

1.000 BRIEF HISTORY OF CONCORDIA UNIVERSITY WISCONSIN (I) *(Updated March 2006)*

Concordia University Wisconsin has for many years been one of the colleges and seminaries maintained by The Lutheran Church-Missouri Synod for the training of men and women for such church professions as the teaching and preaching ministry and other ministers of the Word. In recent years the educational programs of these colleges have been greatly expanded and the curricular offerings have become more diversified.

The forefathers who organized The Lutheran Church-Missouri Synod in 1847 came to America from Germany in 1839. These immigrants settled in St. Louis, Missouri, and in Perry County, Missouri and decided to start a comprehensive school. Classes began on December 9, 1839. In 1847, The Lutheran Church-Missouri Synod was organized, and a resolution was adopted at the first convention requesting the transfer of the Altenburg "college" to St. Louis. This transfer was accomplished in 1849.

In 1874 the Synod, after long and thorough debate, decided to establish a seminary at Springfield, Illinois, for the "practical" course which students could finish in a relatively short time without a classical background and without a study of the Biblical languages of Greek and Hebrew. But the Synod's major emphasis in ministerial training was to remain on the "theoretical" course at the St. Louis seminary which included a thorough study of Greek, Latin, and Hebrew. This necessitated a strong liberal arts course on the pre-seminary level. As a result, Lutheran pastors and laymen in various areas of the United States began to consider the establishment of "colleges" similar to the one which had been established in Fort Wayne, Indiana, in 1861.

Since there was no particular intention of articulating these schools with the American system of education, Lutherans who were interested in such "colleges" considered only intra-system integration and thus started with two or three or four years of training and then transferred the students to Fort Wayne.

It was thus with Concordia College in Milwaukee. The first class (comparable to freshman high school) was started in 1881 with one instructor and thirteen students. Classes were conducted in the basement of Trinity Lutheran Church in downtown Milwaukee. A second year was added in 1882 and the enrollment rose to 41. That year local Lutheran laymen purchased a small plot of ground which formed the nucleus of the campus at 33rd and State. The first building was ready for occupancy on January 2, 1883. In 1886 a charter was obtained from the State of Wisconsin. By 1891 the sixth year had been added. In 1920 after extensive previous study, all the gymnasia of The Lutheran Church-Missouri Synod were changed by formal resolution of the Synodical convention into four-year high school and two-year liberal arts junior colleges.

These changes, however, still did not meet with universal approval, and soon the demand for reconsideration became urgent. The constituency desired a bona fide four-year college course for ministers leading to a B.A. degree which would be generally recognized and accepted by American graduate schools. After once again considering the possibility of expanding the existing junior colleges to four-year colleges, the Synod decided to establish a separate "senior college" which would then draw its students for the most part from the nine affiliated junior colleges. To clarify the entire program of ministerial training, a central Board for Higher Education made a detailed study of objectives, goals, and purposes and presented these to the convention of the Synod in 1947 in *The Objectives of Ministerial Training*. These were adopted and have largely directed the entire administrative, curricular, and counseling program for ministerial training since that time.

Concordia Senior College in Fort Wayne, Indiana, accepted its first students in September 1957. During its years of operation approximately 98% of its students came from the nine affiliated junior colleges, and more than 30% of the student body were graduates of Concordia College, Milwaukee, Wisconsin.

In 1961, as authorized by the San Francisco Convention of 1959, the Lutheran Lay Training Institute began its operation on the campus of Concordia College-Milwaukee. This was a two-year adult education program to prepare full-time lay ministers for various areas of church activity. In 1971 the Lay Training Institute was incorporated into the offerings of the college as one of its programs.

In 1965 Concordia became coeducational when teacher education and a deaconess-training program on the freshman and sophomore college levels were added to the regular offerings. That same year a ten-year projection submitted to the Board for Higher Education announced the college's intention to develop a master plan for transition to a four-year college. In 1969 the Board for Higher Education endorsed the phasing out of the high school program. The last high school graduation was conducted in 1973.

During the 1970's the Synod authorized several of its colleges to become four-year schools, and in 1976 it voted to close Concordia Senior College in Fort Wayne. These movements affected Concordia College-Milwaukee and led the school to petition the Synod again to become a four-year, Bachelor of Arts degree granting institution. Synod authorized this transition in 1978, and it became a reality in 1979.

In the meantime the college had added programs. In 1972 it added to its offerings, as a continuing education program, a Medical Assisting course consisting of a term of twelve weeks. In 1975 the college acquired the business and court reporting programs formerly conducted on the campus of Spencerian College of Business.

In 1980 the North Central Association of Colleges and Schools extended accreditation for the Associate in Arts degree and accredited the Bachelor's degree at the college.

In 1981 Concordia began the celebration of its centennial. At the time, it considered expanding its Milwaukee campus and erecting a new library. When these considerations were still in the negotiating stage, the college's attention was called to an institution that was up for sale. This was the educational plant of the School Sisters of Notre Dame in Mequon, Wisconsin. After weeks of negotiation the Synod purchased this plant as a new home for Concordia College Wisconsin. This transaction was completed in 1982, and Concordia's original campus was put up for sale. The College began classes on its new campus in September 1983.

In the meantime, Concordia had become the fastest growing Lutheran college in the country. In addition to its traditional focus on Church-work programs in Pre-Seminary, teacher education, and lay ministry, Concordia added additional programs in the liberal arts, business, nursing, and adult education. Over the years additional majors have been added at both the graduate and undergraduate levels, and in both the traditional and non-traditional programs.

Because of the college's growth, its wide-ranging programs, and its plans for the future, the Board of Regents declared it a University in 1989. Concordia thus became the first to be established by The Lutheran Church-Missouri Synod.

Since then the traditional and non-traditional undergraduate programs have continued to expand. Most recently traditional majors have been added in Athletic Training and Exercise Physiology. The non-traditional program has lately added a major in Human Resource Management. Also, additional off-campus sites have contributed to the expansion of the student body.

The School of Graduate Studies has also shown considerable growth. The Graduate School began in 1987 with a Master of Science in Education. Since then, a number of graduate programs have been added, including Master of Church Music, Master of Business Administration, Doctor of Physical Therapy, Master of Science in Physical Therapy, Master of Science in Nursing, Master of Occupational Therapy, Master of Science in Reading, Master of Science in Counselor Education, Master of Science in Student Personnel Administration, and Master of Science in Art Education, among others. A number of graduate programs are also available by distance learning format.

Concordia University Wisconsin is also part of the Concordia University System (CUS), a network of ten schools throughout the United States who retain their individual identity while at the same time acting as part of the Concordia System. All ten schools are owned and operated by the LCMS.

1.100 THE STATEMENT OF PURPOSE OF THE UNIVERSITY *(Updated March 2006)*

CONCORDIA UNIVERSITY WISCONSIN

Mission Statement

“Concordia University is a Lutheran higher education community committed to helping students develop in mind, body, and spirit for service to Christ in the Church and the world.”

Vision Statement

“Concordia University Wisconsin will be well known nationally and internationally as a premier Lutheran Christian university, widely recognized for meaningful integration of faith and learning. Concordia University Wisconsin alumni will assume significant servant leadership responsibilities in the Church and communities across the nation and around the world.”

A Statement of Purpose

Concordia was founded in 1881 as a school of The Lutheran Church-Missouri Synod and officially became a University on August 27, 1989. Concordia provides a variety of educational opportunities for students who are preparing for vocations in the ministry of the Church and for various professional and business careers in the community. The program of studies emphasizes a liberal arts curriculum and course offerings provide educational experiences that cultivate personal and vocational skills. The total program is centered in the Christian philosophy with a confessional Lutheran emphasis. It is governed by sound educational standards and is focused on the spiritual, academic, social, and physical development of students.

Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for purposeful living.

Concordia's programs promote intellectual development and self-knowledge for the student's personal growth and well-being. They nurture religious commitment, provide insights for Christian action in the world, and facilitate the ability to communicate effectively. The programs provide an opportunity for intelligent selection of vocations for service to God, Church and society. They are designed to develop the professional competencies and commitment required for responsible participation and leadership in a complex society.

Concordia is determined to use all available opportunities and resources provided by the community at large to enhance the educational development of its students. Concordia also integrates an international experience into its curriculum so that the student can better understand the Church and our nation in a truly global environment. Concordia, in turn, within the bounds of its philosophy and resources, is interested in exerting a Christian influence on the community, nation, and world. This is done through traditional and nontraditional University programs, adult and continuing education, graduate programs, and global education. With a spirit of Christian commitment, supported by a broad liberal arts education, graduates of Concordia will intelligently and unselfishly enter challenging avenues of service to Church and society.

1.200 SYNODICAL ADMINISTRATION OF THE COLLEGE (S)

1.205 Articles of Incorporation (S) *(Updated March 2006)*

The Articles of Incorporation of The Lutheran Church-Missouri Synod list among the objects of the Synod:

To train ministers and teachers for service in the Evangelical Lutheran Church (2004 Synodical Handbook, Articles of Incorporation, Article II, b), and

To establish, build, conduct, and maintain theological seminaries, colleges, academies, schools, and other institutions of learning (2004 Synodical Handbook, Articles of Incorporation, Article II, d).

Since the administration of Concordia University Wisconsin is part of the synodical program in higher education, it is under the supervision of the Synod's Board for University Education. The individual college or seminary is under the supervision of a synodically elected Board of Regents.

The personnel of the Board for University Education, the administrative staff of the same, and the Board of Regents of Concordia University Wisconsin are listed in the annual edition of The Lutheran Annual.

The following chart indicates the lines of communication and responsibility between the University and the Synod:



1.300 THE BOARD OF REGENTS (S) (2004 Synodical Handbook, 3.8.3.6) (S) (Updated March 2006)

Each college and university of the Synod, with its President and faculty, shall be governed by a Board of Regents, subject to general policies set by the Synod.

1.305 Membership (2004 Synodical Handbook, 3.8.3.6.2) (S) (Updated March 2006)

The Board of Regents of each college and university shall consist of 13 voting members (2 ordained ministers, 2 commissioned ministers, and 8 laypersons):

- a. One ordained minister, one commissioned minister and three laypersons shall be elected by the conventions of the Synod.
- b. One ordained minister, one commissioned minister, and one layperson shall be elected by the geographical District in which the institution is located.
- c. Four laypersons shall be appointed by the Board of Regents in a non-convention year.
- d. The President of the District in which the college or university is located or a District Vice-President as his standing representative shall serve as an *ex officio* member.
- e. College and university Boards of Regents members may be elected or appointed to serve a maximum of three consecutive three-year terms* and must hold membership in a member congregation of the Synod. (* Three-year terms for synodically elected Board of Regents members took effect with the 2004 elections.)
- f. Not more than two of the elected members shall be members of the same congregation.
- g. All Board of Regents members shall comply with Bylaws 1.5.12 through 1.5.12.2 regarding Conflict of Interest.

1.310 Primary Duties (2004 Synodical Handbook, 3.8.3.6.1) (S) (Updated March 2006)

In exercising its relationship to the Synod and to the Board for University Education as set forth elsewhere under Bylaws 3.8.3, the Board of Regents of each institution shall consider as one of its primary duties the defining and fulfilling of the mission of the institution within the broad assignment of the Synod.

1.315 Additional Functions (2004 Synodical Handbook, 3.8.3.6.4) (S) (Updated March 2006)

The Board of Regents of each institution shall become familiar with and develop an understanding of pertinent policies, standards, and guidelines of the Synod and the Board for University Education.

- a. It shall develop details of policies and procedures for governance of the institution.
- b. It shall participate in planning for the institution and approve the institution's plans.
- c. It shall review and approve academic programs recommended by the administration and faculty after assessment of system policies in accordance with Board for University Education standards and guidelines and institutional interests and capacities.
- d. It shall review and approve the institutional budget.
- e. It shall approve institutional fiscal arrangements, develop the financial resources necessary to operate the institution, and participate in its support program.
 1. Only the Board of Regents is authorized to establish a line of credit or to borrow for operating needs, subject to the policies of the Board for University Education and the Board of Directors of the Synod.
 2. All surplus institutional funds above an adequate working balance shall be deemed to be surplus and shall be deposited with the Vice-President-Finance-Treasurer of the Synod for investment. Earnings from such investments shall be credited to the depositing institution.
- f. It shall establish appropriate policies for institutional student aid.
- g. It shall participate fully in the procedures for the selection and regular review of the President of the institution and of the major administrators; approve of the appointment of faculty members who meet the qualifications of their positions; approve sabbatical and study leaves; and encourage faculty development and research.
- h. It shall take the leadership in assuring the preservation and improvement of the assets of the institution and see to the acquisition, management, use, and disposal of the properties and equipment of the institution within the guidelines set by the Board of Directors of The Lutheran Church-Missouri Synod.

- i. It shall operate and manage the institution as the agent of the Synod, in which ownership is primarily vested and which exercises its ownership through the Board of Directors as custodian of the Synod's property, the Board for University Education, and the respective Board of Regents as the local governing body. Included in the operation and management are such responsibilities as these:
 1. Carrying out efficient business management through a business manager appointed on recommendation of the President of the institution and responsible to him.
 2. Receiving of all gifts by deed, will, or otherwise made to the institution and delivering them to the Vice-President-Finance-Treasurer of the Synod or such other person as may be designated by the Board of Directors of The Lutheran Church-Missouri Synod, unless precluded by law or the terms of the gift. In such case, the Board of Regents shall hold and administer the same, in accordance with the terms of the instrument creating such gift and in accordance with the policies of the Board of Directors of The Lutheran Church-Missouri Synod.
 3. Demonstrating concern for the general welfare of the institutional staff members and other employees, adoption of regulations governing off-campus activities, development of policies regarding salary and wage scales, tenure, promotion, vacations, health examinations, dismissal, retirement, pension, and other employee welfare benefit provisions.
 4. Determining that the charter, articles of incorporation, constitution, and bylaws of the institution conform to and are consistent with those of the Synod.
 5. Serving as the governing body corporate of the institution vested with all powers which its members may exercise in law either as directors, trustees, or members of the body corporate, unless in conflict with the laws of the domicile of the institution or its articles of incorporation; in such event the Board of Regents shall have power to perform such acts as may be required by law to effect the corporate existence of the institution.
 6. Establishing and placing a priority on the capital needs of the institution and determining the plans for the maintenance and renovation of the buildings and property and purchase of needed equipment, but having no power by itself to close the institution or to sell all or any part of the property which constitutes the main campus.
 7. Recognizing that the authority of the Board of Regents resides in the board as a whole and delegating the application of its policies and execution of its resolutions to the President of the institution as its executive officer.
 8. Reviewing and approving the major policies of the institution regarding student life and activities as developed by the faculty and recommended by the administration.
 9. Promoting the public relations of the institution and developing the understanding and cooperation of its constituency.
 10. Requiring regular reports from the President of the institution as the executive officer of the board and through him from other officers and staff members in order to make certain that the work of the institution is carried out effectively.

1.400 ADMINISTRATIVE ORGANIZATION (A)**1.405 Administrative Structure of Concordia University Wisconsin (A) (Updated March 2006)**

Since Concordia University Wisconsin is part of the Concordia University System of The Lutheran Church-Missouri Synod in which prospective students enrolled in church work and other professional programs receive their training, and since it receives some of its general and educational budget from The Lutheran Church-Missouri Synod, its administrative structure and practices, as well as its financial budget, are regularly reviewed by the Board for University Education of The Lutheran Church-Missouri Synod. At the same time much freedom is granted in the organization and the administration of Concordia.

The President serves a five-year renewable term of office, beginning with the date of his assumption of his responsibilities as president (**2004 Synodical Handbook, 3.8.3.7.1**). He relinquishes academic tenure upon assumption of the presidency, and shall not be granted academic tenure during the time of presidential service (**2004 Synodical Handbook, 3.8.3.6.1a**). All other officers of administration are appointed by the Board of Regents upon recommendation of the President. Terms of administrative positions vary in length according to the determination of the Board of Regents.

The Administrative Council includes the President, the Assistant to the President for Governance and Planning, the Vice President of Academics, the Assistant Vice President of Academics, the Vice President of Adult & Continuing Education, the Vice President of Advancement, the Vice President of Enrollment Services, the Vice President of Finance & Administration, the Vice President of Information Technology, the Vice President of Student Life, the Dean of the Graduate School, and the Chair of the Faculty Senate. Other administrators of Concordia, though ultimately responsible to the President, are directly responsible to the members of the Administrative Council in the respective areas in which they function:

- Reporting to the President: The Campus Pastor, the Assistant to the President for Governance and Planning, and the Vice Presidents listed in the above paragraph.
- Reporting to the Vice President of Academics: The Assistant Vice President of Academics, the Dean of the School of Arts and Sciences, the Dean of the School of Business and Legal Studies, the Dean of the School of Education, the Dean of the School of Graduate Studies, the Dean of the School of Human Services, the Director of Distance Learning, the Library Director, the Directors of Concordia's Servant Leader Institutes, the Director of Career Education and Services, the Director of Academic Advising, the Director of the First Year Experience Program, the Registrar, the Director of Institutional Research, and the Assessment Committee.
- Reporting to the Vice President of Adult & Continuing Education: The Regional Directors of Adult Education, the Dean of the School of Adult Education, the Directors of the following programs – Human Resource Management; Liberal Arts; Management and Communication; and Management of Criminal Justice; the Director of Continuing Education, the Director of Concordia Corporate Learning Service and the Directors of the Off Campus Centers in Appleton, WI; Beloit, WI; Fort Wayne, IN; Green Bay, WI; Indianapolis, IN; Kenosha, WI; Madison, WI; Mequon, WI; Midtown (Milwaukee), WI; Milwaukee South, WI; New Orleans, LA; and St. Louis, MO.
- Reporting to the Vice President of Advancement: The Director of Alumni & Parent Relations, the Director of the Annual Fund, the Director of Communications and Church Relations; the Executive Director of the Friends of Concordia, the Grant Writer, the Public Relations Director, the Researcher, the Senior Director of Planned Giving, and University Relations.
- Reporting to the Vice President of Enrollment Services: The Director of Financial Aid, the Admission Counselors (undergraduate and graduate), and the Director of Retention.
- Reporting to the Vice President of Finance and Administration: The Controller, the Director of Human Resources, the Director of Buildings and Grounds, and the Bookstore (outsourced).
- Reporting to Vice President of Information Technology: The Director of Administrative Computing, the Director of Auxiliary Services, the Director of Communication Systems, and the Director of Computing Operations.

- Reporting to the Vice President of Student Life: The Dean of Student Services, The Director of Athletics, the Director of Campus Safety, the Director of Counseling, the Director of Multicultural Services, the Director of Residence Life and Student Conduct, the Director of Student Activities, the Director of Student Health Services, and Food Service (outsourced).

The organizational flow chart can be found at:

http://www.cuw.edu/Tools/faculty_staff/pdfs/faculty_handbook/org_chart.pdf

1.410 Administrative Policy and Procedure (A)

To carry out the assigned function of the University, Concordia's Board of Regents and faculty are authorized to define objectives and to determine procedures which are designed to achieve these objectives. The Board of Regents operates under the principles of Policy Based Governance.

The President of Concordia is the executive officer of the Board of Regents; however, where policies can be executed more effectively, the President delegates authority and assigns responsibility to administrative officers; ordinarily chosen from the membership of the faculty. Administrative officers are appointed by the Board of Regents upon recommendation of Concordia's President. School policy provides for the election by the faculty of those who are to serve on standing faculty committees.

The faculty has the responsibility for developing policies, standards, and programs that promote academic excellence, integrity, and growth, as well as assisting in the oversight of the academic and student life programs of the University. The faculty elects a Faculty Senate to assist in this endeavor. The Senate assigns tasks to faculty committees and gives advice and consent to motions and petitions from faculty committees and other members of the campus community. Such motions and petitions are subsequently acted upon by the Plenary Faculty.

A Staff Council, composed of twelve staff members of Concordia, also exists. The Staff Council's main focus is to present issues to the administration on behalf of the staff. The Staff Council reviews and recommends employee policies for the administration's review and action. The Director of Human Resources coordinates the activities of the Staff Council.

1.415 The Administrative Council (A) (Updated March 2006)

Membership

The Administrative Council consists of the President, the Assistant to the President for Governance and Planning, the Vice President of Academics, the Assistant Vice President of Academics, the Vice President of Adult & Continuing Education, the Vice President of Advancement, the Vice President of Enrollment Services, the Vice President of Finance & Administration, the Vice President of Information Technology, the Vice President of Student Life, the Dean of the Graduate School, and the Chair of the Faculty Senate.

Purpose and Function

- a. coordinate all matters pertaining to the administration of the University;
- b. serve as a consultative forum for the President and the other administrative officers;
- c. administer and apply regulations, standards, criteria, policies, programs, and curricula adopted by the faculty;
- d. establish policies on matters that are of a general nature, affecting all administrative areas, and that are not delineated in 3.120 of the Faculty Handbook;

1.420 The Academic Council (A) *(Updated March 2006)*

Membership

The Academic Council is composed of the Vice President of Academics, the Assistant Vice President of Academics, the Deans of the Schools, the Chair of the Faculty Senate, the Library Director, the Registrar, and the Vice President of Information Technology. Members of the faculty or administration may be invited to a specific meeting to share pertinent information. The Vice President of Academics serves as the Chair of the Academic Council. The President is an ex-officio member.

Function

The Academic Council acts as an advisory council to the Vice President of Academics on matters regarding the curriculum and the various academic programs of the university and recommends curricular matters to the Faculty Senate.

1.425 Budget Responsibilities of Administrative Officers (A) *(Updated March 2006)*

Vice Presidents are responsible for their respective budget areas and will normally sign all requisitions of more than \$500.00 in their area. Authority to sign requisitions, however, may be delegated to appropriate officers in their area with the consent of the President. Purchase requisitions of a capital nature need 3 written quotations and approval of the Vice President of Finance & Administration.