted to graduation, graduated, and gone on to find incredible employment opportunities or, increasingly, the number one graduate school of their choice. This is what's selling it now. ... I know that the reputation of the university product has gone up. Thanks to everyone who has put a shoulder to the wheel to make that happen.³





From a glance it's clear to see: All categories have increased since 1993. There were steady numbers of traditional undergraduate students until around 2007, but more than 40% growth since that time. Graduate programs in 1993 were just getting off the ground (four students!) and only began to generate meaningful numbers around the turn of the millennium. By 2017, though, nearly 41% of all CSP students were enrolled in a graduate program.

And sometimes there's more to a number than meets the eye. Yes, the figure for non-traditional undergraduate students has more than quadrupled since 1993. But there's been transformation evident here: In the early 1990s, "non-traditional undergraduate" counted those students enrolled in the CSAL program (see chapter four). A few years later, the Concordia School of Human Services (CSHS) boosted this total. But these two programs were phased out before the

end of the 2000's, as various online offerings grew quickly in importance and size. So not only is the growth in this category impressive, it includes a type of student—online—that didn't even exist twenty-five years before.

Provost Eric LaMott reflects on how Concordia embraces change.

“Our core business is education. That's what we do. We do it well, and we're willing to do it in lots of different delivery modalities and learn how to do that.

One of the competitive advantages Concordia has is, we don't do things like other universities. ... It has never operated in the same lockstep model that a traditional university would do, and I think that's been to its credit for its ability to succeed and to make lane changes and adjustments and even corrections for itself. But you don't let a correction stop you—you just learn from it, and you move on.

[Regarding our students,] it's not just about getting them through; it's about having them have a quality experience, whether they're adult or graduate or undergraduate. To me that's what I'm most proud of, is that we are fulfilling our mission, which is to educate populations. We're not limiting our capacity to do that, and we're being open minded about how we can change and adapt in the future. I think it's that ethos that I'm most proud of at this institution, that edupreneurial philosophy.⁴”

FUN FACT:
CSP's total enrollment has increased over **388%** since 1993!

As a glance at these graphs makes clear, Concordia's student population has become a lot more ethnically diverse since 1993, too, when 87.9% of students identified as Caucasian.⁵

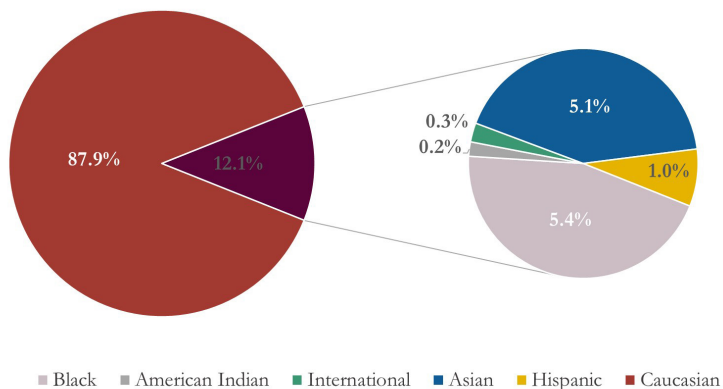
Cheryl Chatman is Executive Vice President and Dean of Diversity. She reflects on the changes since 1993 in race and ethnicity of the university's students.

The population has changed dramatically based on race, religion, and gender orientation. This is great and warrants celebration. In the midst of these growth spurts, additional student organizations have formed, new academic programs have been established, as well as increased cultural events. We had some major ethnic groups on campus already and those ethnic numbers have even doubled, some quadrupled. I mean we've had [a significant] increase in students of color (including traditional, cohort and graduate) within the last eight to ten years.

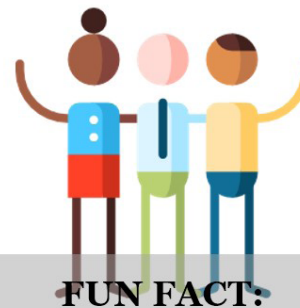
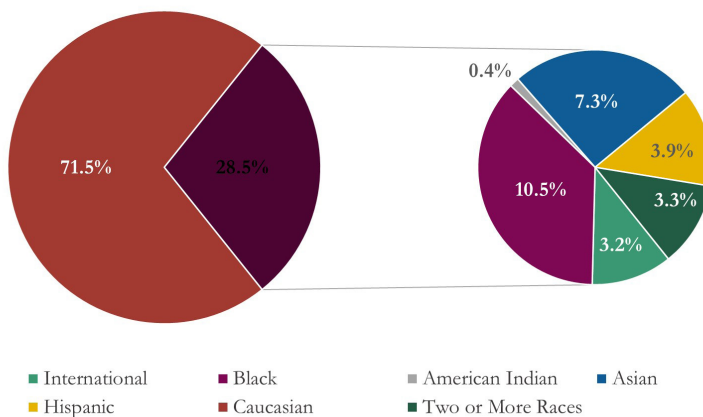
I think there are multiple reasons that could explain this growth. Word of mouth has been one vehicle. I know that people share experiences, so people talk. When students feel that they've been treated well and there are opportunities and support here, they share that with others. I also think the different programs, in terms of what's available to students, is another factor. Scholarships definitely have an impact on who can attend and graduate from Concordia. We do well in providing scholarships across the board.

Faculty and staff relationships have direct and indirect impact on enrollment and graduation as well, in both directions. Although our diversity numbers have increased, the graduation rates are not where we would like for them to be, and they are lower for students of color than students overall. We're still looking for ways and means to narrow that gap. So I think it's a combination of what we offer students, how we treat them, and what they experience from varying factors. You can break the factors into more dimensions and smaller factors, but they all can contribute to some level of impact. The university continues to attempt to be more intentional about ways to expand our outreach, programs and services.⁶

Ethnicity of Student Body in 1993



Ethnicity of Student Body in 2017



FUN FACT:

As CSP continues to diversify its student population, there have been two major additions to the Admissions application:

In 2001, **'Two or More Races'** was added as an Ethnicity option

In 2011, **'Muslim'** was added as a Religious Affiliation option

Did you know? During 2017-18, CSP had international students on campus from twenty-four different countries.⁷

Yes, it's a lot of different places, and quite a change from those years when CSP didn't have many international students on campus—or any at all. In fact, until five years ago, the number only twice equaled even 1% of the total student population, in 2002 and 2003; overall, the total numbers ranged from a low of zero (in 1997-98) to a high of 22 (in 2003-04).

This changed dramatically beginning in 2013, when the International Student office opened. That first school year the number of international students on campus was already 82; by 2017-18, the number had already nearly doubled, to 160—more than 10% of the traditional student body.⁸

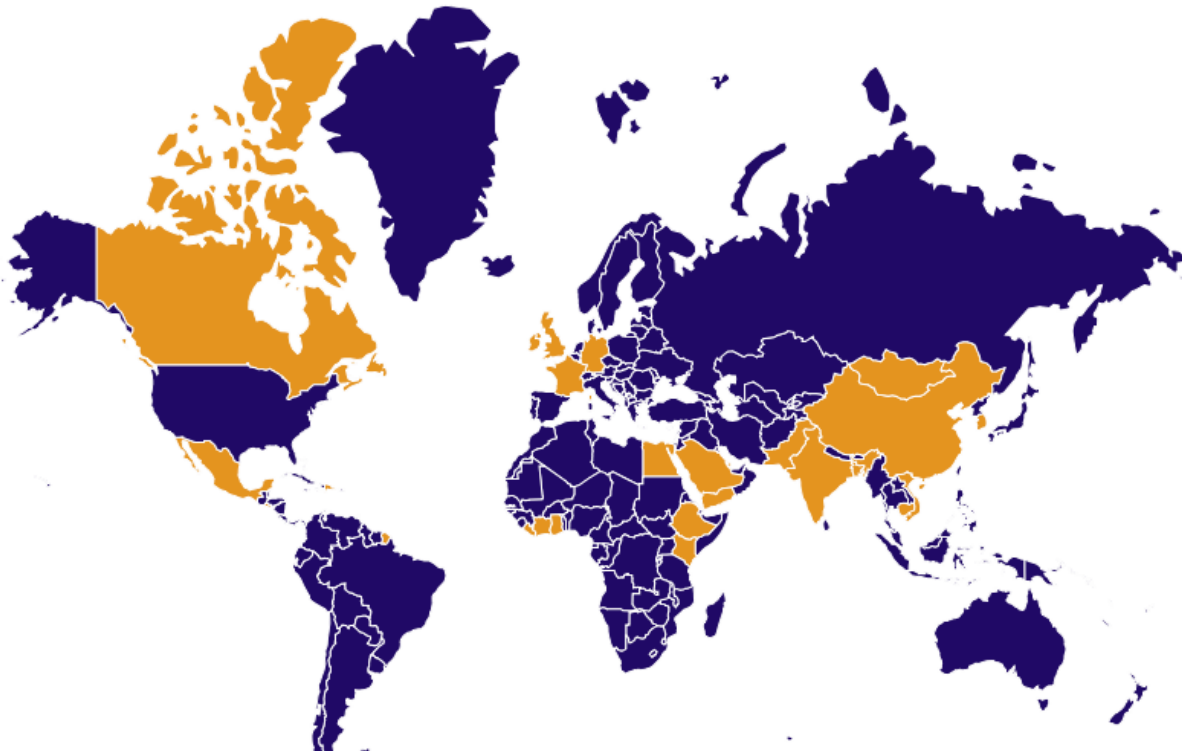
Tiffanie Loeb-Schneider is Director of the International Student office. She talks about the office and the students.

One of the reasons our international population has grown so fast is that after 9/11 the government of Saudi Arabia established a scholarship for students to come study in the U.S. as a form of cultural exchange, kind of bridging our two countries. Because of that large scholarship program, we saw a lot of growth in that population, really quickly. Right now they're about 50% of our international student population.

I think for international students, there are definitely some challenges that they can face when they come to study in the U.S. It's either cultural or it's because our education systems are different than what they're used to. For example, for our Saudi students, when they're coming to the U.S. usually this is the first time they've studied in co-ed classrooms as well, so even if they can imagine what that would feel like, if you're not used to that.

Out of our office we do trainings for faculty as needed, to just talk about what the challenges are that international students can face in the classroom and how to kind of help them through that. We have the English language lab support in our office as well, as a place where students can come and have tutoring. Also they can talk to those tutors about more mentoring pieces.

We've had so many great students. We had a student named Sala come from Saudi Arabia; she was in Education Leadership Master's program. She was one of our first Saudi students to study here. Just a rock star student. She was always in the English language lab studying. She just worked her butt off to get her language skills up to where they needed to be for a grad student. She was here with her husband; they already two kids, and she had her third baby while she was in the grad program. Managed to get through it with all A's, and graduated.⁹



THE COUNTRIES HIGHLIGHTED IN YELLOW on this map are the places our international students call home.

Statistics on religious affiliation show an increased diversity of beliefs on campus, as well as a stark decline in the number of students self-identifying as LCMS. President Tom Ries provides candid comments on these changes.

“That’s largely a factor of several things. One is simply data-driven: if you look at the peak of the membership of the LCMS, as a denomination, we were at approximately 3.2 million members, and that was in the 1970s. It peaked out [in the] early 1970s. Today we’re at about 1.9 million, so that’s a gigantic drop in membership—and that as the US population has grown [by more than 50% since the 1970s].¹⁰

The second thing, along with that gigantic drop in membership, is a gigantic aging of the membership. There just aren’t as many [LCMS] young people who would typically be of college age. [So] that that pool is much smaller. You also have nine Concordias around the country, and the aggregate enrollment of the nine Concordias over the past thirty years has gone from 6,500 to 35,000. So we’re also actively pursuing the same shrinking pool of LCMS students. And actually [the percentage of LCMS students] is much smaller at every campus.

The number of Concordia students going into church work programs has also declined sharply since 1993.¹¹ President Ries speaks to this data.

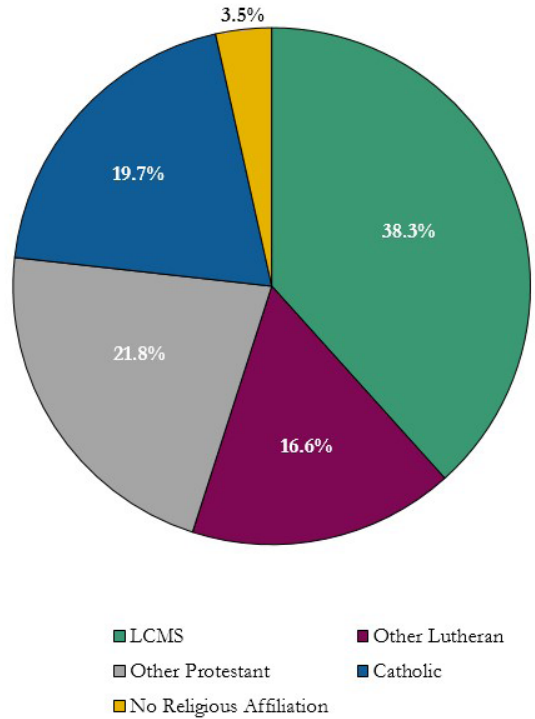
It’s part of that pattern of declining numbers. But there is also a decline, in young people particularly, [of those] pursuing church work vocations, for several reasons. One is that the range of career options available to young people today has grown exponentially, especially for women, from the time when everyone’s church work numbers were stronger. ... We all [need] to work harder to find greater numbers. But then again, these all have declined throughout the system.

There are several Concordia schools that have held the numbers stronger than we have. More power to them; glad that they can do that. But it’s not for lack of desire, it’s not for lack of trying. We invest more financial aid in that class of church work students than any other class of students, per capita, on the campus. So the money is there. The opportunities are there.

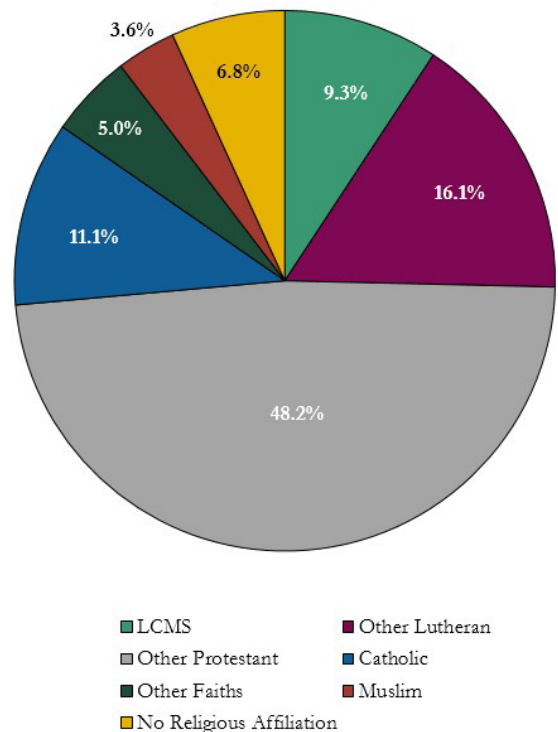
We are definitely one of the last, if not the last, of the Concordias that is an urban school, and our denomination is typically rural or suburban. So even students who are thinking about pursuing a church work vocation may tend to trend towards one of the other Concordias.

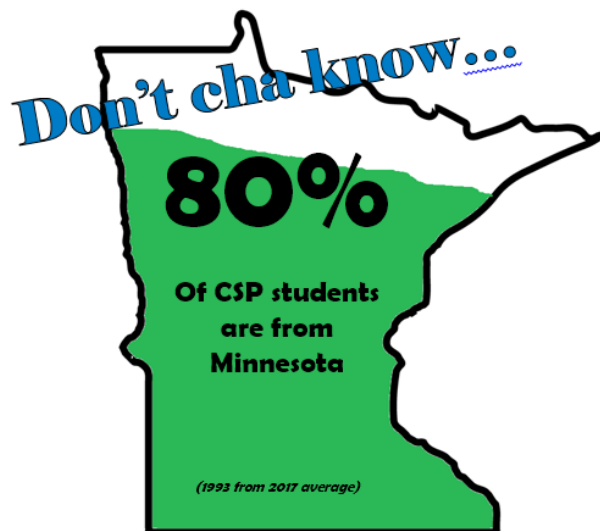
So it’s a combination of things; we don’t have sufficient data to even say there seems to be a correlation between this or that. But what we have done here is amass huge amounts of money, thanks to donors, for financial aid for church vocation students. And we’re increasingly investing in new, younger faculty for those divisions. And they’re just tremendous people. So we’ll see what happens.¹²

Religious Affiliations of Student Body in 1993



Religious Affiliations of Student Body in 2017





As we've seen, much has changed over the past twenty-five years with regards to Concordia's student population. The percentage of traditional students who come from Minnesota, though, has remained generally consistent, ranging from a low of 71% (2001) to a high of 84% (1993 and 1994). And in the past ten years, 2008 to 2018, the range has been even smaller, from 77% (2016) to 82% (2009). Overall, the average for the twenty-five years from 1993-2018 is 80%—exactly the number for 2017-18.

Kristin Vogel, Associate VP of Traditional Enrollment Management, sheds some light on these figures.

Similar to most post-secondary institutions, both public and private, CSP primarily enrolls students from our region. The majority of admissions recruitment happens in the Twin Cities and greater Minnesota. Stable demographics of college age students in Minnesota has resulted in our primary market continuing to be a strong source of new student enrollment.¹³

REFERENCES

1 Statistical analysis is complicated by several changes over the 1993-2018 period in what information is gathered, and several different ways of labeling and organizing. Beth Peter of the Institutional Research office worked hard to collect information from several locations, and synthesize this data into a usable format. We had numerous conversations about data. Still, certain holes remain.

2 Included in these statistics are all enrolled students at the university.

3 Tom Ries interview, 18 April 2018.

4 Eric LaMott interview, 27 January 2017.

5 This graph includes all students, not just traditional undergraduate. Also, some students prefer not to disclose this information.

6 Cheryl Chatman interview, 21 June 2017.

7 Information from International Student office, in email Tiffanie Loeb-Schneider to author, 15 August 2018.

8 Note that the Institutional Research office doesn't have data for the

number of international students for the years 2007 to 2012.

9 Tiffanie Loeb-Schneider interview, 8 September 2017.

10 US population data: <https://www.census.gov/programs-surveys/decennial-census/decade.html> Accessed 13 August 2018.

11 Church work numbers showed an overall decline from 225 (1993) to 147 (2012). Until 2012, as Beth Peter from Institutional Research explained, "These figures represented students who were admitted to the program *or had indicated intent* to enter the program." From 2013, the statistics have reflected only those students enrolled in a church work program. Still, the numbers have continued to decline, from 87 (2013) to 54 (2017). Beth Peter, email to author, 16 April 2018, which also included a spreadsheet of data on student demographics.

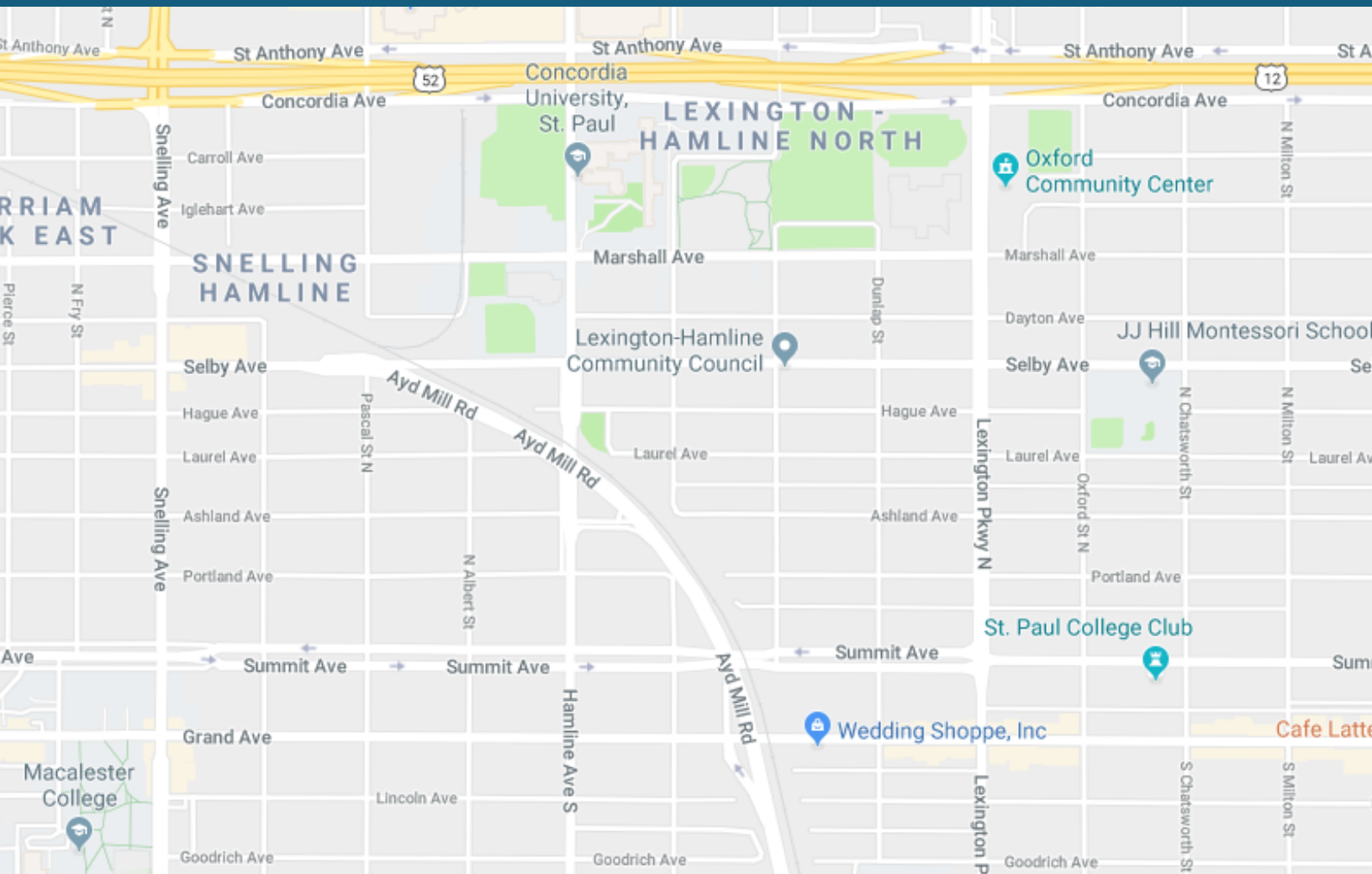
12 Tom Ries interview, 18 April 2018.

13 Kristin Vogel, email to author, 24 August 2018.

Chapter 7

CELEBRATING CONCORDIA'S URBAN LOCATION

Written with Paul Hillmer



Surely the Lord is in this place, and I did not know it.” Almost any time the first half of this verse from Genesis 28 is invoked to describe a location, it is a retreat: a picturesque and placid lakeside camp, a majestic mountain-top panorama, or an awe-inspiring cathedral. We all too often equate the presence of God with isolation. While there is certainly some biblical reason for this, we must nonetheless recognize that God’s work and God Himself reside everywhere. While retreats often provided rest and rejuvenation to the saints of old, they were ultimately called to speak or minister to the urban communities of their day.

It should not surprise us, then, that Concordia University has very intentionally chosen not to retreat to an isolated location, but to stay right where it is: in the heart of a “dynamic, multicultural urban environment where Christ is honored and all are welcome.” It’s not as if Concordia never had a choice. Opportunities were presented to relocate to Bethel College’s original site. Rumors swirled about a move to the St. Croix River Valley. But in the case of the latter, then-President Robert Holst said, “My personal opinion is that the present site is ideal for relevant education and Christian mission. This is where we were meant to be.”¹

LEXINGTON-HAMLIN COMMUNITY COUNCIL: EMMY TREICHEL

Perhaps no one knows the history of the neighborhood surrounding Concordia better than Emmy Treichel, who came to work at Concordia as a house mother in 1959 after the death of her first husband. There she met her future husband Herb, who had arrived the previous year. “People came from greater Minnesota, from out of state, people who were not necessarily accustomed to a metropolitan area. . .It was not a commuting campus in those days, and we had enough activities on campus that people didn’t go off-campus all that much.”

When Emmy and Herb married, Emmy very much desired to raise her children in a neighborhood rather than “what was for me a contained environment.” As the first Concordia family to move into the neighborhood, Emmy and Herb became ambassadors between Concordia and what became Lexington-Hamline Community Council (or Lex-Ham), St. Paul’s oldest neighborhood association, established in 1968.² The 1960s and ‘70s were years of increasing urban blight, and students often had an exaggerated fear of the surrounding neighborhood. “When kids from other neighborhoods, who were friends of my children, would come to pick up Randy, they would say (according to my son) ‘We’re going to pick up Randy, so be sure you take your switchblade knife. [Laughs] Oh, there were years we had a terrible reputation with people who didn’t live here. And I said that the day when one of my children are in danger, we would walk. We never did.’”

Why did the Treichels stay, and why has Concordia stayed in Midway St. Paul? “You bloom where you’re planted,” replies Treichel. “The things that I value are valued, I think almost universally, by people of all backgrounds . . . and so we need to work at making the environment one that contributes to those things, and you can’t do it by forever leaving those things that are a little bit different than you.”³ This has been the aim of Concordia University – St. Paul: to run neither from its historic identity and mission nor from its location, its neighbors, and its responsibility to provide students from all backgrounds with an education that is “responsive, relevant, and real.”

Concordia’s urban location has afforded it numerous chances to serve the community in which it resides, and in so doing has provided wonderful service, learning, and ministry opportunities for its students, faculty and staff.



COMMUNITY CONNECTIONS

In 2018, Emmy Treichel still serves on the board of the Lex-Ham Community Council.





M-TEPS GRADUATES HONORED

In 2008, a reunion of M-TEPS (Metropolitan Teachers Education Program) graduates was held during Black History Month. The twenty-five alumni pictured here were recognized for their achievements.

REACHING OUT TO THE HMONG COMMUNITY

The Twin Cities had a sizeable and growing Hmong community by the 1980s and 1990s. Many Hmong had come here as refugees, in the aftermath of America’s disastrous war in Vietnam that had ended in 1975.⁴ Yet President Bob Holst admits that, when he arrived in 1991, he wasn’t aware of their presence. “I knew virtually nothing about the Hmong when I came, so I did a little research. Nobody seemed to be reaching out to them.”

Holst saw this as an opportunity, especially given Concordia’s urban location. “God has given us a unique gift in this place,” he said at the time, “if we embrace it.” This opportunity included broadening the perspectives of faculty and students alike. “I thought, the faculty are going to be multicultural, as they work with the Hmong and others [on our campus]. ... I thought the students would be blessed.”

And these blessings included practical ones, too. “I remember business people told me—and I told students—if you can’t work with a Hmong, you have no business future in the Twin Cities. And forget about politics—if you don’t care about the Hmong vote, don’t get into politics. So if you’re going to live in Minnesota,” Holst said to anyone who would listen, “especially in the Twin Cities, you better know something about the Hmong and, more than that, you better have Hmong friends.”

Not everyone, though, Holst admits, believed that adding large numbers of Hmong students on campus was a good idea. “I was criticized. I heard, ‘This is going to kill Concordia. You’re going to get all Hmong students.’ Or, ‘The whites are going to leave, and you’re going to have a Hmong majority.’”

But Holst was determined, and worked to transform his vision into reality. Several years after arriving at CSP, he created the President’s Council, a group of advisors with diverse perspectives. “They cared for community issues,” Holst recalls. “So I brought up, there’s a whole group of people here that were heroic in a war, and are now facing difficulties. But they’re going to succeed. How can we serve that community?”⁵

Holst wanted both a place on campus where Hmong history and culture would be celebrated and a means to train Hmong adults to be teachers, just as Concordia had



trained African American teachers through its M-TEPs program in years past. Holst's vision came to fruition through the work of faculty like Roberta Kaufman, the late William Staley, Sally Baas, and Lee Pao Xiong.

Xiong, a Hmong refugee who arrived in Minnesota with his family in the late 1970s, studied political science and public policy, then gained varied job experience working in the local Hmong community, and also with government.⁶ He first met Holst in the 1990s. Holst saw Xiong as someone who could help Concordia build a relationship with the local Hmong population. As Xiong recalls, "President Holst said, 'We don't want to just be *in* the community. We want to be an integral part *of* the community, and that includes the surrounding neighborhood.'" Holst hired Xiong in 1996, and charged him with accomplishing these goals, and increasing the Hmong presence at CSP.

As Hmong families settled in St Paul, Xiong says, the number of their children attending local schools increased sharply—"yet only 2% of the staff and faculty were of Hmong descent." Answering President Holst's call for outreach and innovation, Roberta Kaufman, then Dean of the College of Education, designed the Southeast Asian Teacher Licensure Program, or SEAT, providing an accelerated path for Hmong and other Southeast Asian individuals with a bachelor's degree already in hand to gain their teaching license. Concordia University saw that as an opportunity to increase their student population, and to invest in that particular program. Given Concordia's enrollment figures in the mid-1990s generally were stagnant, this initiative showed great promise.

Xiong lobbied hard with city and state politicians, and was instrumental in CSP securing funding for the new SEAT program, which began its work in 1998 under the direction of William Staley, soon after partnering with Sally Baas, who became director after Staley's untimely death in early 2004.

SEAT not only enabled Hmong students to become classroom teachers, thus increasing the percentage of Hmong educators but also, explained Xiong, increased their earning potential. President Holst worked to secure the financial piece of the SEAT

SEAT

Students participate in class as part of the Southeast Asian Teacher Licensure Program.

puzzle, whereby CSP would pay 50% of the tuition expenses for those accepted into the program.⁷

Following its creation, the SEAT program grew in size and contributed to a greater awareness of Concordia University in the Hmong community.⁸ The number of Asian students at CSP began a slow but steady increase, a trend that continued into the new millennium. This helped to transform a student body that had been, until the early 1990s, overwhelmingly Caucasian.

The second part of Holst's plan to deepen ties and serve the Hmong community was the creation in 2004 of the Center for Hmong Studies. The idea dates to the late 1990s, when Holst first met, and hired, Xiong. While the initial thrust had been to deepen Concordia's ties to local Hmong, and generate enrollment growth, the two men also discussed the idea of some kind of a cultural center that could be, in Holst's words, "a lighthouse in the community."⁹ When Xiong departed CSP in 1997 for a job in government, the idea of a Hmong center was left undeveloped. Still, Holst kept the idea in mind, and over the next few years stayed in contact with Xiong.

Another part of Concordia's work in this area is the Hmong Culture and Language Program and its sister Building Cultural Bridges Camp. They were born from these roots: a large number of Hmong children playing on the Concordia University, St. Paul, knoll; families from refugee camps in Thailand wanting their children to maintain their culture; and conversation between Holst and Sally Baas who later recruited co-director Nao Thao, St. Paul elementary school teacher Chao Vang and others.

These events crystallized into fifteen years of serving 12,000 Pre-Kindergarten through 12th grade students. Currently 90% of children attending the Program are Hmong, while the remainder come from 20 other language groups. The program responds to the community's expressed desire to preserve Hmong culture through storytelling, gardening, and the arts (visual and musical) through a two week summer camp, leadership training and a year-round Saturday program.

Hmong Culture and Language Program has served as a laboratory school, exploring education on Concordia's campus and functioning as a service arm of the Department

SUMMER CAMP

Just a few of the participants in 2010's Hmong Culture and Language Program.



of Teacher Education. It helps university students build resilience and cross-cultural competency for serving in diverse educational communities and affords them opportunities to design and teach curriculum focused on the Hmong journey from Laos to United States.

Through this process, Concordia's students develop respect for the multiple challenges facing refugee and immigrant children and youth. These future teachers build skills in pedagogy and deepen social-emotional and leadership skills, while exploring their own cultural values. This curriculum is aligned to the Minnesota State Standards and prepares students for thoughtful, informed living, and for dedicated service to humanity.¹⁰

Around 2003, Holst reached out to Lee Pao Xiong, believing the time had come to move ahead with founding a Hmong center, and an academic program that would be an integral part of it. Xiong recalls having a lunch with Holst, and the president put forth his idea. "He said, 'you're the person that we're looking for. Because we want somebody that understands Concordia's culture, and academic culture.'"

But there were other reasons that, for Holst, made Xiong the right person to start and develop a center. "We also want somebody that has credibility *with* the community and connection to the community," Holst told Xiong. And most importantly, Holst concluded, "I believe that the Center for Hmong Studies should be headed by a Hmong person."¹¹

Xiong agreed to come back to Concordia to build the new Center for Hmong Studies, starting his work in 2004. Holst made a powerful statement when he turned the university-owned president's house—which had been home to the school's presidents since its completion in 1928—over to the new Center. This act demonstrated a commitment to the idea

of the Center by placing it literally in the middle of campus, in its own structure.

In the years after taking on the job, Xiong worked to develop an academic curriculum. He facilitated the creation in 2006 of the nation's first Hmong Studies Minor, relying on Hmong scholars including Gary Yia Lee, the Center's first Scholar in Residence. Xiong has taught a range of courses in the minor. As of 2018, twenty-two students have successfully completed this program.¹² To ensure a broader reach for the Center's course offerings, Xiong, says, "from the beginning we lobbied for inclusion of two courses, Hmong Culture and Society and Introduction to Hmong History, into General Education."¹³ The university adopted this proposal, and thus sections of these classes are offered on a regular basis.

But as important as this groundbreaking academic program is, the Center offers much more. Since its founding, Xiong as Director of the Center has worked to collect and catalogue Hmong cultural artifacts and sources; partnered with research and education organizations on Hmong-related topics; hosted leading Hmong scholars from around the globe; and staged the biennial International Conference on Hmong Studies. Most recently held in April 2018, the conference brings together leading researchers, and raises awareness of both the Center and Concordia.

The Center also supported CSP faculty member Paul Hillmer's Hmong Oral History Project, an ambitious multi-year research and writing project. Hillmer's work culminated in a six-part History Channel funded documentary, *From Strangers to Neighbors* (2007), that examines the Hmong people and their resettlement in the Twin Cities, as well as his book, *A People's History of the Hmong* (2010).¹⁴

ENGAGING WITH THE CITY

(Right) During President Robert Holst's tenure, Concordia hosted St. Paul's annual observance of the Martin Luther King, Jr. holiday in the Gangelhoff Center. In 1995, Senator Paul Wellstone was the honored speaker.

(Left) The educational panels from the Minnesota History Center exhibit "We Are Hmong Minnesota" were placed on permanent display at Concordia's Hmong Center after the exhibit at the MHS closed.



BUILDING COMMUNITY: BRUCE CORRIE

Over more than twenty years, Concordia has developed a strong and productive relationship with the Hmong community. And the interests of the university go further, as the work of faculty member Bruce Corrie illustrate. Corrie came to Concordia in 1987, to teach Economics. Through his research and work on the economic contribution of immigrants and minorities, he has strengthened the ties between CSP and the local community.



It's an effort to show that this university is not insular; it's tied to the community. Concordia wants to build community.

Planning for the Central Corridor Light Rail, which connects downtown St Paul and downtown Minneapolis, began in earnest in the late 2000s. Some immigrant communities in St Paul along the LRT route feared economic displacement. Corrie worked closely with a group of community members to explore potential positive outcomes.

Can we actually use this as an opportunity to grow the economic base in the area? We came up with this concept of the World Cultural Heritage District.¹⁵ You'll find the cultures and ethnicities of the world; they could be business, art, music and so on. That was the broad framing of that vision. ... Out of it we've come to Little Mekong with an Asian feel, Rondo with an African American feel, and Little Africa with an African immigrant feel.

Over the years I've been more engaged with Little Africa; they were a smaller group, emerging, forming. ... And Concordia has been an active partner with them.

Corrie continually reached out to, and worked together with, St Paul neighborhood organizations. This knitted Concordia even more into the tapestry of the surrounding area.

We applied for a McKnight Foundation grant that produced the best data so far on the economy of African immigrants in Minnesota. We did it in partnership with Gene Ggelu¹⁶ of African Economic Development Solutions,¹⁷ in Little Africa.

We also launched the Little Africa Fest¹⁸ in Hamline Park. I remember coming to the Hamline Midway Coalition¹⁹ to [ask them to] support us. They were more than enthusiastic, because they also wanted to keep that park crime free and a safe space. It was so good seeing it [in July 2017], when they had the Little Africa Fest for the fourth year, to see so many neighbors come out and participate in that festival. It was a multi-ethnic festival.²⁰

ARTS-US AND COMMUNITY ART

In 1992, Katherine Beecham, the parent of a Concordia student, approached Professor of Education Barbara Schoenbeck to see if Concordia might be interested in participating in an upcoming community event. The Black Story Tellers Alliance and the St. Paul Public Library wanted to bring African American author and illustrator Ashley Bryant to St. Paul. Bryant agreed to come to St. Paul with the condition that he would have large audiences of school students. Concordia's participation and facilities allowed large numbers of school children to come to its 400+ seat Buetow Auditorium for three presentations on each of two days. This very successful event established a mutually beneficial partnership that led to African American history and literature workshops for Twin City educators and a week-long celebration of the



life and writings of Zora Neale Hurston. After these three collaborative activities, the group decided to organize under the name, ARTS-Us, which sponsored several “Peace Jams” at Concordia.

ARTS-Us was given office space on campus and provided after-school and weekend programming for elementary students during the school year and for summer camp from 1992 through 2003. In 2004 the office and programming were both moved to a community building funded by the Ramsey County Sheriff and stayed there until 2008. In 2008, ARTS-Us was able to lease the Dunning Field recreation building near Concordia. CSP students have served as volunteer tutors for the after school program, receiving a practical connection to urban life. Out-of-school programming serves 500 youth per year and the summer program meal program serves 2500 meals. ARTS-Us currently sponsors a community meal one Friday night a month that connects students and families with community services.²¹

ARTS-Us illustrates how CSP, and its faculty, reach out to and serve youth and the community. The Community Art (CA) program, run by Cate Vermeland, a full-time member of the Art and Design department, provides another example. Vermeland started at Concordia in 1994, as adjunct faculty for photography. Currently she teaches a broad range of courses in Art and Design. Vermeland explains how CA allows students to engage with the community.

Community Art seeks to solve a local problem, through an art solution. ... It's really teaching students about a process. Any group you're working with, everybody has something to say. Everybody has a stake in the final outcome. And it's not led by 'this is how we're going to do it.' It allows students who get involved with this, to learn how to create consensus, be able to listen, be able to understand others, develop empathy with others.

Vermeland argues there are tangible benefits for CSP students who participate in a CA program.

They are able to make real connections in the community, and have real experience. ... What I want them to realize is, it's messy working with other people. It's messy working with communities. Everybody has their own agenda. How do you build consensus? How do you work with that, in a practical, real world situation? That's invaluable.

ART & DESIGN CLUB MURAL

The Art & Design Club created a mural for the end of the tunnel that leads to the Concordia Art Center. The mural was made in collaboration with many communities at Concordia. They led mosaic, ceramic, painting, and photogram workshops where students, staff, and faculty could make elements of the mural. This photograph was taken during a 2014 ceramic workshop.

For Vermeland, a program called Farm in the City brought CA to Concordia, starting in the 1990s. Concordia students worked together with community youth at Dunning Park, across from Holst Hall.

Farm in the City was a summer program, six to eight weeks, which merged culinary skills, gardening, environmental art, and ceramics together with a cultural context. Every week the kids would learn about a different region, like Latin American Art or Africa: What's the food? What are the arts? What are the gardening techniques? We used Community Art students to intern or work for the summer program.

They transformed Dunning Park, from a desolate nothing, broken glass, no birds, no wild animals or nature, not a safe place to be. With the first garden that Farm in the City created, they created an interest in wanting to take care of that park. And at Concordia, the program used some art rooms and some ceramic rooms. With the park right next to CSP, that was a perfect relationship.

Then when Farm in the City folded, around 2010 or 2012, the ARTS-Us program came in.²² They took over the Dunning Park building and the gardens. We worked together with ARTS-Us for a couple of years, cleaned out the gardens they had taken over. That was really great, it allowed the Community Art class to learn about ARTS-Us.

[Around the same time,] I created an after school program that lasted for a couple of years, called Cultural Art Connections. That was here at Concordia too.

And a year and a half ago, we [had] Community Art students working with the Lexington-Hamline Community Council, trying to draw attention to the Lexington Avenue bridge and the Rondo neighborhood. Just the education for the Community Art students, to learn about the history of the Rondo neighborhood. Real, tangible, in our neighborhood: Do you know where we're at? Focus has been very local, for students to understand local.²³



COMMUNITY ART

(Above) Cecile Lewis was a Concordia student and community artist. She brought her textile, sewing, and natural dyeing skills to the 2016 Hmong summer camp at Concordia. (Below) Concordia students visit Silverwood Park (St. Anthony, MN) in 2014 to see a sculpture by CSP Art faculty Alonso Sierralta.



STUDENT ATHLETE ADVISORY COMMITTEE

Concordia's student-athletes, through the Student Athlete Advisory Committee, or SAAC, also get involved in the local community and help to make a difference in people's lives. Nicole Gruit is Assistant Athletic Director. As part of her responsibilities, she oversees SAAC and works closely with student-athletes. Gruit talks about the value of their involvement.

Sometimes they're hesitant to volunteer because they have so much going on, but the benefits they reap from these sort of things are priceless. For example, they go to Hope Lodge²⁴ and they see people who have far greater problems than what they're dealing with on a daily basis. It opens their eyes, and gets them communicating with other people, and realizing, how do you deal with situations like this? And also giving them a new perspective on, hey, this is what's important.

There are numerous examples of Concordia student-athletes volunteering their time around the Twin Cities. This also helps to raise the profile of CSP in the local community, adds Gruit.

This year we've been very involved with Feed My Starving Children.²⁵ On four occasions this year, our student-athletes went and packed food for people. That's one area where I really see that we make an impact in our community.

Another is our interaction with Hope Lodge. A couple of weeks ago we went and provided a taco dinner for residents there. And then our student-athletes stayed and we had a bingo night with the residents. So interacting with the community and bringing a little ray of happiness to people who need a little bit of uplifting.

And usually in October we do a breast cancer awareness month [here on campus]. We try to bring more awareness to breast cancer, but also do something for the community. So we have our marketing team here create pamphlets, to make sure people know that any items they bring to games on an evening will be donated to Hope Lodge. This year we did one event at a Soccer game, and one at a Volleyball match. Then we have our student-athletes take over bins of items.

You know, people hold you in high regard if you're a college athlete; people are looking up to them. That's something special that they see. They're in the spotlight, and they see that the decisions they make every day are viewed by others, and that they need to make sure they're leading the next generation.²⁶



COMMUNITY INVOLVEMENT
Student athletes volunteer at Feed My Starving Children, 2017.

.....
Sometimes [student athletes] are hesitant to volunteer because they have so much going on, but the benefits they reap from these sort of things are priceless."



WELCOME WEEK VOLUNTEERS

Students sort donations for The Arc thrift stores during Welcome Week 2013.

SERVICE-LEARNING

Outreach and involvement are also an important part of teaching and learning at CSP. Since 2008, Kelly Matthias has led the university's service-learning efforts, one program of the Community Action Leadership and Learning (CALL) Center she created that year. Kelly talks about the value of service-learning, and how her office works to get students involved.

“Part of service learning is giving students key initial experiences to pique their interest, to motivate them to say, how can I do more for our community? ... So one of my first initiatives was to create some flagship service events, and ways for students to get involved around service.

We do a large volunteer event as part of Welcome Week. So every first year student who attends Welcome Week will have a volunteer experience before they technically start school. Another example is Hunger and Homelessness Week which we've built out to include a series of events and volunteer opportunities. Our annual Martin Luther King Jr Day of Service is another flagship event we've run for the past 10 years. All of these one-time volunteer events get at trying to help students recognize and identify the challenges that poverty and similar social issues place on our urban community, and provide for them service opportunities on a regular annual basis.”

Matthias shares the values of service-learning with classes or students who come to the CALL Center, and meets with interested faculty to brainstorm potential partner organizations. As a result of these ongoing efforts, the number of students who have participated in a service-learning experience has grown over the past decade. In 2017-18, for example, CSP students contributed over 8,200 hours of community service.



Another CALL Center program is the IGNITE Leadership Development Certificate, an experiential education program that Kelly and a group of administrators created, also in 2008. This creates additional ways for students to get off campus, and into the community.

Ignite is an events-based leadership program. For every event that a student attends, they earn points towards their leadership certificate. There are key flagship components that they need to complete within the program to receive the certificate, and those are service-learning, cultural awareness trainings and a leadership retreat.

We offer points for some of the educational events that are already happening on our campus, as well as putting on our own leadership trainings that students can attend. One of the key primary requirements is service-learning. The students have to complete thirty hours of service-learning in our community and write a reflection about their experience. In addition, they also have to attend events tied to cultural awareness, to an understanding of diversity.

Given the shift our campus has seen in the last decade [with a more diverse student body], that's been a key priority, equipping students with skills like self-awareness and cultural competency. Students have to complete StrengthsFinder—a process that can be a pretty key learning tool for our students. We also have our annual leadership retreat, which happens over fall break, where we take students to a local camp for a weekend and do some intensive leadership development programs like a low and high ropes course. Once they've completed those components, and they attend enough events to reach the thirty-five points, they'll receive a leadership certificate. They're also recognized at our commencement service.

IGNITE LEADERSHIP PROGRAM

(Above) Students and staff at the Fall Retreat in October 2017 at Camp Victory in Zumbro Falls, MN. Students participated in team building activities such as high and low ropes, leadership workshops, and interactive games. (Next page) Participants in the 2010 leadership retreat.

As of 2018, 124 students have completed the IGNITE Leadership Development Certificate.²⁷ One of these students was Kaolee Vang ('12). Matthias talks about the positive effects for the student, and the CSP community.

Through participating in the program, she began realizing her own leadership potential, and went on to lead clubs and orgs on our campus and was very involved. She was one of those students who you could see in a number of different student engagement areas and say, yes, she's leading that group and she's using her leadership gifts there. Then [after graduation] Vang worked on campus for two years as a diversity coordinator. So what is fun for me is to see Concordia as a whole directly benefit from her growth and transformation. She went on to lead dozens of other students in many other leadership program initiatives in her position.²⁸

LEXINGTON-HAMLIN COMMUNITY COUNCIL: AMY GUNDERMANN

Current Lex-Ham Community Council Executive Director, Amy Gundermann, came to Concordia as a freshman in the fall of 1995. Eager to become an overseas missionary, she took short-term mission trips to eleven countries before graduating high school. Eager, too, to “jump right in” to her chosen vocation, “my parents kind of begged me to—‘Let’s just do some college.’ [CSP] was the only one that had any real training for cross-cultural outreach ministry-wise,” adds Gundermann. “I’m from Cincinnati, Ohio, so that’s a twelve-hour drive. . . I saw my parents once a year”—about the same as if she’d become a missionary. “I’ve always had an



interest in diverse people coming together and finding a way to work together.” As Vermeland and Matthias indicated, Concordia and Lex-Ham are finding new opportunities for partnership. “We have enjoyed meaningful collaboration in recent years with the Call Center,” says Gundermann, “and [Concordia gives Lex-Ham] space for our board retreat, too.”

Gundermann speaks positively about Concordia’s urban location.

[H]owever many times as an institution it’s actually wrestled with “do we stay or go”, I am proud that Concordia has chosen to dig in. ... I honestly don’t think Concordia would have survived this long without Lex-Ham doing the work that it has done to advocate for livability and safety and improvements. Lex-Ham is a very safe pocket in an urban context.

On the other hand, Lex-Ham’s leadership going back to Emmy Treichel, Bob [and wife Pauline] Kolb [who came to Concordia in the fall of 1977] was one of the very early leaders that did a lot of work. We still have Suzie Norris, who along with [her late husband, Concordia band director] Dick was here for many years. ... So I am proud of Concordia’s presence here and that Concordia continues to wrestle with ‘how do we do this well?’ and I think it does.

[I]t is much harder for urban ministries. ... It looks like the same job as a suburban church ... [or] school, but it’s a totally different job. [P]eople look at urban ministries and say, “Oh, you did this wrong: a, b, c, d.” You don’t know the list of things that I have to do right! (laughs) It’s not the same list! And that’s definitely true for Concordia. It’s a different list than the other Concordias in the system— what you have to do well.

REFORMATION 500

Concordia President Tom Ries (at lectern) led a packed Gangelhoff Center in commemorating the 500th Anniversary of the Lutheran Reformation, a fine occasion to invite everyone to our neighborhood.



Amy's husband, Rev. Tom Gundermann, became CSP's University Pastor in 2013. He has continued a long tradition of writing a Bible-based musical for the students of Trinity First Lutheran School in Minneapolis, which they perform on campus in Pearson Theatre.

When Tom got the call to come back here, we were pretty excited about being able to raise our kids in the middle of the city ... just understanding the larger world and how they fit into it. We knew, of course, what Lex-Ham was as a neighborhood, and were pretty excited to live here. [At Concordia] you have this immediate access to something like a classroom that has everything you need to learn or be exposed to, a place where students can touch on so much of what the world is about, different than a retreat feel, this is where things are happening.

Cate [Vermeland's Community Arts students] have to wrestle with what a community does when there is a division because of the [interstate] highway, or when there are different needs that are difficult to meet at the same time. I just think in an urban context, especially a diverse one ... there are so many opportunities for people of any discipline to learn just by what's happening around them. It's probably a challenge for some people to come here as a student who isn't from an urban area. It doesn't feel quite comfortable or safe or whatever, but I do think it's a great context to learn in, and that's what [Concordia's] job is, to be a place where people can learn, right?"²⁹

God has planted Concordia University St. Paul in rich soil, even if it may not seem that way to everyone else. This school has never been more committed to remaining right where it is. Blessed with numerous community, congregational, and governmental partnerships, a significant number of students who are interested in ministry and community service, and faculty and staff who are committed to helping students reach their fullest God-given potential, Concordia remains committed to its mission: "to prepare students for thoughtful and informed living, for dedicated service to God and humanity, for enlightened care of God's creation, all within the context of the Christian Gospel."



TOM & AMY GUNDERMANN
Pastor Tom has served as CSP's University Pastor since 2013. Amy is a CSP grad and Executive Director of the Lex-Ham Community Council.

REFERENCES

- 1 Bob Holst, interview with Paul Hillmer, 16 April 2018.
- 2 Lexington-Hamline Community Council is one of the 17 district councils in Saint Paul; CSP is in the area served by this council. More information at <https://lexham.org/>. Accessed 5 May 2018.
- 3 Emmy Treichel, interview with Paul Hillmer, 25 April 2018.
- 4 Dave Kenney and Thomas Saylor, *Minnesota in the 70s* (St Paul: Minnesota Historical Society Press, 2013), 214.
- 5 Bob Holst, interview with Thomas Saylor, 31 July 2017.
- 6 Paul Hillmer, *A People's History of the Hmong* (St Paul: Minnesota Historical Society Press, 2010), 35, 283-84.
- 7 Lee Pao Xiong, interview with Thomas Saylor, 14 June 2017.
- 8 Both Bob Holst and Lee Pao Xiong expressed this idea in interviews of 31 July 2017 (Holst) and 14 June 2017 (Xiong).
- 9 Bob Holst, interview with Thomas Saylor, 31 July 2017.
- 10 Information provided by Sally Baas, e-mail to Paul Hillmer, 23 April 2018.
- 11 Lee Pao Xiong, interview with Thomas Saylor, 14 June 2017.
- 12 Information from Institutional Research Office. Email Beth Peter to Thomas Saylor, 18 May 2018.
- 13 Lee Pao Xiong, interview with Thomas Saylor, 14 June 2017.
- 14 On the work of the Center for Hmong Studies, see <https://hmongcenter.csp.edu/what-we-do/>. Accessed 5 May 2018. Additional information from conversation with Lee Pao Xiong.
- 15 Information from WCHD brochure, at <http://www.funderscollaborative.org/wp-content/uploads/2016/03/WCHDbrochure.pdf>. Accessed 7 May 2018. Also conversation of Thomas Saylor with Bruce Corrie.
- 16 Gene Gelgiu is Executive Director, African Economic Development Solutions (AEDS)
- 17 African Economic Development Solutions (AEDS) is a St Paul-based non-profit whose stated mission is to “build wealth within African immigrant communities through economic development activities.” See <http://aeds-mn.org/>. Accessed 7 May 2018.
- 18 Poster for the 2017 Little Africa Fest at <http://aeds-mn.org/wp-content/uploads/LittleAfricaFest2017-1.jpg>. Accessed 7 May 2018.
- 19 Hamline Midway Coalition is one of the 17 district councils in Saint Paul. Information on HMC at <http://www.hamlinemidway.org/>. Accessed 7 May 2018.
- 20 Bruce Corrie, interview with Thomas Saylor, 1 September 2017.
- 21 Information courtesy Barbara Schoenbeck, e-mail to Paul Hillmer, 2 May 2018.
- 22 ARTS-US is a community-based 501(c)(3) organization founded in 1992 by a group of African American artists, and multicultural educators. More information at <http://www.arts-us.org/>. Accessed 5 May 2018.
- 23 Cate Vermeland, interview with Thomas Saylor, 25 April 2018.
- 24 Information on Hope Lodge, a program of the American Cancer Society, at <https://www.cancer.org/treatment/support-programstudent-athletesnd-services/patient-lodging/hope-lodge.html>. Accessed 5 May 2018.
- 25 Information on Feed My Starving Children at <https://www.fmcs.org/about-us/our-mission>. Accessed 5 May 2018.
- 26 Nicole Gritmit, interview with Thomas Saylor, 2 May 2018.
- 27 Information supplied by Kelly Matthias, email to Thomas Saylor, 11 May 2018.
- 28 Kelly Matthias, interview with Thomas Saylor, 13 September 2017.
- 29 Amy Gundermann, interview with Paul Hillmer, 11 May 2018.

Chapter 8

ATHLETICS: FROM UMAC TO NSIC



As the 1992-93 academic year ended, Concordia's sports teams marked another year of competing in the Upper Midwest Athletic Conference, or UMAC, part of the National Association of Intercollegiate Athletics (NAIA). CSP had been a member of the UMAC for decades. As a conference school, Concordia regularly squared off against opponents such as Pillsbury Baptist of Owatonna; Northwestern of Roseville; Martin Luther of New Ulm; and Mount Senario of Ladysmith, Wisconsin. Seen from the perspective of 2018, times surely have changed. Aside from the competition, this was a very different sports era in other ways, too: team rosters were much smaller than today; the NAIA allowed for no athletic scholarships; facilities, as we saw in an earlier chapter, were limited or simply outdated; and yes, our teams were called the Comets.

Few at the time would have looked into the future, though, and imagined much change in the sports programs and facilities at CSP. And it's hard to think anyone could have predicted the transformation that began in 1999, when little Concordia left the NAIA and moved up, way up, to compete in NCAA Division II. The years since then have seen an increase in sports programs, an explosion in the number of student-athletes, several new facilities, and undreamed of successes at the conference and even national levels. But we're getting ahead of ourselves—let's start by returning to the 1990s, and reviewing CSP Athletics during the UMAC years.

SOCCER

(Previous page) Golden Bear players celebrate a goal during the season-opening 4-2 win over Maryville (Mo.), on September 1, 2017. Soccer, coached by Steve Bellis, had one of its best-ever Division II seasons in 2017, putting together a winning overall record (10-8-1) for the first time since moving to Division II.

COMET FOOTBALL

Dan O'Brien supervises practice, 1999.



BACK IN THE DAY

Dan O'Brien joined the Comet Football program in 1995, as assistant coach. O'Brien was present for Concordia's move in 1999 to NCAA Division II and the Northern Sun Conference and, as the school's first Athletic Director in the Division II era, oversaw the start of unprecedented years of growth. When he started at CSP, though, O'Brien recalls he was just excited about his new position.

I knew I was getting into college football, and that's what I wanted to do. I loved the game of football; I enjoyed it at the high school level, and I thought, if there's an opportunity for me to get involved in this thing and do it on an everyday basis, I would really enjoy that. So that was the draw.

I was a public school teacher up in Bemidji at the time, and I took a little bit of a leap of faith. Because I remember, they told me my salary would be \$22,000 and, they weren't sure what the other portion of my job would be, but they would find something where I could make a few extra dollars. Teach a class as an adjunct professor or something.¹

When O'Brien arrived at CSP, he found a small college little known outside the Twin Cities area.

When I started recruiting, I'd go to a lot of high schools, and they immediately thought I was from Concordia Moorhead. A ton of the coaches didn't even know where Concordia St. Paul was at the time. The other thing that was a challenge was getting people knowledgeable on the schools we played, and the cities that we played in.

The Athletics staff was small. Tom Rubbelke, a coach and later Athletic Director who spent more than thirty years at CSP, chuckles as he remembers back to the NAIA days.

Tom Cross was the head Football coach and the head Softball coach. He and I were the only two Softball coaches, and I worked a fulltime job so wasn't here all the time. On his Football staff, I don't think he had a fulltime coach until he brought Dan O'Brien on in 1995. He finally talked to [then-AD] Dennis Getzlaff and talked him into bringing on a full-time assistant coach. Then Dan would work the defense and Tom took the offense.²

Yes, the staff was small—with budgets to match. But O'Brien and others in the Athletics department worked hard to achieve success. Being willing to take on any task, O'Brien says, was just part of the job.

I had the mentality that, if there was something that needed to get done, I was going to do it ... As coaches we would wash towels, and there were times I cut the grass. *(chuckles)* We were digging ditches to put in a sprinkler system on that field where Sea Foam Stadium is now. I'll never forget that. That was like a junk lot, a car repair shop, and there was stuff coming up out of that soil. We couldn't grow any grass on it, but we had our own spot.

.....
...if there was something that needed to get done, I was going to do it. ...As coaches we would wash towels, and there were times I cut the grass.



Several programs, Tom Rubbelke recalls, “competed well during the 1990s UMAC years.” Team records from the era bear him out. Followers of CSP Athletics know how successful Volleyball has been at the NCAA Division II level. But the program achieved some very positive results in the UMAC as well, and was Concordia’s most successful women’s team during the first part of the decade, dominating the conference. The Comets were five-time UMAC champions (1990-1994), with a conference record of 51-3 during those years. Marla Garbers, a standout performer from 1992-1995, registered 561 kills during the 1994 championship season, a total unsurpassed during the team’s NAIA years. Karen Koegel, who played 1993-1996, set the program’s NAIA-era season record for assists, with 1,024 in 1995; for her career, Koegel totaled 2,908 assists. “She was the leader on the court,” said head coach Liz Perryman.³ Garbers was elected to the Athletic Hall of Fame in 2008, and Koegel in 2012.

Baseball, coached for many years by Mike Streitz, was also a very successful program during the 1990s. This 1994 season review, published in the *Sword* in May of that year, makes that point clearly. “Through the season,” boasts the reporter, “there were plenty of positives for Coach Streitz to find. The Comets’ record at home was 11-1. They won their third straight UMAC championship by going undefeated in conference play. As a matter of fact, the Comets’ conference record in that time was 29-1.”⁴ Streitz’s team would add conference titles in 1995 and 1997, and place second in 1998 and 1999.

Men’s Basketball, coached by Dennis Getzlaff, posted a fine 20-9 record in 1993-94. The team was led by Jeff Chamberlain, who averaged 15 points and 9 rebounds per game, and the 3-point shooting of Kyle Timmer (75 for 177, more than 42%). The *Sword* summarized the campaign: “What a season it was. . . . The team won more games (20) than any basketball team in CSP history. They reached the Midwest Regional sub-region championship game,” continued the article, “only to fall to nationally ranked Northern State University. Perhaps as important as either of these, though, was a perfect 10-0 record in conference play, capturing their first title in two decades.”⁵ Following several years of poor results, this season seemed all the

SUCCESS IN WOMEN’S SPORTS
Concordia’s 1994 UMAC title-winning Volleyball team.

more remarkable. Unfortunately, even though Jeff Chamberlain would graduate in 1997 as Concordia's all-time leading scorer, success proved fleeting: the Comet men's team wouldn't post another winning record until after the turn of the millennium.⁶

Following seven winning seasons during the years 1984-1991, Softball struggled during the early to mid-1990s. But Tom Rubbelke, promoted to head coach in 1998 after Tom Cross's departure, initiated a period of sustained success for the program, one that would last well into the Division II era. Rubbelke's teams in 1998 and 1999, the last two in the NAIA years, had a combined win-loss record of 55-34 and claimed the UMAC title both years. In 1999, Softball advanced to the postseason, playing in a regional tournament in Kansas City. Pitcher Paige Dopp, a standout performer in the team's first years in the Northern Sun conference who was named to the Athletic Hall of Fame in 2016, began her CSP career that same year.⁷

Men's Soccer—yes, back in the UMAC years Concordia fielded a *men's* team—had several successful seasons. For example, paced by 18 goals and 15 assists from Greg Salarias, the team placed second in the UMAC in 1995 with ten wins, matching the total from 1993. During the next two seasons, though, the team struggled, and produced only four wins in thirty-three matches. As we'll see, an even greater struggle for this team lay just over the horizon: survival.

After several years of discussions, in 1993 CSP organized a women's Soccer team. The first years proved to be a learning experience, as early participant Diane Steele admitted in 1994 in the *Sword*. "With a single dream to play soccer (a dream that began in the Fall of '93), our team was formed with a majority of its members not having any experience in soccer. What our soccer team did have, though, was lots of spirit."⁸ Somehow that spirit carried the team to a winning record by 1996 (6-5-2). There were some additional growing pains during the final two years of UMAC play, though, and losing records both seasons.

Other programs were less successful. Aside from the standout 1993-94 men's team, Basketball struggled during the 1990s UMAC years. Wins for both the men's and women's teams generally proved quite hard to come by.

SOFTBALL

They put Softball on the road to success: head coach Tom Rubbelke (left) with assistants Bob Bartel (middle) and Jim Rubbelke (right).

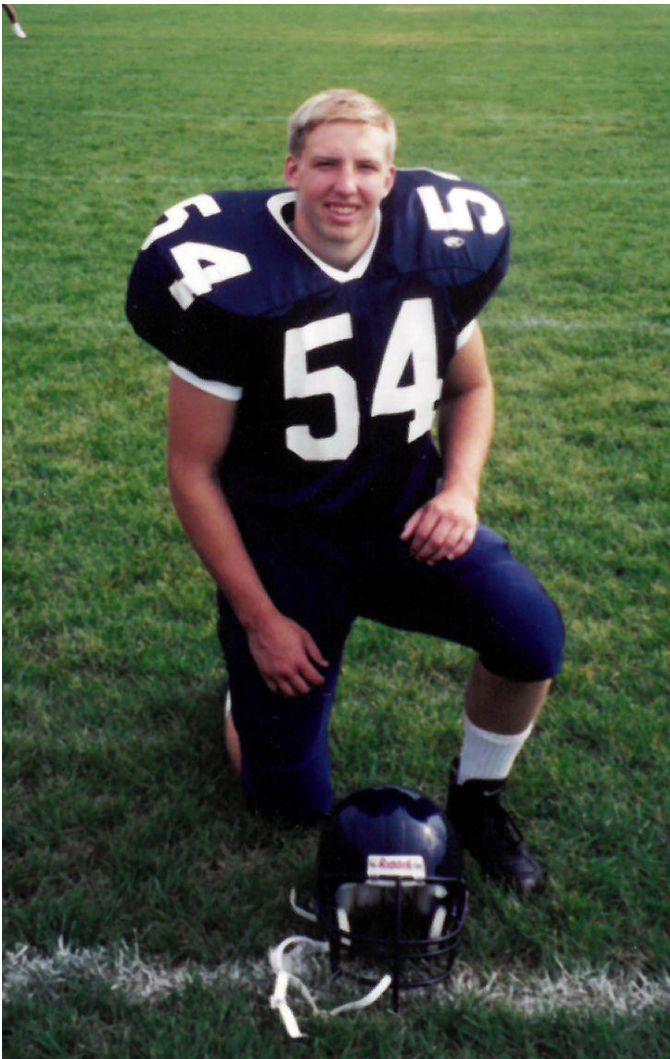




FOOTBALL

(Above) CSP Football in action on Concordia Field. Note Gangelhoff Center in the background. Carlander Field, home to Golden Bear Softball, now occupies this space.

(Below) Matt Woodford



Football managed only one winning season in the last half dozen years of UMAC play, a 5-4 record in 1997. However, in spite of lackluster records, the program was blessed with some outstanding student-athletes. Dan O'Brien recalls two who made a difference, both on and off the field: Matt and Lucas Woodford, from Mayer Lutheran. "Lucas was the older brother; he's a pastor now, graduated and has done really well. Matt was the younger brother, and probably the highest recruited athlete that we got during my time here, before we went Division II." O'Brien believes that Matt "was probably a Division II football player, but chose to come here and play with his brother [Lucas]."

Lucas Woodford was an excellent student, and completed the pre-seminary program. In addition, he served as president of Student Senate and was involved in Fellowship of Christian Athletes. On the field, he was a standout defensive player and leader; during the 1995 season, he led the UMAC in sacks.

Matt Woodford, 6'1" and 195 pounds, was a quick outside linebacker who also ranked among the league leaders in sacks. "Absolutely fabulous kid," says O'Brien. "Did well in the classroom, did well on the football field, was a great leader." He set a number of records during his time as a Comet football player, and is still in the top ten for several of these. He graduated from Concordia in 2000.

Tragically, in December 2004, Matt Woodford was killed in an automobile accident. Dan O'Brien thinks back. "Gosh, it's painful and hard to understand even to this day; I can get emotional thinking about it. How such a good kid with so much in front of him, with a wife and small children, and such a good leader and good person, ends up leaving us way, way before you'd like to think that he should have." O'Brien pauses for a minute, then continues. "We don't understand God's plan all the time. To be at a school like this when things like that happen, though, it's helpful to have such a great support system."

MOVIN' ON UP

On 20 August 1998, President Bob Holst announced that Concordia was leaving the UMAC, CSP's long-time athletic home. Concordia had been accepted into NCAA Division II, and would begin to play in the Northern Sun Intercollegiate Conference (NSIC) in Fall 1999. The decision to leave the UMAC was controversial and led to differences of opinion across campus; some students as well as faculty and staff saw the move as risky or even misguided.

But this move to Division II would prove to be successful; it would transform not only CSP Athletics, but campus demographics as well. With more athletes on campus, the student body would become larger than ever before. It would become more diverse, too. And through news coverage and team accomplishments, more people would become aware of Concordia. But this move didn't just happen on that August day. Let's follow the path to the news President Holst shared that afternoon.

Dan O'Brien had been named interim Athletic Director prior to the 1997-98 academic year. Not long thereafter, when leadership approached him about taking on the position permanently, O'Brien replied, yes, he was interested. "I loved the idea of leading, and trying to grow and improve our programs." But he added that he was determined to "make some significant changes here, [and] get us more competitive." Specifically, O'Brien says, "my mindset was Division III, to try to get into the Minnesota Intercollegiate Athletic Conference [MIAC]. To leave the NAIA."

President Bob Holst liked the idea as well. "One thing that influenced me was, we were viewed by many as a Bible college. We were not viewed as a liberal arts institution. People view who you are," Holst explains, "by who you're playing with. If you're playing with small Bible colleges, then that's your type of blood. ... People would say to me, 'do you do more than teach pastors nowadays?' 'Yes, we do.'" Holst saw CSP's image as a challenge. "There was that impression out there, that we were basically an LCMS school, a feeder school for the LCMS—and that era was past. So to me, to get into MIAC would be a good thing."

This move seemed to offer a good fit for Concordia—all thirteen conference schools were private institutions, and located in Minnesota. Like NAIA, there were no athletic scholarships. And the level of competition would be a step up, O'Brien knew, but manageable. He believed CSP could hold its own.

During 1997 and early 1998, conversations took place internally, as leadership grappled with the question of whether to leave the friendly confines of the UMAC. Simultaneously, talks with representatives of the MIAC moved ahead. CSP formally applied to join that conference, expecting a positive vote—but was turned down.

At this point the story takes an interesting turn. O'Brien had a chance encounter with the then-commissioner of the NSIC, Kurt Patberg, and casually inquired whether Concordia might consider applying to join. Coincidentally, that conference was



TRACK AND FIELD

(Above) Kawaskii Bacon runs at the 2007 NSIC Outdoor Championship. Competing in the 100 and 200 meter events, Bacon was the first CSP male or female Track athlete to qualify for nationals in two events.

(Below) Shot putter Mike Cullen earned All-American Second Team in 2015 at the Division II indoor Track and Field national championships. Cullen was CSP's first Track and Field All-American.



looking to expand. But add Concordia? Among Northern Sun member schools were the state universities in Bemidji, Moorhead and Winona, not to mention the University of Minnesota Duluth. All were much larger than CSP. Patberg, reports O'Brien, was initially skeptical.

In that conversation and others that quickly followed, O'Brien made the case: above all, CSP offered a Twin Cities location (the conference lacked one), and would diversify the NSIC by adding a private school (at that time, all schools were public). He also needed to pivot, though, and sell the move internally. After all, while the UMAC had schools similar to Concordia, the NSIC was filled with public institutions with student bodies numbering in the thousands. Perhaps this was a mountain too tall to climb?

Fortunately, several in leadership were outspoken supporters of the move to Division II. Speaking at the time, President Holst said the switch would be a “means to enhance the value of a Concordia St. Paul education. We will be able to recruit more and better students because the level of competition will be higher.”¹⁰ And enrollment mattered. As we've seen previously, low student numbers during those years caused ongoing concern. This, Holst believed, could help to address that. O'Brien argued that the move to Division II could add 100 students by 2001-02, thus boosting the student body by more than 20%. Athletics represented an innovative way to address enrollment.

Eric LaMott, currently the Provost, was part of the tough conversations about whether to go down the NSIC path. He also was a supporter. “We talked about ways to garner visibility for the institution. ... Again, you're associated with who your competitors are in that environment. We had the desire to move into a different space, and so it took a little bit of thought on the front end.” He argued that this “raised the visibility and credibility of the institution, from being a small college that is faith-career focused only, to a broader constituency.”¹¹

Raising visibility, LaMott said repeatedly at the time, meant more than just in the metro area. It also represented “every one of those pockets where other competitor schools were. Before, Concordia had no name visibility, no name recognition. All of a sudden it was recognized in Duluth, and other places.”

VOLLEYBALL

NCAA championship banners on the Gangelhoff Center.





A NEW MASCOT

Concordia's new mascot, Comet the Golden Bear, in 2011.

Exactly right, adds O'Brien. "When you drive by the Gangelhoff Center and see those national championship banners—the Volleyball program has been unbelievable. It has given *national* attention to Concordia University, and I'm convinced it's brought students in who never would have come to this school. And I think that's great," he says proudly. "That's how the world is—it's a melting pot of different people from different places. It's given young men and women an experience of what the world's going to be like when they are done here at Concordia."

LaMott admits some called the move risky, pointing to the increased costs that came with athletic scholarships, the extra on-campus housing that would be required, additional staff in Athletics, and facilities upgrades required by the NCAA. But he pushes back. "I would say it was a greater risk *not* to do it. . . . The risk in not doing it is that we continue to lose market share from a business standpoint in terms of the ability for the institution to grow and have a different or an expanded frame of reference relative to its capacity to deliver education. Whether people like it or not," he says, "sports is tied to universities, and a university's values are associated with that."

Holst put the matter more succinctly when asked about the risks. Speaking in Fall 1998, several months after the announcement, he stated that there were two risks: "to expect different results by doing the same thing, or to change."¹² Once again, as with the decision to move from college to university, add graduate programs, or create the laptop initiative, Concordia had taken a bold step and embraced change. Next stop: NCAA Division II.



GOLDEN BEARS: EARLY SUCCESSES

Feverish activity marked Spring and Summer 1999, as Concordia prepared for its inaugural season in NCAA Division II. Excitement was high, but expectations were modest. “We wanted to be able to compete for championships,” recalls Eric LaMott, “but we wanted to be at least in the mid-level. We didn’t want to be the floor mat in anything. So we tried to resource effectively to the boundaries that we could afford to, to do that, and grow from there.” Accordingly, scholarship numbers slowly increased from season to season, and assistant coaches were added as resources permitted.

Yes, there now would be a new conference and new opponents—and a new team name and mascot. In keeping with the theme of change, no longer would CSP teams be known as the Comets. This decision, pointed out the *Sword*, was not taken lightly. “In a poll [in early 1999] the student body showed definite interest in changing the mascot. ... Students were asked questions like, ‘Should we keep the same mascot or change it?’ and ‘What is a good name for a new mascot?’” Concordia did stay true to tradition in deciding how to proceed: the Public Relations office created a task force to discuss and debate the issue, and a mascot committee whose task was, perhaps not surprisingly, to select the mascot.

More than a hundred suggestions poured in. Would it be Kangaroos, or maybe Gorillas? “Round after round the committee voted,” the *Sword* reported, as its members narrowed down the list and finally identified the winner: Golden Bears. The new Golden Bear then was brought to life by a professional design firm and the suit created by a costume company.¹³

The first appearance of the new mascot, on Saturday 9 October 1999, coincided with another landmark event: CSP’s first home Division II Football victory. Prior to kickoff, there was an appropriately named ‘Golden Bear Bash.’ And then the main event, in front of an enthusiastic crowd of nearly 2,700 at Griffin Stadium.¹⁴

Dan O’Brien was now Athletic Director and head coach, and he faced a lot of skeptics prior to that first NSIC season. “There weren’t very many believers to start with,” he admits. “We heard that it’s going to take three, four, five years before you win a *game* in the conference, because you’ve got to develop your kids.” But he remained confident.

O’Brien’s team had won a first conference game two weeks before, beating a weak Minnesota Morris team on the road. But the opponent for the game on 9 October was the mighty University of Minnesota Duluth. “They had been a top Division II program for many, many years,” says O’Brien. “But I think they overlooked us a little bit. We were running option, and they couldn’t stop Michael Allen, our quarterback.” In a competitive game, the Golden Bears jumped out to an early 14-0 lead, and hung on to win, 35-27. The local media took note: Concordia’s upset win made the local newspapers.

GOLDEN BEARS FOOTBALL

(Above) James McNear quarterbacked the Golden Bears from 2002-05. In his career, he threw 68 TD passes, and led the team to an overall 33-13 record (including 19-0 at home) and two Mineral Bowl appearances. McNear, the CSP and NSIC total offense record holder, was elected to the Athletic Hall of Fame in 2018.

(Below) Running back Chris Washington carries the ball in 2002 in a 26-21 win over UW-River Falls at Griffin Stadium. Washington rushed for more than 5,200 yards during his career (2000-03), the CSP and NSIC rushing record. He was elected to the Athletic Hall of Fame in 2018.





WOMEN'S BASKETBALL

Players celebrate after winning the NCAA Central Region title game against Emporia State, March 2014.

The victory over UMD represented the highpoint of that initial season. In spite of more defeats than victories, CSP Football had arrived. Led from 2000 by new head coach Shannon Currier, the program posted a winning record that season (7-3), and the first of three consecutive third place finishes in the Northern Sun. And in 2003, the Golden Bears finished 8-4, were co-NSIC champions with a 7-1 league record, and earned a trip to the Mineral Water Bowl. Another league championship and bowl appearance followed in 2005, under Mark Mauer. The years 2000-2006 represent the most successful period in the program's history, before or since.

Football, however, wasn't the only program quickly to become competitive. Several teams demonstrated that CSP Athletics was able to adjust to the NSIC and field strong teams sooner than many had expected. Softball, for example, conference champions in the last two UMAC seasons, just kept on winning. The team rolled to a 35-14-1 record in their first Northern Sun season, and in 2001 became the first Golden Bear program to win a conference tournament.

And this proved to be just a prologue: with strong contributions from student-athletes like Kristen Schmidt, Amanda Yurek and two-sport performer Jennifer Pozzani, the program earned three consecutive NCAA Sweet Sixteen appearances (2004-06) including a region title in 2005. Coached since 2005 by Bob Bartel, Softball returned to the NCAA tournament stage in 2010 and 2012; overall, the program posted winning records in the tough Northern Sun conference for fourteen consecutive seasons, 2000-2013. Schmidt and Pozzani are both CSP and NSIC Hall of Fame honorees.

While Softball was the first sport to win an NSIC championship, it was women's Basketball that first qualified for the NCAA tournament. And it didn't take long for them to get there. Following a difficult first season in Division II (6-21), in 2000 Concordia named Paul Fessler as head coach. Within two years, he had turned the program around: in 2001-02, the women's team posted a 22-7 record—the most wins in their history. The

next season brought the NCAA appearance, following another strong showing and a 21-8 record.

Lisa Harfield was an outstanding player on these teams. She led the team in scoring each of her four years, was named to the all-NSIC first team on three occasions, and left Concordia after the 2002-03 season as the all-time leading scorer in women's Basketball history, with 1,469 points. Harfield also competed at a high level at CSP with the Soccer and Softball programs, and was inducted into the Hall of Fame by both the NSIC and CSP.

Harfield's departure didn't slow women's Basketball. The program followed that first NCAA tournament appearance with nine additional ones during Fessler's fifteen years as head coach (2000-2015). Concordia had eleven seasons of 20+ wins, won the Northern Sun regular season title five times, and captured the conference tournament four times. Pozzani was a two-time NSIC defensive player of the year. Fessler was a three-time NSIC coach of the year.

There were a number of other exceptional players during Fessler's years as head coach. Several stand out: Katie LaViolette (2004-08), Amanda Behnke (2005-08), Jineen Williams (2009-



WOMEN'S SPORTS

(Right) Lisa Harfield in action at the 2002-03 NCAA Tournament, March 2003 in Brookings, SD. (Below) The 2008-09 women's Golf team qualified for the DII championships, after placing second at the Central Region championships and capturing the program's only Northern Sun title that season.



11), and Anika Whiting (2011-15) earned numerous awards between them at both the conference, regional and national levels.

Baseball was yet another program that didn't take long to adjust to its new Division II surroundings. In just their fourth season (2003), the Golden Bear nine finished with a 23-10 record, good for fourth in the NSIC, and was tournament co-champions. And this was just the start: Beginning with that season, Baseball has had eleven winning campaigns, and won the conference tournament or been runners up four times. There was also an NCAA tournament appearance, in 2008.

Instrumental in the continued success of the program has been Mark McKenzie, head coach since 2000. His overall record, a stellar 445-334, represents by far the most wins of any Concordia Baseball coach—and records go back to the 1920s. McKenzie has developed some very good players during his tenure. Golden Bear Baseball players have been recognized as all-NSIC first team thirty-eight times, and as all-Central Region first team eight times. In addition, five players—Matt Borman (2007), Brenden Furrow (2010), Bryan Lippincott (2012), Kyle Dalton (2014) and Gus Varland (2018)—have been selected as first team All-American. Lippincott was also twice honored by the NCAA as Academic All-American of the Year.

Overseeing these early examples of team success was Dan O'Brien, Athletic Director (initially interim) from 1997. But when he departed in 2002, the positive results of Concordia sports programs didn't cease. Under successors David Herbster (2002-04), Tom Rubbelke (2004-16), and Mark McKenzie (since 2016), CSP's athletic programs demonstrated continued success.

BASEBALL

Concordia Baseball wins the 2008 NSIC Championship in Wayne, Nebraska, to earn the program's first NCAA tournament berth, which was also the first NCAA tournament for a CSP men's sports team.





GOLDEN BEARS: A TURNAROUND, AND THE FIRST NATIONAL TITLE

MEN'S BASKETBALL

(Left) Brian Jamros. (Right) Craig Heiman.

After years of losing records—the last winning season had been 1993-94—men's Basketball experienced a turnaround. From 2004-05 through 2007-08, the program achieved a level of success that, although it didn't feature titles or NCAA tournament qualification, nevertheless represented its best ever four-year period. An overall record of 71-43, and three top four conference finishes, stand in strong contrast to the preceding decades of futility.

Two transformational players paced these teams. Brian Jamros (2002-05), a smooth shooting guard from Moose Lake, Minnesota, was a two-time first team all-NSIC selection. During his senior season he connected on 46% of his 3-point attempts (107-232), led the team in scoring, and was a key player on a squad that finished 18-11. Craig Heiman (2006-10), also a shooting guard, was the program's first and only player to be named three times to the all-NSIC first team. He led the Golden Bears in scoring each of his final three seasons, and is now the program's all-time scoring leader.

Against this background of surprising early competitiveness, the Volleyball program took a giant leap forward and vaulted to national dominance. True, Volleyball had been successful in the early 1990s, as we saw above, but the final years in UMAC and the first ones in the Northern Sun saw poor performances. The initial Division II campaign in 1999, for example, saw the team finish 0-18 in conference matches.

This began to change under head coach Geoff Carlston (2000-02), who steered the program to a winning record and fourth place NSIC finish during his last season. The next step, winning conference and then national NCAA titles, dates from 2003 when, after Carlston departed, former assistant Brady Starkey was elevated to head coach. That season, the Golden Bears stormed to a 32-4 record, won the Northern Sun title, and advanced to the championship match in the NCAA tournament. While the team fell one step short, losing the final to North Alabama, nevertheless it represented a new level of success for CSP Athletics in the Division II era.

That was only the beginning: The dominance of Concordia in NCAA Division II Volleyball since 2003 is hard to overstate. Winning the Northern Sun title and qualifying for the NCAA tournament became annual events. And after three more strong showings on the national stage, at the 2007 competition in Topeka, Kansas, the Golden Bears defeated Western Washington in the final match to win the national title. This was Concordia's first NCAA championship in any sport.

Maggie McNamara, a first team All-American that season, said afterwards that "it's hard to say how I feel about being a national champion. Amazing, I guess. It's hard to put into words, and I don't really think it has hit me yet."¹⁵ A welcome home celebration in the Gangelhoff Center allowed the campus community to share in the moment.

There have been more of these special moments to share—eight more, to be exact. The 2007 title proved to be just the first of an NCAA-record *seven consecutive* national championships (2007-2013), and nine overall, the most recent in 2017. A long list of outstanding student-athletes have contributed to the ongoing success of the program. CSP



VOLLEYBALL

(Above) Maggie McNamara. (Below) Riley Hanson (pictured with head coach Brady Starkey) receives the Today's Top 10 Award at the NCAA Convention in Indianapolis, January 2018.





MATCH POINT

#11 Emily McDonough jumps for joy as CSP Volleyball captures the eighth Division II championship in program history in 2016 at the Sanford Pentagon in Sioux Falls, South Dakota, defeating Alaska Anchorage.

Volleyball players have been named first-team All-American an impressive twenty-six times. In addition, McNamara was a two-time National Player of the Year (2008, 2009) as well as Division II Female Athlete of the Year (2009). Ellie Duffy (2012) and Riley Hanson (2018) were recognized by the NCAA with the Today's Top 10 Award, a prestigious honor that includes women and men, and all NCAA divisions. Mary Slinger (2009) and Duffy (2012) were finalists for another major award, the NCAA Woman of the Year. Starkey received the National Coach of the Year award in 2007, 2010 and 2011.

Concordia's sports programs, as we've seen, competed relatively well once the university moved to NCAA Division II. Many adjusted quickly, and several won conference titles or tournaments. But for one program, men's Soccer, it spelled the end. The Northern Sun didn't have that sport, so CSP was forced to make a decision: carry Soccer as a Division III sport, and play as an independent, or turn it into a club sport, effectively an intramural program with minimal support. Despite lobbying from players, the program was moved to club status, and after several years it disappeared.

Another reason to consider the future of men's Soccer was the total number of male and female student-athletes. Title IX, according to the NCAA, "requires that women and men be provided equitable opportunities to participate in sports."¹⁶ Participation numbers are one part of this. In the same way that ending the men's program reduced the number of male student-athletes, keeping women's Soccer boosted female numbers. "When it comes to Athletics and Title IX," says Regan McAthie, Associate Athletic Director and Senior Woman Administrator, "it's something that you constantly have to keep an eye on when you're making decisions: am I making a decision that's going to be equitable for *all* my student-athletes?"¹⁷

This applies to facilities, too, McAthie continues. “Just this last year [2017] we added locker rooms for five teams, and four of those were women’s teams that previously did not have any space to call their own.” One of these locker rooms was for the new Lacrosse program, which started play in 2017. “The addition of women’s Lacrosse helped us to try to balance some of our participation numbers,” she argues.

And creating the Lacrosse program was another innovative idea, a theme that runs through this book. “We’re the *first and only* Division II women’s Lacrosse program that offers scholarships in the five state area,” McAthie says proudly of the program she worked hard to create. “We have to have a head start in developing that program if we’re going to be competitive and successful at it, because other schools will follow us.”

After many years of playing at the NAIA level, in the late 1990s President Bob Holst and Athletic Director Dan O’Brien led Concordia’s bold move to NCAA Division II. Since then, the number of students participating in sports programs has sharply increased. As of mid-2018, there were nearly 350 student-athletes on campus, more than twice as many as back in the UMAC days.¹⁸ A desire to be innovative has seen more sports added, too—Lacrosse, as we saw above, and also Golf. And from the time the new Golden Bears began playing at this level, in Fall 1999, several programs have demonstrated that Concordia is able to compete—and to win.

LACROSSE

After the final game of the 2017 inaugural season, against Indianapolis at Sea Foam Stadium, the CSP Lacrosse team takes a selfie on the field.



REFERENCES

- 1 Dan O'Brien interview, 10 April 2018. Other O'Brien quotes from this same interview.
- 2 Tom Rubbelke interview, 4 June 2018. Other Rubbelke quotes from this same interview.
- 3 Mary Stohlmann, "Koegel Rewrites V-ball Record Book," *Sword* 32:4, 15 November 1996, 15.
- 4 Jason Wolter, "The End is Near," *Sword* 29:15, 20 May 1994, 6.
- 5 Jason Wolter, "And the Lights Went Out," *Sword* 29:11, 18 March 1994, 6.
- 6 Jon Krueger, "Senior Jeff Chamberlain breaks all-time scoring record," *Sword* 32:7, 14 February 1997, 15. Chamberlain currently is third on the career scoring list. Kyle Timmer ranked third on the all-time scoring list when his CSP career ended in 1994; as of 2018, he still ranks seventh.
- 7 Dopp played on the 1999 team that went 31-14. During her three NSIC seasons (2000-2002), she had a 49-30 record and a 1.73 ERA, with 445 strikeouts in 545.1 innings.
- 8 Diane Steele, "We've got Spirit, How 'bout You," *Sword* 30:1, 23 September 1994, 8.
- 9 Bob Holst interview, 19 April 2018. Other Holst quotes from this same interview.
- 10 Holst, quoted in Lynn Adams, "NCAA Division II: Ready Or Not Here We Come," *Sword* 34:1, [no date] October 1998, 6-7.
- 11 Eric LaMott interview, 27 January 2017. Other LaMott quotes from this same interview.
- 12 Holst quoted in Adams, "NCAA Division II."
- 13 Sarah Johnson, "Golden Bear Lands At Home," *Sword* 35:1, 18 October 1999, 1.
- 14 First appearance: Joe Austin, "Golden Bears," *Sword* 35:1, 18 October 1999, 3.
- 15 Sports roundup, *Sword* 43:7, 10 December 2007, 17.
- 16 "Title IX Frequently Asked Questions," at <http://www.ncaa.org/about/resources/inclusion/title-ix-frequently-asked-questions#how>. Accessed 10 July 2018.
- 17 Regan McAthie interview, 19 April 2018. Other McAthie quotes from this same interview.
- 18 Nicole Gritmit and Regan McAthie in Athletics provided figures on the number of student-athletes, 8 August 2018.



CORNEL BEARD, BFA in Graphic Design, class of 2019

Chapter 9

IMAGINING THE FUTURE: CSP AT 150

After a first chapter spent looking back to the early 1990s, we then embarked on a journey through the past twenty-five years of Concordia's history. Along the way, we learned how dynamic, visionary leaders developed innovative ideas that helped transform CSP into the university it is today, in 2018. From new structures and programs to state of the art technology and a bold approach to affordability, the Concordia community has witnessed plenty of changes in the years since 1993. And who among those on campus in 1993 could have imagined even *one* of these changes? Yet here we are.

Which brings us to this final chapter, featuring a look *ahead*—to the year 2043, when Concordia will celebrate 150 years of existence. How do members of the campus community envision that future? During 2017 and early 2018, nearly 200 people—students, alumni, faculty, staff and retirees—responded to a set of questions that asked them to close their eyes and imagine CSP@150. Their ideas form the body of this chapter. In addition, several students from Art and Graphic Design provided visual clues to the year 2043. Enjoy what are, I believe, some interesting thoughts and concepts. Then, when you're finished, close your eyes and imagine *your* vision of CSP@150.

WHO WILL BE CONCORDIA'S STUDENTS, AND WHERE WILL THEY COME FROM?

Concordia students will be from everywhere, and from many different countries, which makes the school get more ideas about the world.

– Abdullah Aroheem '18

I think [we'll be] more diverse. Even more programs, more students. From where I stand, I'd like to see us feel like we have even more of a global perspective. It went from hardly anything from when I started [in 2008], to now it has grown so significantly. I would love in 2043 for people to say, "There was a time [in the past] that we weren't so interconnected with the world at Concordia?" Like for that to blow their minds away. Also for the students here to feel like they have the world at their fingertips, or the community at their fingertips, at any given moment—that would be my hope for Concordia.

– Kelly Matthias
Director of CALL Center

There will be no certain type of student from any specific region. We will have a large variety of students from different races, backgrounds and regions of the world.

– Stacie LeTexier '18

We will have robots and students in classrooms learning, barely being able to tell a human from a robot.

– Desmond Hudnall, student

I hope Concordia will be a place for learning for ages 16 to 100, and from the US and abroad. Our international students enrich the experience at Concordia.

– Elizabeth Coleman
Human Resources office

I see students being young children, senior citizens, and everyone in between who wants to take a course, even if not for credit toward a degree. And students could be from anywhere around the world, including prisons, hospitals, hospice, schools, or workplace conference rooms.

– Rose Osterbauer '18

I really like how diverse our campus is and, just based on demographics, I think it will only continue to become more diverse. I don't know that there is a way to predict where [foreign and international students] would be coming from at that point; numbers-wise I would still expect that those countries in the world with larger populations are going to be still there. As long as our programs stay affordable the way they are, I would expect that [the numbers] would grow quite a bit more than what we've seen.

– Tiffanie Loeb-Schneider
Director of International
Student Services

WHAT KINDS OF MAJORS AND PROGRAMS WILL CSP OFFER?

I think we're going to continue to be innovative and we're going to continue to be cutting edge and we're going to continue to thrive ... We're going to continue to look to the future and say, we can be part of the solution, whatever the problems are.

– Lonn Maly '81
Dean of College of
Education and Science

I think there will be micro credentials; specific majors will slowly decrease. This will allow students to have mini degrees in their choice of topic. Students will still be allowed to choose to have a bachelor's degree in their choice of major, but I think many students will want the advantage of micro credentials, to graduate early with a variety of degrees.

– Claire Lammers, student

The great challenge of higher education in the twenty-first century is again separating the market imperatives from the educational imperatives and, while I am all for making things as convenient for students as possible, there is a point at which we have to say no, that's not in your best long term educational interests. So having those conversations I think is essential to our ongoing identity. By the same token, the market goes where the market goes, and one cannot ignore that.

– Paul Hillmer '82
Dean of College of
Humanities and Social Sciences

Students will come to class, but the classrooms will resemble the subject being taught. Students will do lots of in-class activities. Lots of hands-on experiences and less lecturing. Concordia will offer NASA programs, vet programs and all current programs. Concordia will teach its students to deal with real-life situations and how to take care of things in life that you'll run into.

– Molly Meyers, student

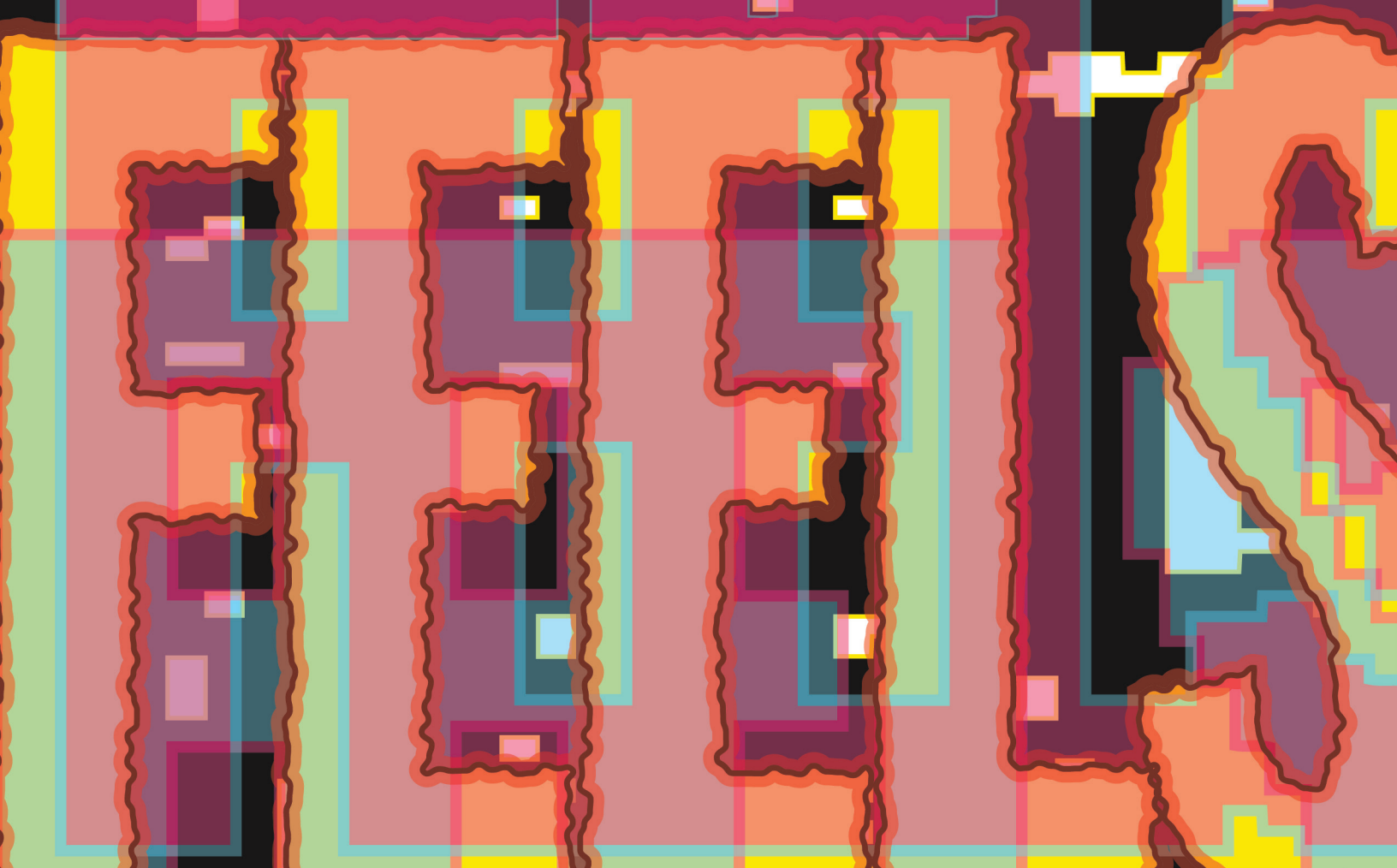
I think for universities like Concordia over the next 10-15 years, the challenge is going to be, if we don't add more value than the commoditization of credits filled, then the prediction of half the universities not being around ... will hold true. ... Because remember, the choices coming down aren't just going to be other competitors. The fear of the marketplace going forward [is that] Google and some of these others are going to create universities that are going to create technical knowledge in a matter of days, not months, not years. ... So how do we compete in an age in which *information* is the commodity, not necessarily knowledge?

– Craig Lien
Associate Dean of
College of Business & Technology

Programs will be very different. If you want to work with animals, like be a vet, Concordia will have a separate building for that with animals in it. If you want to be a teacher, then there will be a building with different ages of kids to work with. A dentist building, to practice on people.

– Ellie Gess, student

**IN THE YEAR 2043, ELON MUSK
WILL BE PRESIDENT OF MARS,
OPRAH'S FACE WILL REPLACE
JEFFERSON'S ON MT. RUSHMORE,
AND CONCORDIA UNIVERSITY
MIGHT LOOK LIKE THIS**



HOW WILL TEACHING AND LEARNING TAKE PLACE?

Higher ed is going to be delivered in a whole lot of different ways that I can't even imagine. ... Knowledge transmission from one person that has knowledge to a person that doesn't have the knowledge is going to be completely different, I'm sure. It might be a microchip that gives you all the knowledge you'll ever need. The whole internet will be on one microchip, implanted in the palm of your hand. It's really, how do you use that information to the betterment of humankind. Things will change dramatically.

– Lonny Maly '81
Dean of College of
Education and Science

Probably more technology used, maybe tablets used like notebooks, no paper copies of things. Maybe more technology type majors will be offered, more environmental science subjects. Probably weird robotics courses, because the world will be taken over by robots then, I bet.

– Alanna Pleasants, student

Research shows that a majority of the jobs in 2030 will be those that aren't currently in existence. This means teaching and learning must change, and will likely be self-paced and individually tailored.

– Milissa Becker
Director of Human Resources

The majority of teaching is going to take place online. The requirement of having a uniform [semester] start and end date will fade. Students will have access to all the class material online, and this will allow them to have the option to sail through the entire semester's worth of classes in a few weeks. If students choose to stay on campus and have a professor teach them in person, the material given will be completely on technology such as iPads or a new system on learning strictly for school.

– Claire Lammers, student

I think there still will be face-to-face components, but even within the traditional classroom there will be more online components. And I think we will have more competency based education. My hope is that we are able to partner with elementary and high schools, colleges, and employers, and that we all work together, versus the current system that is a little bit more segmented.

– Kimberly Craig '18 EdD
Vice President of
Enrollment Management

The teacher wouldn't have to come to class. We would all have advanced screens installed in each classroom showing a digital 3D effect of the teacher. Holograms everywhere, explaining specific important things.

– Desmond Hudnall, student

No textbooks might be an innovation. That might be one step forward. I think the cohort model has staying value to a certain degree, because I think people value connection. I think the web conferencing will get more dynamic; I think we need to get more creative in that. The whole threaded discussion thing might be gone. We have to find more dynamic ways to connect people to content.

– Steve Manderscheid
Chair of Human Resources
Management

Concordia will utilize faculty and staff to deliver on even a more personalized form of learning, and we will continue to evolve around our Christian ethos. I would hope that we will find out what it means to be a Lutheran Christian university. ... I think and hope that it will be a Christ-centered approach where people will say, like Jesus, we can allow people of different perspectives to voice their opinion and honor who they are as a person and find out who they uniquely are, made in the image of Jesus. That's my hope.

– Joel Schuessler '83
Associate Professor of
IT Management

WHAT DOES THE FUTURE HOLD FOR ATHLETICS?

All current sports will still be intact, fully funded and competing yearly for national championships. There will be additions of sports that use virtual reality that players can play from their homes throughout the world.

– Jon Medlo '00
Football Assistant Coach

With the growing awareness and science around how concussions and impact collisions affect football players, I seriously wonder how that will alter youth participation in the sport and how that will affect the higher levels of competition in the sport. And more specifically, where the Division II level and Concordia will fit in that equation.

– Josh Deer '04, MA '09
Assistant Athletic Director
for Communications

We will add E-sports and wrestling, also swimming and diving. There will be an off-campus arena that houses all fall and winter sports. This arena will be used not only by CSP, but by the Twins Cities community as well.

– Eric Johnson
Men's Basketball Assistant Coach

I imagine Video Gaming, and within that would be many different variations; for instance we'll have Video Sports, which would include the traditional sports we currently have. These games would be played by individuals in a gaming room on campus against students from another campus, in their gaming room. There would be no travel involved, all done via the internet or whatever may take the internet's place. I could see arenas for laser tag or a more advanced version of the game being built, and teams traveling to play each other in sanctioned competitions.

– Bob Bartel
Softball Head Coach

CSP will own the Holiday gas station at the corner of Hamline and Marshall, and that will be a new student center and wellness center. We will buy up a couple of lots on Marshall, west of our new weight room facility, for a new aquatics and hockey arena.

– Brady Starkey
Volleyball Head Coach

WHAT WILL CAMPUS LOOK LIKE?

Campus will look the same on the outside, but be unrecognizable on the inside. All classrooms will be set up with TV's. Smart technology for learning and teaching, and comfy yet classy seating. Dorms will be fully furnished with high quality furniture, the Science Building will have a separate area for each subject field, and the Library will contain both physical and electronic books.

– Olivia Erlanson, student

I think there's always going to be some desire for brick and mortar, but if the trajectory of higher ed continues as it is, it might be that it is in partnerships with many other schools. Not unlike the [law school] partnership of Hamline [University] and William Mitchell. ... Eventually schools might all have to cluster together, maybe around programs and expertise, but colleges and universities will have to consolidate to survive.

– Carol Klempka '98, MA '02
Term Faculty of Business Leadership

The campus will have zip lines to go from the Gangelhoff Center to Holst and Luther Halls, so you don't have to walk. The buildings will be built with huge glass windows, and the Dining Hall will deliver to your room.

– Ellie Gess, student

I think Concordia will be an intra-city university. We might have pockets elsewhere, satellite campuses I guess is one way to describe it. I actually think we should have some satellite campuses in other states—again, that's a growth opportunity piece—and probably some abroad. ... But definitely scaling. But I don't think Concordia has to leave its roots in any way; I think all it does is just expand its opportunity.

– Eric LaMott, Provost and COO

The campus will be bigger and buildings will have more floors. There will also be tunnels so students don't have to walk outside.

– Peyton Holmes, student

Campus buildings will be replaced as they age by new ones with more floors, to take advantage of our space. At least ten stories. I could see some buildings being used for employee living space, employees who then wouldn't need to commute in what I'm guessing will be much worse traffic congestion.

– Bob Bartel
Softball Head Coach

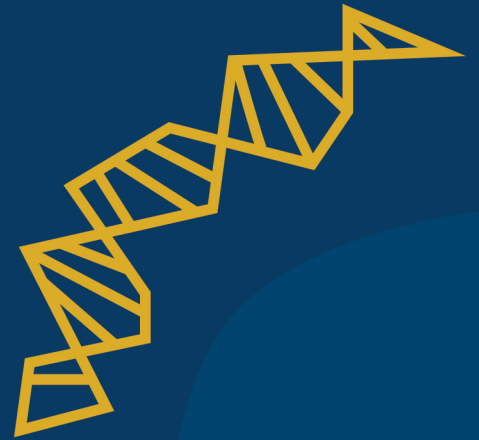
Who knows? I think clearly without some sort of earth shattering change, which I don't foresee, it's going to be much more online and co-work driven. It's going to be much leaner in the number of tenure track faculty it employs. Whether it even has campus is an open question, although I think it is difficult for me to envision a college or university that has a coherent identity that doesn't have a campus.

– Paul Hillmer '82
Dean of College of
Humanities and Social Sciences

20



43



INTERVIEWS

Oral history interviews conducted for this project.
All interviews were conducted by Thomas Saylor unless indicated.

Behling, Brock, and Jonathan Breitbarth. 14 June 2017.
Brynteson, Richard. 6 September 2017.
Chatman, Cheryl. 21 June 2017.
Corrie, Bruce. 1 September 2017.
Craig, Kimberly. 8 September 2017.
Grimit, Nicole. 2 May 2018.
Gundermann, Amy. Interview with Paul Hillmer. 11 May 2018.
Hillmer, Paul. 3 February 2017.
Holst, Robert. 31 July 2017 and 19 April 2018.
Klempka, Carol. 1 September 2017.
LaMott, Eric. 27 January 2017.
Lien, Craig. 12 March 2018.
Loeb-Schneider, Tiffanie. 8 September 2017.
Maly, Lonn. 6 September 2017.
Manderscheid, Steve. 6 September 2017.
Matthias, Kelly. 13 September 2017.
McAthie, Regan. 19 April 2018.
O'Brien, Dan. 10 April 2018.
Reineck, Marilyn. 1 February 2017.
Ries, Tom. 18 April 2018.
Rubbelke, Tom. 4 June 2018.
Schoenbeck, Barbara. 22 June 2017.
Schoenbeck, Carl. 1 March 2017.
Schuessler, Joel. 6 September 2017.
Treichel, Emmy. Interview with Paul Hillmer. 25 April 2018.
Vermeland, Cate. 25 April 2018.
Xiong, Lee Pao. 14 June 2017.

BOOK OF THE YEAR

Book of the Year selections

This initiative started in academic year 2000-01.

- 2018-19** *Travel as a Political Act*, by Rick Steves (Nation Books, 2009)
- 2017-18** *A Good Time for the Truth: Race in Minnesota*, by Sun Yung Shin (Minnesota Historical Society Press, 2016)
- 2016-17** *Reclaiming Conversation: The Power of Talk in a Digital Age*, by Sherry Turkle (Penguin, 2015)
- 2015-16** *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*, by Nicholas D. Kristof and Sheryl WuDunn (Vintage Books, 2009)
- 2014-15** *Peace Like a River*, by Leif Enger (Atlantic Monthly Press, 2001)
- 2013-14** *Behind the Beautiful Forevers*, by Katherine Boo (Random House, 2012)
- 2012-13** *Picking Cotton: Our Memoir of Injustice and Redemption*, by Jennifer Thompson-Cannino, Ronald Cotton, and Erin Torneo (St. Martin's, 2009)
- 2011-12** *The Immortal Life of Henrietta Lacks*, by Rebecca Skloot (Broadway Paperbacks, 2011)
- 2010-11** *Three Cups of Tea*, by Greg Mortenson (Puffin Books, 2009)
- 2009-10** *Team of Rivals: The Political Genius of Abraham Lincoln*, by Doris Kearns Goodwin (Simon & Schuster, 2005)
- 2008-09** *The Middle of Everywhere: Helping Refugees Enter the American Community*, by Mary Pipher (Harcourt, 2002)
- 2007-08** *Life Together*, by Dietrich Bonhoeffer (Harper & Row, 1954)
- 2006-07** *The World Is Flat: A Brief History of the Twenty-first Century*, by Thomas Friedman (Farrar, Straus and Giroux, 2005)
- 2005-06** *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*, by Anne Fadiman (Farrar, Straus and Giroux, 1997)
- 2004-05** *Growing An Inch*, by Stanley Gordon West (Lexington Marshall Publishing, 2003)
- 2003-04** *Choice of Weapons*, by Gordon Parks (Harper and Row, 1966)
- 2002-03** *Profiles in Courage For Our Time*, introduced and edited by Caroline Kennedy (John F. Kennedy Library Foundation, 2002)
- 2001-02** *Pay It Forward*, by Catherine Ryan Hyde (Simon & Schuster, 1999)
- 2000-01** *The Greatest Generation Speaks*, by Tom Brokaw (Random House, 1999)

POEHLER LECTURE SERIES

This annual event, which began in 2002, is designed to explore how students and faculty in the College of Humanities & Social Sciences, College of Education, College of Business & Technology and College of Health & Science have connected their Christian faith with their academic discipline. Speakers are selected based on excellence in their academic discipline and the maturity of their Christian faith.

2018	Prof. Tom Hanson
2017	Dr. Barb Schoenbeck
2016	Dr. Cheryl Chatman
2015	Dr. Paul Hillmer
2014	Dr. David Mennicke
2013	Dr. Jeffrey Burkart
2012	Dr. Dale Trapp and Rev. Dr. Thomas Trapp
2011	Rev. Dr. Robert Holst
2010	Dr. Loma Meyer
2009	Dr. Carl Schoenbeck
2008	Dr. Herman K. Wentzel
2007	Rev. Dr. Stephen C. Stohlmann
2006	Rev. Dr. David A. Lumpp
2005	Dr. Kay Madson
2004	Dr. Eleanor Heginbotham
2003	Dr. Bruce Corrie
2002	Dr. Kathryn Schenk

THEME OF THE YEAR

Theme for the academic year, 1993-2018

- 2018-19 “Leading in Legacy”
- 2017-18 “Saved by Grace”
- 2016-17 “A More Excellent Way”
- 2015-16 “We are God’s Workmanship”
- 2014-15 “The Word Became Flesh”
- 2013-14 “Walk in Love”
- 2012-13 “Our Refuge and Strength”
- 2011-12 “We are God’s People”
- 2010-11 “Rejoice in the Lord Always”
- 2009-10 “The Light Shines in the Darkness”
- 2008-09 “One as We are One”
- 2007-08 “A Community for Unity”
- 2006-07 “Now the Feast”
- 2005-06 “Hope for our Journey”
- 2004-05 “Fear not, I am with You”
- 2003-04 “Peace be to You”
- 2002-03 “A Light to the World”
- 2001-02 “Blessed are You”
- 2000-01 “Do Justice, Love Kindness, Walk Humbly with Your God”
- 1999-00 “Life is Praise”
- 1998-99 “The Hope that Fills Us”
- 1997-98 “A New Creation”
- 1996-97 “In Wonder, Love, and Praise”
- 1995-96 “Rejoice in the Lord Always”
- 1994-95 “On Eagle’s Wings”
- 1993-94 “New Lamps Be Lit, New Tasks Begun”

CORNERSTONE TRIVIA ANSWER KEY

1930	Dining Hall
1972	Concordia Art Center, formerly Concordia Student Union
1965	Arndt Science Hall
2009	Sea Foam Stadium
1925	Luther Hall
1971	Buetow Auditorium
1969	Poehler Administration Building
1917	Meyer Hall
1993	Gangelhoff Center
2003	Library Technology Center
1951	Buenger Education Center, formerly Buenger Memorial Library
1953	Lutheran Memorial Center

