The turn of the page on the calendar from June 30 to July 1 went mostly unnoticed on campus. For those who pay particular attention to the fiscal year, that date marked the end of record-keeping for 2012-13 and the beginning of that endeavor anew for 2013-14. The start of a new fiscal year, however, does not come with all the fanfare and hoopla of the New Year’s Eve to New Year’s Day celebration. Extraordinary crowds did not squish together in Times Square waiting with rapt attention to see the shiny ball descend as the final seconds of June ticked away. Fireworks were not launched into the sky—unless folks were getting a head start on Independence Day activities. Champagne bottles were not uncorked and toasts were not made to the new fiscal year and no chorus of Auld Lang Syne was sung in the background. The midsummer move from June to July does not normally qualify as a momentous occasion.

At Concordia we have been blessed over the years in so many ways, and the end of most recent fiscal years has given us the opportunity to reflect with gratitude upon God’s goodness and generosity. Concordia has had a run of successful years with robust enrollments, generous donor support, and returns on investment that have strengthened the University’s financial position. This allows us to focus on what truly is Concordia’s bottom line—our mission as “a Lutheran higher education community committed to helping students grow in mind, body, and spirit for service to Christ in the Church and the world.” In the pages of this Annual Report, you will get a glimpse of that mission in action.

While it may have passed unnoticed, this year the flip of calendar from June to July was a truly historic moment. On July 1, 2013, Concordia University Wisconsin and Concordia University Ann Arbor merged to form one University with two distinct residential campuses. No doubt, that story will be featured more prominently in next year’s annual report and every other one that follows as we observe the unfolding of this new reality. It is worth noting that the 2012-13 year, now past, was the prelude to this monumental step in the rich and remarkable stories of these two institutions. Indeed, much of our year was spent in preparation for the merger. I cannot begin to express my appreciation for and admiration of colleagues and coworkers on both campuses for their energy and effort embracing this challenge and making the new model a reality. Truly, this has been an example of what Concordia’s tagline calls “Inspiration in Action.”

The foundation of our faith in our Lord Jesus Christ and our mission in Lutheran higher education is the starting point for this venture. We look for God to open doors with opportunities to have an impact in the lives of many students in many places! Of course, there is also a direct relationship between the string of positive years and Concordia’s decision to move forward with the merger with our sister University in Michigan. The blessings of resources—financial, and especially, outstanding personnel—expand our capacity to meet this new challenge.

This report takes us up the threshold of a New Year’s commemoration worthy of significant celebration. No shiny balls dropped, no fireworks were launched, no champagne glasses were lifted, but the celebration of Concordia University Wisconsin—and now, too, Ann Arbor—is one that has new meaning. Happy New Year!

From the Office of the PRESIDENT

Patrick T. Ferry

CUW and CUAA President
The School of Arts and Sciences is filled with diverse opportunities for students.

Dr. Gaylund Stone, the School’s dean, said that a broad curriculum that includes 46 majors and a combined 110 faculty members, between the Mequon and Ann Arbor campuses, touches virtually every student in some way.

“Enrollment affects us across the board—whether it’s nursing or pharmacy, whatever it happens to be,” he said, “we pick up all the students in Arts and Sciences. Our enrollment is a product of what’s going on in all the schools.”

The School has added a number of new faculty members who are paving the way toward developing new courses.

“We have a number of new ventures,” Dr. Stone said. “We have four new tracks in communication. We’re looking at expanding the theater program. We’re looking at a track in social media and journalism. And we’re looking at video game design in cooperation with the art and computer science departments.”

“We’re expanding liberal arts and we’re anticipating developing a Ph.D. in art education, based on the strength of our master’s program,” he added.

Dr. Stone said he’s very enthusiastic about a class that’s now being developed that will explore ways to integrate social media with ministry.

“That has the potential to really excite students and enliven congregations,” he said. “We have a new faculty member whose specialization is social media; we’re hoping to take advantage of all the resources we can.”

Another major initiative over the past few months has been aligning the curriculum between Mequon and Ann Arbor.

“We’ve incorporated a number of their features into our curriculum and they have developed some new programs over there,” he said, adding he’s been very proud of how the faculty in Michigan and in Wisconsin have bonded.

Dr. Stone said he would like to develop a fine arts building. “Right now, music is a little scattered on the campus,” he said. The band room is down by the sciences. Choral music is up by the front entrance. The art studios are pretty cramped right now and we don’t really have work space for students and for faculty in visual arts.

“And then there’s theater. We’re using a facility that’s now about 22 or 23 years old and is not really equipped as a modern theater should be,” he added. “We hope to either remodel the Todd Wehr Auditorium or create an entirely new proscenium theater.”

Dr. Stone said that the School of Arts and Sciences should prompt people to think of wide-ranging, rigorous programs that lead to the development of students in a comprehensive and holistic way.

“So that no matter what field they choose, no matter what vocation they go into, they are well-prepared; they can communicate in multiple ways and they can conduct themselves well. Those things will serve them well in any profession,” he said.

“Somebody once said that the arts and sciences comprise the place where meaning resides and I think that’s what we’re really all about,” he said. “Not that other areas are meaningless—not by any stretch of the imagination—but we focus on the purpose of our lives, how should we act and serve God.”

“We really hope that our students go out and lead meaningful lives with purpose, regardless of vocational success.”
“Arts and sciences comprises the place where meaning resides and I think that’s what we’re really all about.”
Excellence and Growth.

These two words are at the forefront for the School of Business Administration as Dr. David Borst reflects on where the school has come from and where it is headed.

“Our undergraduate enrollment has gone through the roof,” Dr. Borst said. “We’re doubling enrollment every five years, so we’re realizing a sustainable 20 percent increase every year.”

“Of course, that has some challenges,” he added. “All of the classes are at capacity and the faculty are taking it in stride. We’re very pleased with it and I think it’s a trend that’s going to continue into the future.”

With new programs at both the undergraduate and graduate levels in various stages of development, Dr. Borst said the School is on track to see a continuing robust increase in enrollment.

“I think that one of the things that a lot of folks don’t know about the School is that we are the second largest school of business in the state—a lot of folks are surprised by that,” he said. “Well, we’re looking to take it to the No. 1 position.”

“To make that happen, we really have to add to the resources we have here at the University,” Dr. Borst said. “Not only do we need to add in terms of faculty—and we’re continuing to do that—but we also have to make some other changes, as well.”

Dr. Borst has been voicing the need for a new Business Administration building to house business classes, as well as the criminal justice program, adult education offerings and other programs that are in the planning stages.

Dr. Borst said he is proud of several honors the School has recently earned from two business websites, MBA Online and geteducated.com, ranking CUW’s MBA program among the top 50 in the nation.

“I think that’s phenomenal; that’s an outstanding accomplishment,” he said. “When I became dean, I indicated to our faculty we would be a top 100 school. I had no idea we would be getting those honors at this early stage.”

Dr. Borst pointed to Hospitality and Event Management as one program that’s currently on the School of Business Administration’s drawing board.

“I’m very excited about the prospects of that program, not only in Wisconsin, but also in our sister school in Ann Arbor, Michigan” he said, noting there is a possibility to collaborate with Frankenmuth, a top Michigan tourist destination.

“If we have a hospitality program, it will be an outstanding addition to our lineup. So, we’re not just looking at possibilities in Wisconsin. We’re looking at them regionally and, of course, globally as well.”

The growth of other schools at CUW also provides a boost to the School of Business Administration, which is the largest school on the Mequon campus, he said.

“Many of those students are looking to add into their curriculum perhaps an MBA, and I think that’s going to assist our enrollment, as well,” Dr. Borst said. “That being said, I’m looking, not only to keep our No. 1 ranking within the University, but also to make that a No. 1 ranking within the region.”

“When people think of business within our region, I want them to think first and foremost of Concordia University Wisconsin’s programs.”
“Our enrollment has gone through the roof, we’re doubling enrollment every five years.”
“It’s a privilege, it’s an awesome benefit, to be part of a team that is so eager.”
Today’s classroom is far different than the one Dr. Michael Uden, dean of the School of Education, first taught in.

“What higher education looks like is quantifiably different,” Dr. Uden said. “It’s changed radically in the last decade—and it’s exciting to consider what’s going to happen in the next decade!”

While some might say those changes mean “our iceberg is melting,” Dr. Uden sees the landscape in a fresh light.

“I’m wired differently. I look at that and say, ‘Wow, what a fantastic change,’” he said. “We have to make an impact, be ahead of the curve, be first to market.”

“I can’t wait to figure out ways we can bring what we do—what we’ve done so well and so proudly for our 125 years—to a world that needs it, but in new ways, new deliveries, new products, and always uncompromisingly connected to the mission of who we are as a distinctly Christian university,” Dr. Uden said.

The School of Education has a wide range of new initiatives.

For example, the School has partnered with Shanghai Normal University, which recently had 30 students and faculty on campus. “They experienced American culture and American education for more than four weeks,” Dr. Uden said. “We developed seminars that gave them that background and we brought them into countless schools. I’m really proud of that partnership and I see it continuing as we move into the future. In fact, we have our second group coming in February.”

The Special Education Department also has new software that simulates a classroom environment.

“Students can learn how to differentiate instruction and assessment for kids with a wide range of needs even if they can’t always be in a school,” he said. “It’s great, especially for pre-service teachers, who are not yet to the point of student teaching. They can really develop some skill sets.”

Dr. Uden singled out the School’s graduate certificate programs and other ways CUW is partnering with school districts as ways to deliver continuing education for working teachers.

“The traditional graduate program may not be a good fit for every teacher or for every district,” he said. “We’ve crafted preferred education partnerships where we’re working with superintendents and saying, ‘What is it that you need to give your teachers so they can help your students? Let’s work together and give them that type of customized professional development.’”

Dr. Uden says the School of Education should extend its reach far beyond the campus boundaries. Concordia is working with the heads of three International Lutheran schools in China, Vietnam and Hong Kong to develop a graduate certificate program aimed at American teachers interested in teaching internationally.

The School of Education is also preparing candidates to serve in national schools which serve local families, such as Concordia Lutheran School in Taiwan. “The headmasters from these schools are saying they would love to have Lutheran teachers and would love to have teachers whose primary language is English. We don’t have enough of a pipeline, so that’s another objective we have.”

Looking at the future of education, Uden said the sky’s the limit.

“I’m not saying that tongue-in-cheek,” he said. “I really think we have the opportunity to shape K–12 education directly, in a way that we’ve never been able to do before—and with the talent pool that we have assembled and the singular focus of mission that we have in the School of Education, I truly believe that’s going to happen.”

“It’s an awesome privilege to be part of a team that is so eager to look forward and accomplish our strategic plan.”
“My dream is really to have an interprofessional education clinic within our school so we can serve the community.”
“It’s a nice time. I like growth,” said Dr. Linda Samuel as she recounts recent expansions in the School of Health Professions.

“Enrollment in most programs is at capacity, especially the graduate programs,” the School’s dean said. “Our newest program is the physician assistant program. It started in May and we have a full class. They have completed their summer semester and now they’re in their fall semester—and that’s going well. And we have a large number of applicants for next year’s PA program.”

The activity isn’t limited to the physician assistant program. The occupational therapy program is starting a new cohort of students in a blended teaching format, as will the physical therapy program in the future. The School also has a cadaver lab that affords students a valuable level of practical experience rarely available elsewhere.

“We’re one of the few programs where students actually get to do cadaver dissections,” she said. “We currently have eight cadavers. We’re going to expand it to 16 to account for the increase in the students and the increase in programs within our School.”

Other expansion plans are being considered. “I am currently completing a needs assessment for an optometry program and a speech and language pathology program,” Dr. Samuel said. “We’ll make a decision on those by spring.”

The School also is looking at ways to develop interprofessional education so students in physical therapy, for example, gain experience in occupational therapy and learn how the professions can work in tandem.

Students would not just sit next to each other in a classroom, “but actually engage and learn about the different professions within our School, and also outside of the School,” Dr. Samuel said.

“My dream is really to have an interprofessional education clinic, so we can serve the community,” she said. “Patients can come in and get free treatment and the students can learn in the meantime.”

“That would really fit with the mission of CUW,” she added. “We’re moving toward that direction—and I’m really excited working with the other schools at CUW to get that to happen. That’s on our strategic plan, so we hope to get there soon.”

Dr. Samuel cautioned that expansion needs to occur in an environment where the quality of education, with which the School prides itself, is not compromised.

“You could double or triple class sizes, but we’re not doing that because we want to maintain quality,” she said. “What we’re doing is trying to find different cohorts, like the blended model. We can add students, but with a different format of education.”

“We are preparing the students for their future by engaging them in the interprofessional education—in addition to all of the clinical opportunities we have.”

Dr. Samuel said that the school’s faculty members are its biggest strength.

“Concordia really has a commitment to full-time faculty,” she said. “It’s less expensive to have numerous part-time faculty, but we’ve really made the commitment to have full-time faculty who are dedicated to the mission. The faculty are involved in the planning process and really feel like they’re part of the program. That’s important.”

“Our faculty stays here; we don’t have high turnover,” she said. “Once our faculty are here, they’re generally very happy and they want to work at Concordia and with each other, which I think is a strength of our School.”
It’s been just over a year since Concordia University Wisconsin’s School of Nursing moved from being a department to the sixth school on the main Mequon campus.

“We have just over 1,200 students, so it’s about time that we stand on our own two feet and take on this responsibility,” said Dr. Teri Kaul, dean of the School of Nursing.

The new school also is putting recently renovated space to good use.

“It provides our students with a more realistic expectation of what a clinical setting will look like,” Dr. Kaul said. “Our new lab is just gorgeous and has state-of-the-art equipment.”

“Students walk in and say, ‘This looks just like a hospital’—and you say, ‘Yeah, that’s what it’s supposed to look like!’”

With the new lab and the new designation, the School of Nursing has a goal of advancing the program and its rigor.

“Something very important right now in nursing is that we are elevating our entry into practice to the baccalaureate level,” Dr. Kaul said. “By 2020, we hope to increase that to the bachelor’s level for all of our nurses.”

Dr. Kaul also hopes to give her students first-hand experience with the CUW Health Mobile. Students would venture into underserved areas and provide health education to students and their families at five choice schools in Milwaukee.

“We have all the money for programming,” she said. “We’re just waiting for the money to come in to buy the bus.”

The CUW Health Mobile likely will pay dividends to both the recipients of services and the students.

“One of the things about Concordia is that we’re all about the mind, the body and the spirit,” she said. “We’re not only providing health care, but we’re actually providing it in an integrated faith methodology. Being able to introduce Christ to some of these folks would be a really wonderful adjunct to what we’re doing.”

“And, there’s also such a wonderful opportunity to have our students experience a diverse setting, which they really don’t get here, and understand what poverty is.”

Faith is always close at hand in nursing. Dr. Kaul said a student came to her office last summer and told her about an experience he had while working as a nursing assistant.

The young man was caring for an elderly woman and could tell that something wasn’t quite right with her. As he was getting ready to leave for the day, he decided to go back to see her.

“He said, ‘Would it be OK if I just sat with you for a little bit? You seem kind of down.’ She said, ‘I would love that.’ He happened to have his little Gideon Bible that we give to all our sophomore students. He just started reading Bible verses to her. He stayed for about an hour and got up and left,” Dr. Kaul recounted.

“The next day, he came in and the lady said, ‘What you did for me yesterday was the kindest thing anyone has ever done for me.’”

“That is living our faith,” she added. “I couldn’t think of a more wonderful example of the kind of nurses we want to put out there—who you would want to care for you and who I would want to care for me.”
“We’re not only providing health care, but we’re actually providing it with an integrated faith methodology.”
It is rather exciting and fun being the only pharmacy program in the area.”
The School of Pharmacy is hitting its stride.

The inaugural Genesis Class is in its fourth year. Its students are poised to graduate in spring. This year’s 98-member incoming class also has hit the enrollment level the school has been ramping toward. The School of Pharmacy is eligible for accreditation consideration in June.

With things essentially up to speed, the School isn’t stopping to catch its breath. Dr. Dean Arneson, the dean of the School of Pharmacy, outlined a wide range of new initiatives.

One is a new master’s degree in medical and chemical product development.

“We’re working alongside and in collaboration with the University of Wisconsin-Milwaukee,” Dr. Arneson explained. “We will be leasing space in their new Innovation Center near Froedtert Hospital. We’ll hopefully have 12 graduate students in the two-year program. This will prepare them for research in drug development and chemical development.”

“We’ve also been in discussion with CUW’s Business Administration school to develop a Pharm.D. MBA program,” aimed at targeting students for management jobs, Dr. Arneson said. “And, we’ve also been talking with the UW-Milwaukee public health program about offering a Pharm.D./MPH dual program.”

As the only pharmacy program in the area, there are opportunities for the University and its students. Dr. Arneson also is pursuing ties with the Marquette University Dental School, as well as the Medical College of Wisconsin.

“Getting past just hiring the faculty and getting our students into the program, we’re starting to look outside and we’re becoming more involved with other educational programs in the community,” Dr. Arneson said.

“It is exciting and fun being the only pharmacy program in the area; they’re very anxious to work with us and get us involved,” he said.

Another valuable component of CUW’s pharmacy programs has been getting its students out in the community to gain real-world experience.

“Dr. Arneson and others in the Pharmacy School also are working in tandem with other health-related programs on the CUW campus with an eye toward developing interprofessional education programs.

“Dr. Teri Kaul (the Nursing dean) and Dr. Linda Samuel (the Health Professions dean) and I have submitted a proposal to a foundation to have an interprofessional education building built or renovated,” he said. “We could have all of our students together for interprofessional education.”

“Dr. Teri Kaul (the Nursing dean) and Dr. Linda Samuel (the Health Professions dean) and I have submitted a proposal to a foundation to have an interprofessional education building built or renovated,” he said. “We could have all of our students together for interprofessional education.”

“We have somewhat of a unique introductory pharmaceutical experience,” Dr. Arneson said. “In the first two years, in the middle of the semester, they’ll go out and spend a week at a hospital pharmacy and a week at a community pharmacy.”

“They’ll get an in-depth experience of what pharmacy practice is really like,” he added. “Then, during their third year, we can set up their schedule so they can actually do a longitudinal introductory professional practice experience,” he said. “They can go to a clinic—an asthma clinic or a diabetes clinic—and follow a patient throughout that whole semester.”

“They would go there once a week for the whole semester and be able to follow patients and see how care is developed for those patients,” he said.

Dr. Arneson has received very positive feedback about Concordia’s students at the recent annual meeting of the Pharmacy Society of Wisconsin.

“The people I talked with have rave reviews about our students,” he said. “They don’t stand back and wait to be told what to do. They want to get out and interact with the patients; they’re very hands-on and very interactive.”
A college education isn’t just for 18-year-olds who can move into the dorms.

Over the past several years, Concordia University Wisconsin has expanded and refined its Centers and Accelerated Programs, opening the door to many prospective—and thankful—students in the process.

“We’re one night a week, made for the working adult—people with kids, mortgages, jobs,” said Rochelle Regenauer, executive director of Centers and Accelerated Programs.

The six-week sessions make it possible for adults to pursue a wide range of educational opportunities.

“Usually that’s what people can give up—they can give up a Tuesday—they just can’t give up three or four nights a week, not with a family and everything else,” Regenauer said.

Regenauer oversees the operations at 13 satellite locations. Each prides itself on offering personalized service to students. Nine locations are in Wisconsin, three are in Michigan, and one is in St. Louis, Missouri.

With just 200 or so students at a location during any given six-week period, students aren’t just a number.

“They don’t just come into a large lecture hall; they’re not just one of 300,” she said. “You walk through the hallway and it’s ‘Hi, Jennifer; Hi, Tony; Hi, Janice.’ It changes everything. You end up getting really close to some of these folks.”

Regenauer said the past year has been one marked by change as cohesiveness has improved across all centers through new policies, procedures and personnel.

“I am most proud of the teams working at the Accelerated Centers and how they have embraced change on the path to ensure consistency,” she said.

Plans for the coming year include moving the Appleton center to a more visible location and considering a new Midtown Milwaukee location as that lease comes to an end. Changes also include expanding the completion program for registered nurses seeking a bachelor’s degree in nursing to additional center sites. Updated video conferencing equipment also is on the horizon.

When it comes right down to it, CUW’s Centers and Accelerated Programs are committed to giving its students the best experience possible.

“The Centers are the campus for these students as a one-stop shop for their educational needs,” Regenauer said.
Down the street from our main campus is the Office of Continuing and Distance Education, but its mission is to extend Concordia’s reach across the nation and around the world.

“Our Office champions the delivery of Christ-centered lifelong learning experiences that are high quality, rigorous, flexible and accessible anywhere and anytime,” said Sarah Pecor, the executive director of the Office of Continuing and Distance Education.

Enrollment has grown by 31 percent this past year.

“We’re very excited that we’re continuing to grow,” she said. “We have students from all over the world. We have students in Japan. We have students in Papua, New Guinea; Canada, Mexico, as well as nearly every state in the United States.”

Pecor said the Office takes a team approach to its job.

“It is an exciting group of people who work very collaboratively in a brainstorming, think-tank-kind-of area,” she said.

“We’re very excited to be offering some new graduate certificates in the area of digital learning and teaching, online Christian education, and English as a second language,” she said. “And, along with that, we have many other graduate certificates that we already offer.”

In addition to growth in distance learning, Pecor said the office is starting to work in the continuing education area on a partnership with outside non-profits.

One exciting addition is the possibility of offering online instruction for the trainers of comfort dogs, a program of Lutheran Church Charities.

“It started small and what they do is they’ve gone to places like Sandy Hook and post-hurricane areas. They comfort people in time of need—and they’re looking to grow,” she said. “They used to do that training in person, but now as the program is getting larger they want to expand those trainers.”

Pecor said the Office is a format designed to serve the University and students throughout the world.

“Part of our vision is to continue to look at different areas of where we can grow and how we can assist with the community and the mission of Concordia University—and helping to inspire within the Church, the community and the world. That’s what we’re all about.”

“...The Office is a format designed to serve the University and students throughout the world.”
A Conversation with our Students

SIX STUDENTS—MANY DIFFERENCES, ONE COMMON CHOICE

These amazing students all come from diverse backgrounds and are all in different stages of their academic careers—some in different stages of their lives—each choosing to pursue a distinct vocation. They gave up their morning to sit down with Rev. Dr. Patrick Ferry to share what led them to Concordia University Wisconsin, why this University is so important to them, what they hope to leave here with, and how they can inspire others to choose a similar path.
“There are so many aspects that I love about Concordia. It’s hard to pick just one.” – ALAYNA
Alex: I think it came down to something that I hadn’t considered before—Concordia being a faith-based program. I had never been in a faith-based school before. They emphasized a lot on being a servant leader as a pharmacist in the community. Today, we have an ethics exam. I never thought I’d be learning about ethics in pharmacy.

Kasey: I went to the University of California-San Diego, so my classes were like 300 students. Even if you tried to get to know your professor, you’re in line with 50 other students. I love that Concordia is a smaller community. Within the first week of class, all of the faculty knew us by name. My first or second week of school, my parents came out to visit me and one of my professors had been emailing me coupons for restaurants nearby [laughter]. It really is a family and that’s the feeling I get here. Everyone does care about you.

Evan: The business scholar program was a big draw. I’m getting my MBA in the same time it would take to get a Bachelor’s. The other thing, too, is that Concordia seemed to be growing. It felt like it was something new and exciting.

Dr. Ferry: What has been your favorite thing about Concordia—something that might have surprised you or something that has surpassed your expectation?

Alex: I think my favorite part so far is that they’re constantly re-evaluating themselves, which is something that I hoped a new program would do. It seems like a lot of the pharmacy schools are very ingrained and have ancient, archaic curriculums. That’s not the way pharmacy is heading. Every year, you talk to the new class coming in—and it’s different from what you took. They’re constantly re-evaluating and making it fit more appropriately with where the profession is heading.

Dr. Ferry: That’s an interesting point. You bring a new faculty together from different backgrounds and different places. There’s something dynamic about that and something exciting about being a part of a new program.

Alex: I spent this summer at Johns Hopkins for an internship. I got to meet a lot of pharmacy interns from all over the country. They said their curriculums are trying to move in different directions. They seem to be moving to what Concordia is doing—integrating nursing, PA, PT, OT.

Dr. Ferry: Matt, tell me what you think. Tell me about your favorite part about Concordia so far.

Matt: I would say the residence halls. They are unbelievable! I visited my friends at Purdue and Indiana University. They lived on campus their freshman year. I’m not trying to exaggerate—it was so cramped. Coburg is a hotel [laughter]!

Dr. Ferry: Evan, what has been your favorite part—other than working so closely with me in student government [laughter]?

Evan: I never anticipated there being so many student organizations or worship opportunities. Or even the ability to get involved with athletics. I’m student government president, which I didn’t think I’d ever be able to do. I’ve been really involved with that. Even with the basketball team, I’ve been the manager for three years. I really got into the Concordia spirit. Students can follow their passions in something outside the classroom; that’s something I really didn’t expect.

Dr. Ferry: Let me ask you a little more about that. You didn’t come here thinking, ‘I’m really just going to get involved in everything?’

Evan: I didn’t. My goal was to get through as quickly as possible and get into a career. Then I got involved in student government and I loved it. Before I knew it, I was into different things. Now I don’t want to leave!

“It’s beautiful here! God created this beautiful place and I get to be going to school here.”

— KASEY
Alayna: There are so many aspects that I love about Concordia. It’s hard to pick just one. But I think one of the biggest would be the faith aspect of it. And just the small-school feel. Just getting to know Pastor Smith and Deaconess Bueltmann and Darcy Paape, they are so welcoming and they are there for you if you need help, if you need prayers— anything, they will help you with it. One thing I was very surprised with is how much I like going to a small school. I went to a small Lutheran high school. When I came here, I was glad that it was bigger. But what would it have been like to go to a Division 1 school? Actually, a couple weekends ago, I visited a friend of mine at Michigan State University and she showed me around—and I thought, I could never do this.

Mary: I went to WCTC to get my Associate’s and the class sizes were like 25 or 30 people. Here, you don’t feel like you’re a number. You actually have a name—and it’s awesome to feel that way.

Kasey: My favorite thing is integrating faith and learning. It’s just nice being in an environment where I feel safe. It’s just nice to be in a very supportive system. And I very much appreciate it.

Matt: Going off what she said, the big difference with Concordia is not shouting that it’s a Christian university; it’s living as a Christian university. There’s a big difference. It doesn’t feel forced to be a faith-based college.

Alayna: Just prayer before class. I remember my first college class we started off with a prayer. I thought, all right, this is going to be fine. That’s a good witness opportunity for other students who aren’t Christian to see that we do follow through with our mission statement.

Kasey: The one other thing I wanted to say—my second favorite thing: It’s beautiful here [laughter]! If I have a really hard day, I walk out of the building, I’ll just take a minute and just walk down to the stairs by the bluff for a couple minutes and it’s so relaxing. God created this beautiful place and I get to be going to school here.

Dr. Ferry: Let’s look ahead a little bit. I’m sure you’ve given this some thought. What do you expect will be the most important thing you take with you from your Concordia experience?

Kasey: One thing I’ve always wanted to do since high school is missions, specifically medical missions. I think I can really take all aspects of what I’ve learned and develop as a Christian and be able to participate in a medical mission.

Mary: One of the things I’m going to take away from the education that I’m getting is a lot of friendships with students, both young and old. One of the things that I’ve narrowed down where I want to take my degree is helping younger kids who are troubled.

Dr. Ferry: What a ministry that is to work with struggling people. It’s not an easy one, but it’s an important one.

Alayna: One big aspect I will take into teaching: I found a lot of things that I’m passionate about that I didn’t realize that I was. I was able to play on the women’s lacrosse team here and I would love to start a lacrosse team for elementary kids. I never would have thought I’d have had the opportunity to play college athletics. I also was in drama and some productions. Once again, I wasn’t involved in that in high school and didn’t realize it was something that I would want to do. I’m very excited to teach and share the Gospel message with my students—and I’m also very excited to work with them outside of the classroom.

Matt: College is what you make it, but Concordia has given me many opportunities. They give you all the doors you can go through, but it comes down to your own personal responsibility to actually walk through that door.

Dr. Ferry: That personal responsibility part is very important, but hopefully this will be a setting where you can cultivate your confidence in yourself, too, to help you believe that you can do those things and enter those doors with your growing ability. I think that’s very important. How about you, Alex?

Alex: It goes without saying that I’ll take the education and the knowledge. I will also take away how you treat patients beyond medicine. A lot of our professors make a big deal to say that we’re not just treating with medicine, but to make sure that you
treat with compassion and care and be their advocate. Sometimes they share a lot more with pharmacists than they do with their physicians.

**Dr. Ferry:** I think one of the things that our pharmacy folks have said from the beginning is we want people who are not just going to be behind the counter dispensing medication. We want you to come out around from there and interact with people.

**Alex:** One of our professors a couple weeks ago said something that really stuck with me. If you’re dealing with pharmacy in a hospital, sometimes that is a life-and-death situation for patients. Going in there and talking to them, you never know if you’re the last person they’ll ever talk to. If you’re that patient and the last person you ever talked to was rushed and wasn’t compassionate, how would that make you feel?

**Dr. Ferry:** The last question: What would you say to someone who is considering Concordia?

**Kasey:** I was studying here one weekend in the summertime. I saw this family—it was two parents, their son and daughter. Their son was a junior in high school and they were just roaming around. I ended up talking to them for a good 45 minutes. I walked around with them. This high school guy told me he wanted to be somewhere with a lot of students, but not too big. And I was like, ‘Perfect! That’s what it’s like here [laughter].’

**Alayna:** Whenever I see tour groups, I always want to go up to them and say, ‘Come to Concordia—I want everyone to come here [laughter]!’ I would tell a prospective student the sense of community—I know we all talk about that—is huge. I made good friends in high school, but my great friends that I know I will have for the rest of my life are the ones I made in college.

**Alex:** If they come from a large public school, if they haven’t already applied to a small faith-based school, I think they should consider it. And when they visit, come in with an open mind and then evaluate what’s important to you. Because what was important to me before coming here, I figured out wasn’t as important as I thought.

**Matt:** I would say to a prospective student who has no idea what they want to do when they get into college, go to Concordia. You’ll have ample time to find a program that fits for you and, on top of that, it will be a quality program. Also, for a prospective student, who’s a guy: Come to Concordia. The ratio of girls to guys is great!

[Laughter]

**Dr. Ferry:** It sure is! It’s about two to one now.

**Kasey:** I just walked into the chapel and there was this huddle of undergrad guys and they were like, ‘Dude, if you find a girl who loves the Lord and loves you, you’re golden [laughter]!’ I go to an awesome school if that’s what the guys are talking about!

**Matt:** What’s the difference between this school and all the other schools? We have all the same quality programs as big universities. The faith is the one major difference. A lot of my friends went to IU (Indiana). If I went to IU, I would have such a more difficult time finding a quality person who I would actually want to spend the rest of my life with. The priority of faith is much lower and you either keep it to yourself or it’s easier to just lose it in the masses, because it’s easier to go with the herd mentality.

**Dr. Ferry:** Well said. Maybe it’s one of those unintended blessings. Evan, what would you say to someone considering Concordia?

**Evan:** What I would tell a prospective student is that it’s exciting at Concordia because of all the growth. But that’s not where the most important growth is. It’s not the number of buildings or new academic programs. It’s the growth of each individual student in their personal life and faith from the first time they step on campus until they shake your hand at graduation. Concordia provides those opportunities, the quality and just the ability to affect growth and success.

"I’m 100% satisfied and overwhelmingly happy with my choice.” — ALEX
In my role as the vice president of advancement, I am often out meeting with people in a variety of settings, both on and off campus. In the course of these conversations, invariably I will be asked: “What is advancement?”

Simply stated, advancement is about advancing, or moving forward, the mission of Concordia. Our mission is to help students develop in mind, body, and spirit for service to Christ in the Church and the world. The Office of Advancement is responsible for helping to make that possible.

How do we do that? How do we advance the mission of Concordia? In short, we do it through people; people who recognize the importance and value of the mission and are willing to help fulfill it.

Alumni are foundational to the success of advancement. As men and women who have lived the Concordia experience, whether as traditional students, adult accelerated learners, or graduate students, our alumni live the mission every day. Who better to help advance that mission!

Whenever alumni bring prospective students to campus, they are helping to advance the mission by introducing the next generation to Concordia. As our alumni talk up Concordia to their family, friends, and coworkers, they help advance the mission. And when they make their annual contribution to the Concordia Fund, alumni help provide financial resources for today’s students in the form of scholarships, enhanced programs, and improved facilities. Alumni do it all for their alma mater!

Additionally, as the Church’s school, congregations naturally align with our mission and provide important support to advancement. Not only do churches send students to Concordia, but they also respond when requests go out to help fund mission projects domestically and internationally. In doing so, they help students learn quickly about service to Christ in the Church and the world. Along with their prayers, congregations are important partners in advancement.

Finally, friends of the University, businesses, foundations, and the surrounding community, all are important contributors to advancement and Concordia.

While much has been done to advance our mission throughout our history, the work is never finished. As an institute of higher education, we continue to challenge ourselves to think how the mission can reach ever greater fulfillment.

During the past year, Concordia University Wisconsin took important steps toward a complete and enduring union with our sister school, Concordia University Ann Arbor. Bringing together the best of both schools, we are now one university with two residential campuses. One university, one mission.

Looking ahead, the work of advancement is never complete because our mission is ongoing. We will continue to engage all of those who have a heart for Concordia and the mission that we seek to advance. Through their encouragement and financial support, scholarships will continue to be awarded, facilities will be updated, and new programs will be added.

Advancement is about people—people blessed by God who want to help our students develop in mind, body, and spirit for service to Christ in the Church and the world.

From the Office of ADVANCEMENT

CUW and CUAA Vice President of Advancement
A Talk with our Graduates

PROUD, FAITHFUL ALUMNI

A select group of Concordia University Wisconsin alumni recently returned to reflect on their time at CUW and discuss how their education is making a difference in their lives now—personally and professionally. They sat down with Rev. Dr. Roy Peterson, vice president of advancement, to fondly reminisce.

GRAZIELLA VESTA
MBA, '13

JENNY CLEMENS
Early Childhood Education, '95

TYLER SHADICK
Individualized Program, '12
Concordia University Wisconsin AnnuAl RepoRt 2012-13

MEGHAN WATRY
Occupational Therapy, ’07

MICHELLE WHITE
Marketing & Management ’03

Dr. Peterson: The first question is, why did you choose Concordia?

Michelle White: I liked how it was its own little city within Mequon. I liked the safety and the beauty of the campus. I got to meet with some of the professors before coming here. I really enjoyed that experience.

Jenny Clemens: We looked at other Concordia campuses. We thought about St. Paul and we looked at Nebraska. My family is from Wisconsin, so we were familiar with the Milwaukee area. We came here, loved the beauty of the campus, loved that it was mostly indoors and just met some really nice people. We fell in love with the place and education was a really prominent degree here.

Meghan Watry: I came to Concordia for my graduate work, so I already had gone through an undergraduate experience at a smaller Lutheran college, and I really liked the component that Concordia was faith-based. I felt like it was continuing in a family kind of setting. The Occupational Therapy program was really small at the time. It truly became like a second family. My family is three hours away. Having that close-knit community centered around faith was really important to me. And, going through the program, the quality of education became even more important. As I progressed through the program—hearing outside community members say, ‘We only take Concordia students’ or ‘We really look for Concordia grads’—I thought, I’m so glad that I’m here because Concordia has a reputation for producing quality students.

Tyler Shadick: I came with my youth leader to Concordia and I loved the view from the bluff! I loved the people here. I sat in a class and it was just a different experience. I ended up choosing Concordia and it was the only school I actually applied for. The experience I had here and the people that I came in contact with, I knew it was someplace that I could be after I graduated.

Graziella Vesta: I had been living in the U.S., after coming from Europe, and wanted to have an MBA from an American school. Not knowing any of the names, it was a lot of research. When I started checking, there were a lot of factors, but I travel a lot so I needed to be in a program that I could start and stop as I needed. This school offered that. It was also very flexible in the financial aspect. This school also had a global name. If I was going to have an MBA and put all that effort into it—if I go back to Europe—I want to make sure that name is recognized. I realized very quickly that all of the virtual schools don’t have much of a recognition. I was talking to Dr. Borst (dean of Business Administration)––

“There is a supportive nature to the Concordia campus that is not at every campus ” – MEGHAN
this was three years ago—and his plans were to expand and become even more global. So, this is like investing in stock. It’s going to go up and it’s going to get better. I thought it was a great opportunity.

**Dr. Peterson:** A couple of you alluded to this, but maybe you could expand on it a bit. As you were making that decision to choose Concordia, how important was reputation, academic quality, and excellence? How did that play in and how did you value that as you considered Concordia?

**Meghan:** I’m planning on staying in the Milwaukee area. I was talking to other people in the health care field, specifically about their Occupational Therapy program. Concordia has a name for producing really well prepared occupational therapists. That became a huge component for me. It opened some doors for me that maybe would have been closed otherwise.

**Dr. Peterson:** What are some of the challenges you faced immediately after graduation or since that time? How has the Concordia experience prepared you to take on those challenges?

**Graziella:** It’s such a strong positive for me to be able to say, not only am I graduate—and that always helps in your professional careers—but I think I can say it changed something in my eyes, if you will. The confidence that it brought me. I know when I’m sitting at the table I can say, ‘Gentlemen, I know what I’m talking about!’ I had all that experience before, but it’s just that confidence that I now have.

**Meghan:** Part of the OT program is that even from your first semester in the program, you have a number of real-life clinical experiences. You’re getting to use what you’re learning right away under a lot of close supervision. You have the opportunity to get real nice feedback. That was a huge component to the program that helped me be successful.

**Michelle:** I used to be a legislative aide for elected officials. There were one or two times where I’d experience an unethical situation. I’d have to think about, do I do what everybody else is doing, or do what I believe in—what my faith believes in?

**Dr. Peterson:** Picking up on that, we talk about faith and learning and the integration of the two. Is that simply something we talk about? Did you see that happening in your classes?

**Jenny:** Being a Lutheran school teacher, that’s integrated in everything that we do. The professors that I had were really integral in helping me put Jesus into everything—modeling our own faith in how we act and how we live. When you became a Lutheran teacher, you eat, live, breathe and do everything through school. That becomes your life and your family’s life. You’re a part of the church, you’re a part of the school. The things that I learned from the professors that I had was very helpful. When there were struggles, you were able to pull on what you’ve learned and ask for advice. I could call up any of my professors and ask for help—and they would be very willing to help.

**Dr. Peterson:** Do you feel like you could still do that today? If you really needed something, pick up the phone and call some of your former professors?

**Jenny:** I’ve actually done it. [Laughter]

**Dr. Peterson:** These halls are filled with our current students. If you had the opportunity to meet with a group of our students today, what would you tell them? What do you wish that you would have known then that you know now?

**Graziella:** I would say, to not just go through the motions. Don’t go to class to simply graduate.

**Dr. Peterson:** So they should actually study?

[Laughter]

**Graziella:** They should pay attention, actually listen. Take advantage of the people around you—your professors, the people who are sitting next to you. Take advantage of this golden opportunity. For many years, I was working in Mexico and I didn’t have the opportunity to advance my studies. So, when I came here, I was like a sponge; I wanted to know...
everything. It’s a privilege to be able to do this—and it’s a privilege to be doing it in this school.

**Tyler:** For our art students, don’t just get the project done and do the bare minimum. Especially as an artist going through a program in a college, you have to be assertive. You have to put your foot in the door. Go for an internship you normally wouldn’t go for. Do a project you normally wouldn’t have. Push yourself and build that portfolio faster than just doing the mere minimum. You’ll go far if you do that. Make the most of the classes you’re in.

**Jenny:** I would say, get involved! Be a part of different groups and take leadership roles. That’s huge, especially in education. In small schools, you have to take on different roles because we don’t have the funds or the capability to have other people do it. Also, embrace your faith and share it.

**Dr. Peterson:** Jenny, you mentioned being involved in other things. We’ve focused a lot on the classroom aspect. Were any of you involved in any extracurricular activities that added value to your education?

**Jenny:** I worked in food service all four years, and we really had a great time. I got to know a lot of people. This was way back when before you had the cool cards you have now—we used to just have an ID card. When you were in the lunch line, I had to look at your ID card. I got to know a lot of people’s names. And, the ladies I met working there were fantastic. We became really close, too. When I was engaged to be married, they had a bridal shower for me here. That was really cool.

**Michelle:** I was a member of the business club and it was student-run. I took advantage of that. I developed contacts outside Concordia. I cold-called the marketing department of Wisconsin Casino and we were the first group to ever have a behind-the-scenes tour. They talked about what they do in the community, the non-gambling aspects. I arranged for us to meet with other prominent local businesses. It was great experience.

**Dr. Peterson:** Our mission is to prepare our students for service to Christ in the Church and the world. As you reflect on that mission and you look at your work life now, in what way are you living a life of service?

**Tyler:** I think the attitude of servant leadership is exemplified in a lot of the faculty, staff and leadership of this school. That attests to the successfulness of the mission. As a student, I really learned that the “Christian thing” I learned in my past can be applied to real life; it can be part of your vocation.

**Jenny:** Being a Lutheran school teacher, you’re kind of a servant every day. You’re encouraged to be very active in the church as well as at school. My goal is not only for me

“I could call up any of my professors and ask for help—and they would be very willing to help.”

— JENNY
to be that kind of person for the kids to look up to—and for my own children—but I want them to be servant leaders in their own way. I’ve tried to encourage them through different projects and things that we do to help them to understand their capabilities and to be proclaimers of Christ to their families and friends.

Michelle: In the business world, we’re going to be confronted with unethical situations. I myself have encountered a few. You think back to what our professors talk about—ethics and our Christian education here—and you bring that into your work environment. There was one situation where I was considered the whistleblower. I knew I wasn’t going to be working for them anymore because I cannot represent a company that is going to do unethical things. I had to stand by my ethics and my religion.

Graziella: It doesn’t need to be elaborate. It doesn’t need to be anything too big. I think you just have to represent yourself well and have your values always present, even when it’s difficult. I think it really defines who you are. People look at you differently when it’s challenging and you might be putting your job at risk—I’ve been there, too—for the right reason. I know that I can sleep at night. The only way I can do that is if I’ve been a good person during the day.

Dr. Peterson: Our alumni are an important resource in helping to continue to build the school by recommending Concordia. If you came upon someone who was getting ready to make that college decision, what would you say to them about Concordia?

Meghan: I would really emphasize the supportive family-like atmosphere here. The quality of education can be argued—every school is going to say they have great curriculum. I do feel we have a really rigorous well-put-together education, but there is a supportive nature to the Concordia campus that is not at every campus. For a student who may be a little nervous about being away from their family, this can become a second family.

Graziella: I would go to their parents and say, ‘Listen, they’re going to come out being a much better person.’ Not just with the knowledge. I think that is what differentiates Concordia from other schools. It touches your heart, not just your brain.
What a wonderful blessing to be able to see the Lord working at CUW on a daily basis. We are able to witness Him working in the lives of students, faculty, staff, and guests. CUW has indeed been blessed in the past fiscal year. We have continued to operate profitably, which allowed for the expansion of programs and facilities at the University. We enjoyed nice returns from our investments and generous gifts from our donors allowing for continued scholarships and growth across campus, including additional housing and classroom facilities. Our net assets grew by $15.6 million which will be re-invested into the University to enable on-going success.

**Financial Report**

**Vice President of Finance and CFO**

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<th>Educational and General Revenues</th>
<th>2011–2012</th>
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Secretary - Robert Seefeld - Director of Building Services, Wisconsin Center District, Milwaukee, WI
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Larry Floyd - President, CEO, COB, Plastic Molded Concepts, Inc., Eagle, WI
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Rev. Kleemet Preus - Pastor, Glory of Christ Lutheran Church, Plymouth, MN
Rev. Dr. John Wille - District President, LCMS South Wisconsin District, Milwaukee, WI

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Dwayne Jobst - Principal, Lake Country Lutheran High School, Menomonee Falls, WI
Rev. Dwayne Lueck - District President, LCMS North Wisconsin District, Wausau, WI
Rev. Dr. David Maier - District President, LCMS Michigan District, Whitmore Lake, MI

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House of Peace, Milwaukee, WI
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