

# CONCORDIA UNIVERSITY SYSTEM CHRONICLE

An Educational Mission of The Lutheran Church—Missouri Synod ■ December 2010

## Concordia University System Newsbriefs

- ✦ Concordia, Portland, will install Rev. Gregory Fairow as the university's campus pastor in January 2011.
- ✦ Concordia, Selma's football Hornets wore pink under the theme "Hornets sting in pink . . . Concordia prays hard against breast cancer . . . because the Hornets refuse to be beat in pink."
- ✦ Garrison Keillor, American author, storyteller, humorist and radio personality will present "The Art of Comedy Writing" at Concordia, St. Paul, in February 2011.
- ✦ Concordia, Chicago, dedicated the Center for Church Music, which will serve as a repository for special collections and works created by influential Christian church musicians.
- ✦ Concordia, Ann Arbor, will receive \$400,000 annually for the next five years from the U.S. Department of Education to help strengthen student retention.
- ✦ The *Alleluia Ringers* (handbell choir) of Concordia, Wisconsin, will have the honor of playing with the Milwaukee Symphony Orchestra and Chorus before Christmas.
- ✦ Concordia, Nebraska's total enrollment for Fall 2010 is the largest in its 117-year-history with 2,146 students.
- ✦ Concordia, New York, offers studying abroad programs in partnership with Valparaiso University in Western Europe, China, Africa, Latin America and New Zealand.
- ✦ Concordia, Irvine, installed a new core curriculum pairing integrated courses in theology and biology, philosophy and mathematics, and world literature and history.
- ✦ Concordia, Austin, launched a Master of Business Administration and a Bachelor of Science in Nursing program this fall.
- ✦ Concordia, Wisconsin, has launched a new, virtual tour site allowing visitors to view the campus on a walking tour with panoramic photos and videos: [www.cuw.edu](http://www.cuw.edu).
- ✦ Concordia, Ann Arbor, has been commissioned to vet a world-class curriculum for a Malaysian kindergarten of nearly 600 students.
- ✦ Concordia, Portland, established a nonprofit Transforming Campus Ministries organization to develop Lutheran leaders of tomorrow.

## CUS enrollment up 7%

The graphs depicting enrollment trends tell the story visually. For 18 consecutive years, enrollment has increased at a pace of five to seven percent. Headcount is 27,454; up 1,938 from 25,516 in Fall 2009.

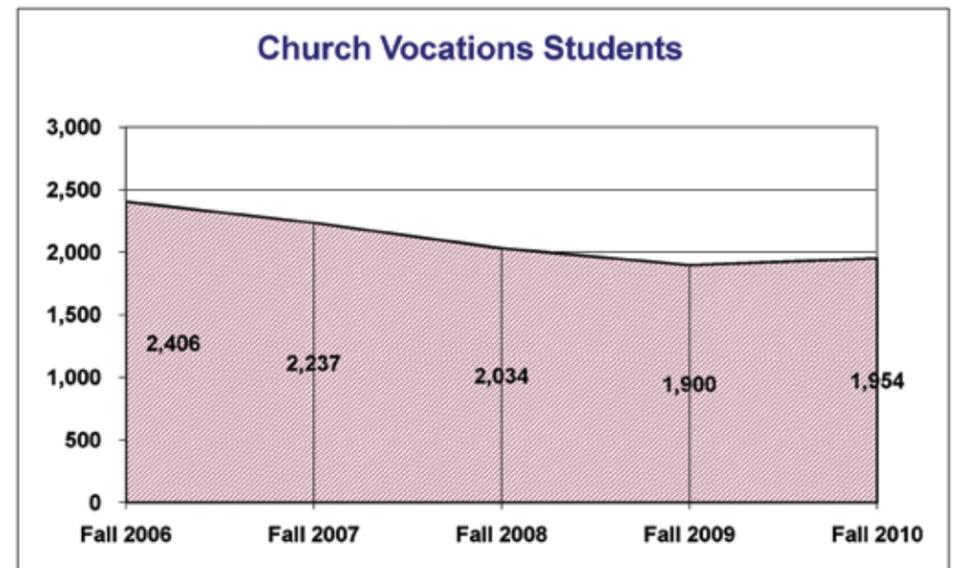
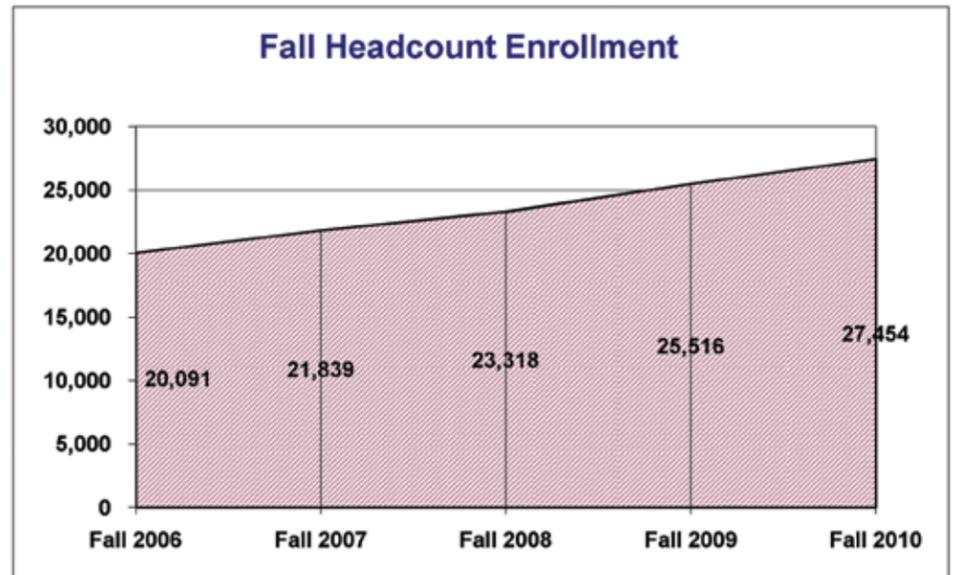
Declared Lutheran student count is 32.4 percent of the total headcount. Church vocation student count is 1,954; up 54 compared to Fall 2009.

### Headcount at the individual colleges/universities is as follows:

Ann Arbor, MI.....	668
Austin, TX.....	2,573
Bronxville, NY.....	777
Irvine, CA.....	2,969
Mequon, WI.....	7,485
Portland, OR.....	2,114
River Forest, IL.....	5,223
Selma, AL.....	657
St. Paul, MN.....	2,842
Seward, NE.....	2,146

Increased enrollment at an educational institution offers the institution the opportunity to expand program offerings, increase financial aid assistance to reduce a student's cost of education, and maintain fiscal stability in campus operations.

Dr. Alan Borcharding, Interim President of the Concordia University System, encourages "the LCMS to thank the Lord for the opportunity to provide a system of higher education that not only prepares workers for the church but also influences life in local communities."



## PRESIDENT'S MESSAGE

### Concordia education: A faith-life experience

As I review the annual increase in enrollment in the Concordia University System, I am amazed that our System enrollment continues to increase at an annual 5 to 6 percent pace. It may be that our system offers good financial assistance to students (\$80 million last year) or that the system recruitment strategy is effective. While these may be important factors in an educational environment, there must be something more important to generate such a sustained annual enrollment increase.

The important message is what students tell us about why they choose to attend a Concordia. It has everything to do with a Christian environment in which students can connect and develop their personal faith with their future life experiences. At a Concordia college/university, faculty and students are engaged in a daily faith-life conversation and experience. Concordia students have the opportunity to develop



Alan Borcharding

a strong set of values, leadership skills, Christian faith, commitment to community service, and a sense of purpose in life.

I encourage parents, grandparents and congregations to point students to a Concordia college/university for an exceptional Christian educational experience. It is important for students to grow intellectually and spiritually as they encounter a variety of social structures in their future.

# TWO PERSPECTIVES: Why a Liberal Arts Education?

Thinking about the challenge, responsibility and blessings of a liberal arts education in a Concordia university or college can begin with identifying two simple questions:

1. Does the “liberal” in “liberal arts” mean “secular learning free from the Christian [or any] faith” or “learning to use God given reason and senses free from self-serving [secular] inclinations”?

2. In the etymological spirit of the Latin word “ars,” does the “arts” in “liberal arts” refer primarily to the “art of learning for the sake of learning” or does it include “learning skills with pragmatic or professional value?” In other words, is the goal of liberal arts simply to “learn to learn” or to “learn to earn”? Or, as we Lutherans like to ask, “What does liberal arts mean in preparation for Christian vocation?”

With regard to the first question, there is no denying that the light [or, the Light] of Christian influence has died in the formal curriculum in some institutions, like Harvard and Yale, which began as institutions to teach and share the Christian faith. Too many originally “Christian” institutions of higher learning now closely resemble public, secular institutions. Yet there is also the fear by some that a Christian institution is tempted to do more indoctrination than education. I recall a conversation with a devout LCMS student considering education at an elite University of California school or a LCMS institution. He stated, “I worry that a Lutheran institution will either not teach me to think or will teach me not to think.” Such concern is rooted in the origins of Lutheranism. Luther, in thesis 90 in 1517, called for faithful people to engage in rational discourse when he wrote, “To repress these very sharp arguments of the laity by force alone, and not to resolve them by giving reasons, is to expose the church and the pope to the ridicule of their enemies and to make Christians unhappy.” Years later Luther gave us an example of the value of informed and logical thinking when he refused to recant his theological positions unless proven wrong by Scripture and valid reasons.

My knowledge of Latin, gained in my liberal arts education in a LCMS Concordia college and seminary, helps me grapple with the “sacred versus secular” interpretation of the word “liberal.” The etymology of “liberal,” in the Latin “liber,” can remind me that the goal of education, in Christ, is to free me from ignorance, superstition, prejudice, unevaluated presuppositions and the like. My understanding is supported by Jerome’s usage of the word “liber” in his translation of Jesus’ words in John 8:32 “*Et cognoscetis veritatem, et veritas vos in libertatem vindicabit.*” I like St. Peter’s amplification of Jesus’ words, “*Ut liberi, ac non veluti malitiae velamen habentes libertatem, sed ut servi Dei*” (1 Peter 2:16).

Personal experience in mission and evangelism in “tribal” or “clan”

cultures or with historically “bigoted mindsets” not only heightened my appreciation of the necessity of “freedom” of study in education but also awareness of my own temptation to be bound by cultural presuppositions. I never really understood or appreciated Jesus’ warning, “Whoever loves father or mother more than me is not worthy of me” until I served in cultures where truth, justice and legality were based on the verdict of unbending, unverifiable and unevaluated traditions. Unfortunately, that is not only a temptation in so-called primitive or isolated cultures but also in societies with modern systems of communication and

information sharing. In our era some choose to get information that they know will be given from a perspective supportive of their own strongly held personal opinions. As one friend asked me, “How many people, even well-educated people, will to read both ‘The New York Times’ and ‘The Wall Street Journal?’”

Christian institutions of education, including LCMS colleges and universities, in our time face great opportunities and challenges in the task of providing a liberal arts education in the context of the Christian Gospel. We live in a culture graphically described by Allan Bloom in his insightful but also controversial 1987 book *The Closing of the American Mind*, Simon and Schuster, New York, p. 25. He began by observing, “There is one thing a professor can be absolutely certain of: almost every student entering the university believes, or says he believes, that truth is relative.”

We may debate the validity of Bloom’s observation, but when today’s high school students are asked to check religious affiliation on college application forms, verifiable statistics show that the fastest growing affiliation is “none.” The “nones” have moved in the last decade from 5 percent to 25 percent of the students entering college. In my own experience, even baptized and confirmed LCMS members coming to college range from skeptics to unquestioning polemicists.

Thus our challenge or blessing is twofold. Since we want our LCMS institutions to share faith and knowledge with believers we will freely examine and share the revealed faith—so to speak—of Jerusalem. But with Christian faith and human data, we know that God gives us in the United States today an incredible opportunity to view our schools as tools in Jesus’ Great Commission to “teach all nations.” Athens surrounds us. We can and, in my opinion, must educate people outside the faith with the same frame of mind with which the LCMS commissioned international missionaries to establish schools to reach out “to

all nations” sharing both revealed faith and researched knowledge.

From preschool to graduate schools, our LCMS educational institutions can spread the Gospel in faithful and reasonable ways to the baptized but also, using the tools and trade of a liberal arts education, to people unaware of the freedom of learning and of vocations offered by faith in the grace of Jesus Christ revealed in His teaching, helping, suffering, death and resurrection.

Rev. Dr. Robert Holst, President, Concordia University, St. Paul, Minn.

## Double Vision and the Liberal Arts: A Concordia Education

Sitting in my optometrist’s office recently, I noticed a brochure touting a new kind of reading-friendly contact lens. Instead of the usual bifocal, through which one raises or lowers one’s eyes to clarify objects at various distances, this lens seamlessly blends 17 concentric layers of magnification, promising to “reproduce the elastic adjustments of the eye itself” as it takes in the world.

Studying what we call the liberal arts can be like shifting between lenses: the goal is to see the world more clearly without getting dizzy from the rapid changes in viewpoint. And so, in the 21st century the liberal arts continue to bring education into sharper and more elastic focus at places like our Concordias.

First let us dispose of a few common misunderstandings:

1. The liberal arts are “liberal” (no, they are neither “liberal” nor “conservative” in any current political sense).
2. They’re only about the arts (no, they are also about history, science, philosophy, math, etc.).
3. They doom one to a lifetime of minimum wage jobs (emphatically no—dig into the academic background of almost any highly paid professional and you’re likely to find a liberal arts core).

To begin with, the liberal arts take as their counterpart, and supposed opposite, the “practical arts,” or what John Henry Newman in his classic work *The Idea of a University* called the “useful arts.” In our own day, we might describe this as “vocational” training. Newman defined the liberal arts as the pursuit of knowledge “not merely as a means to something beyond it . . . but as an end sufficient

to rest in and to pursue for its own sake.” I would add that a liberal arts education in our own era is as much about a habit of mind and a way of thinking as it is a about set of prescribed

subjects or texts. This education is paradoxical, because it is, from one viewpoint, highly impractical. No one is going to pay most of us for understanding a play by Shakespeare, appreciating a Beethoven quartet, or working out a quadratic equation.

To the contrary, however, the liberal arts are in fact supremely practical arts, since at our Concordias the intellectual discipline instilled by the liberal arts undergirds the kind of career preparation we do. The habits of mind cultivated by study of the liberal arts—critical thought, vivid imagination, effective communication, empathetic understanding of the complexity of the world we live in—give those who have them the tools to navigate an employment landscape that may be unrecognizable 20 years from now.

And the liberal arts complement rather than conflict with our Christian faith, which provides yet another lens through which to view the world. God created all things visible and invisible, and a world informed by God’s presence deserves our passionate attention. I suggest then that our duty is to be alive to the world, and exercise all our capacities, physical and mental, to apprehend it.

And so I keep asking myself, how can I wake my students up to the world around them? How can I help them find what the poet John Milton called an “answerable style”—that is, a way of understanding the world adequate to the beauty and terror of the place in which we find ourselves. In my own field of literary studies, for example, the self-conscious encounter with language is essential to understanding and appreciation, and that encounter takes place in the study of texts and their relationship to the societies and cultures that gave rise to them.

Ideally, students immerse themselves in the potential of language; they gain a vocabulary, complementary to the visual, musical, mathematical, vocabularies they learn in other liberal arts courses. And I hope they learn its imprecisions and treacheries as well as its beauties and its powers. In class discussion, students test the exactness of their own language against the “sense” they have made out of another’s. Then they move to the more difficult precision of reacting in writing—a use of language more reflective but more obstinate than their spontaneous oral responses.

There are other “practical” values, too, associated with this kind of education. Knowing how to respond to language sensitively and intelligently makes us, potentially, better readers of all words, including the Word. Knowing how to use language powerfully and coherently makes us better communicators of that Word. Encountering other minds as they encounter the world and other people wakes us up to our own lives.

As Harvard’s president Drew Faust put it recently, “human beings need meaning, understanding, and perspective as well as jobs. The question should not be whether we can afford to believe in such purposes, but whether we can afford not to.”

So, is the study of the liberal arts something essential for educated Christian citizens? I like to think so, even while my new bifocals have things jumping in and out of focus, and I long for the “elastic adjustments” of the eye itself.

Dr. Mark Looker, Professor, Concordia University, Ann Arbor, Mich.



Dr. Robert Holst



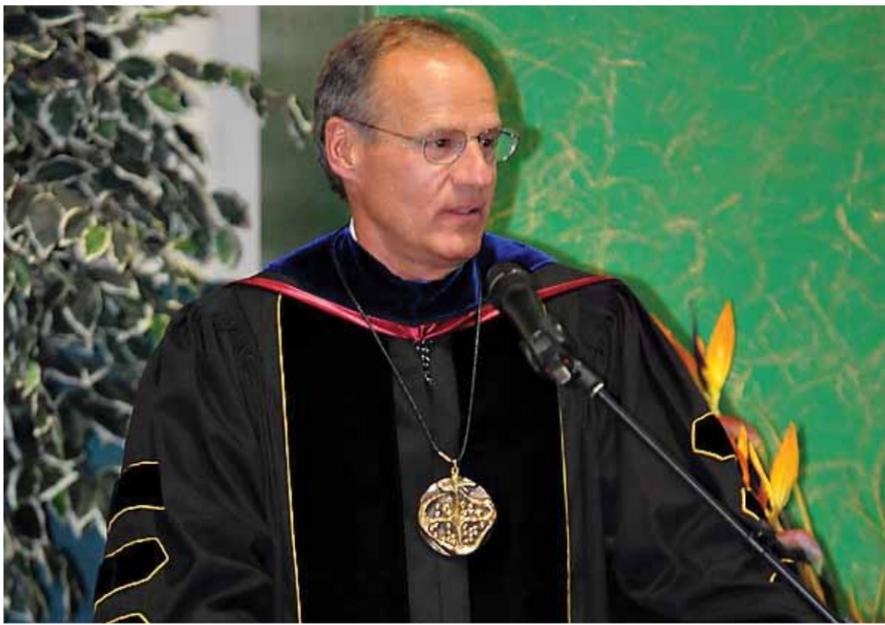
Dr. Mark Looker



## Krueger inaugurated as President of Concordia University, Irvine, Calif.

Under the theme “Faithful to Our Calling,” Concordia University Irvine celebrated the inauguration of Dr. Kurt J. Krueger on Saturday, Oct. 9, 2010. The inaugural festivities included a week-long series of events, including the Eagle Golf Classic benefitting student scholarships, a Festival of Hymns, a special academic convocation, special student events and activities, a campus-wide barbecue, and culminating with the inauguration ceremony and ball.

Concordia welcomed home one of its own with the inauguration of Dr. Krueger as president. Krueger served the university for 19 years as both professor and provost before accepting the position of Executive Director of the Board for University Education of The Lutheran Church—Missouri Synod and President of the Concordia University System in St. Louis, Mo. He returns after five years away as Concordia University Irvine’s fourth president.



## Concordia University Irvine hosts inaugural national business symposium

The School of Business at Concordia University, Irvine, Calif., recently organized and hosted the first “Concordia University System School of Business Symposium” allowing Lutheran business faculty from across the Concordia University System to become engaged in collectively improving their business programs for the benefit of students, alumni and community shareholders. This was the first time School of Business faculty had an opportunity to meet their national colleagues and focus on the symposium’s two key themes: 1) increasing the incorporation of faith into the classroom, and 2) exchanging academic, administrative and extracurricular “best practices.”

Thirty-seven guests and speakers attended various presentations and workshops June 30 through July 1, including faculty representatives from Concordia universities and colleges in New York, Chicago, Portland, Wisconsin, Ann Arbor, Nebraska and Irvine. Several external guest speakers also participated including key sponsors such as Thrivent Financial for Lutherans.

A byproduct of the symposium was the opportunity to build networks and relationships among the Concordia universities and colleges. Several collaborative efforts between two or more Schools of Business are already on the drawing board with a high probability of coming to fruition. Attendees rated the symposium a 9.2 on a scale of one to 10 and hopes are high to evolve this into an annual event.

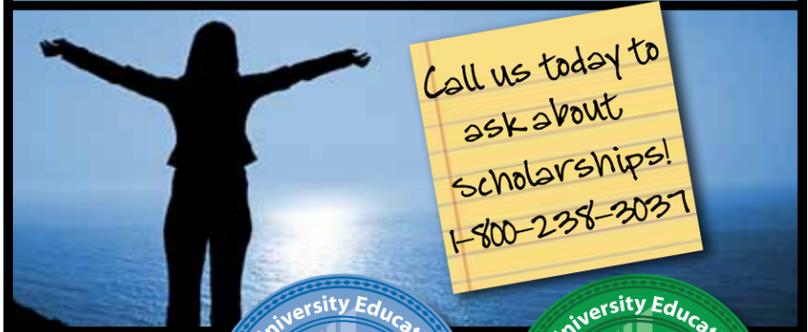
Attendee and session leader Dr. James Bachman, dean of Graduate Studies and Professor of Philosophy/Ethics, Concordia University, Irvine, commented after the symposium: “When professors in any discipline find opportunity to reflect on humanity’s plight and on God’s gracious initiative in coming to us in Christ, then we are really being the church related institution our Mission calls us to be.”

The genesis of the symposium was George W. Wright, assistant dean School of Business and Professional Studies, Concordia University, Irvine, and his participation in the Concordia University Irvine’s Faithfulness and Excellence program for faculty and staff. Wright’s goal was to “explore, explain and leverage our rich Lutheran reformatory teaching including the “two kingdoms” dichotomy and foundational efforts in the liberal arts as we prepare students for their professional vocation career endeavors.”



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### For the Sake of the Church

## The power of the will

An effective way to keep giving is through a bequest as stated in your will. That is the power of the will . . . not only the legal document that specifies a portion or all of your estate to a charitable entity but also the personal decision to make a gift through your will.

A will is a simple, legal document that an individual prepares to ensure that personal wishes are fulfilled at the end of life. Everyone needs a will, especially to provide for the guardianship of children and the distribution or appropriation of assets upon death. It is an effective document to transfer lifetime assets to another person or entity. This can be done in a stated amount or percent of an estate, a piece of property, or other invested funds.

Wills can also be changed or modified. This is done through a codicil (an amendment attached to the will specifying minor changes in a previously executed document).

Have you written a will? Did you designate a portion of your estate to support one of the institutions of the Concordia University System?

The Concordia University System initiated a special program to help

students financially as they prepare to serve as full-time church workers or lay leaders in their local congregations and communities. This program is called **For the Sake of the Church**. It is an effort to increase endowment funds throughout the Concordia University System with earnings designated for financial assistance to needy students.

If you already have a will, you can ask your attorney to add a codicil to the will to include a special gift to the **For the Sake of the Church** endowment effort. You can designate the gift for one of the Concordias or the Concordia University System (name and address of the institutions is located inside this publication).

Please consider leaving a portion of your estate in support of **For the Sake of the Church** endowment effort. Your gift will make a difference in the lives of those who serve tomorrow. Be a blessing to others even as the Lord of Life has blessed you!

If you need assistance in developing a portion of your will to support **For the Sake of the Church** endowment effort, please call 1-800-248-1930 and ask for the Concordia University System office.

### THRIVENT CHOICE

Select Concordia University System’s **For the Sake of the Church** endowment fund as you direct your Thrivent dollars!



From left: CUS Chairman Dr. Elmer Gooding; Carole Reinke; Dr. Ralph Reinke; CUS Interim President Dr. Alan Borcharding; and former CUS President Dr. Kurt Krueger.

## Dr. Ralph Reinke: Six decades in education

The Concordia University System gratefully acknowledged Dr. Ralph Reinke's "career of service to the church," with a special presentation at his local congregation in Surprise, Ariz., in October.

Reinke observed that "in the past weeks as I have reflected upon this long run, I am grateful to a loving God who has given me that rare privilege of service over these many years, and to many who have allowed me to walk beside them in this unique ministry."

His six decades of service included teaching and administrating an elementary Lutheran school in Houston; professor and Dean of Educa-

tion at Concordia University Chicago; president of Concordia University Nebraska; Interim President of Concordia University Chicago; professional consultant to a number of educational institutions; and 18 years on the Board for Higher Education/Concordia University System.

Dr. Elmer Gooding, chairman of the Concordia University System governing board; Dr. Alan Borcharding, interim president of the Concordia University System; and Dr. Kurt Krueger, former president of the Concordia University System made the presentation.



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800-248-1930, ext. 1252

## Upcoming Spring Lutheran College Fairs

Attending a Lutheran College Fair is a great way to learn more about Lutheran colleges and universities. You will be especially pleased to sit in on brief seminars on programs, campus life and financial aid. For more information on location and time, please go to [www.lutherancolleges.org](http://www.lutherancolleges.org) and click on "college fairs" or call Linda Lehr at 1-800-248-1930, ext. 1252.

## End of Year Gifts

Gift giving to charitable entities or special ministries is appropriate at any time. End of year gifts encourage a donor to fulfill annual pledges and to remember all the blessings received from a gracious God throughout the year. After all, gift giving at Christmas time is an honored tradition.

*For the Sake of the Church* endowment effort is a "special ministry" totally dedicated to assist Lutheran students financially at our Concordia colleges and universities as they prepare to be of service to the church and the world. Direct gifts and pledges to the endowment are presently at \$200 million.

A Christian, Lutheran education has been the hallmark of The Lutheran Church—Missouri Synod since 1847. Donor gifts will impact an educational tradition that continues to touch lives with the truth of the Gospel. Martin Luther said it well: "For the sake of the church, we need and must maintain Christian schools!"



*Please consider an end of year "special gift" to support this ministry.*

**Send your gift to:**  
**Concordia University System**  
1333 S. Kirkwood Road  
St. Louis, MO 63122  
Attn: Dr. William Meyer

## Matching Gifts

Gift giving is more exciting when a gift is matched with another gift. A matched gift intensifies the spirit of giving!

Many corporations, foundations, major businesses offer a gift matching program for their employees. It is a values thing. Supporting the charitable intent of an employee reinforces the importance of good stewardship and citizenship.

The Concordia University System initiated the special program *For the Sake of the Church Endowment* effort to assist students financially as they prepare to serve as professional workers in the church or lay leaders in their local congregations and communities. A matched gift is a special way of multiplying the original gift of the donor.

Each college/university of the Concordia University System is an eligible organization and participates in the *For the Sake of the Church Endowment Fund* effort. Support of the Concordia of your choice assists the institution in providing financial support to students.

Please ask your employer about a matching gift program at your place of employment. Send your gift and the matching gift form to the Concordia of your choice or to the Concordia University System Office, 1333 S. Kirkwood Road, St. Louis, MO 63122. If you need further assistance, please call the Concordia University System office at 1-800-248-1930, ext. 1252.

## CUS Viewbook

Do you want an overview of the programs, admission requirements, financial aid, cost and institutional focus of the Concordia colleges and universities? Can you use an information piece to help share the importance of a Christian, Lutheran college education? Do you need a handout to encourage a young person to consider studying at a Concordia?

Please write for a free copy(ies) of the *CUS Viewbook*:  
e-mail: [cus.info@lcms.org](mailto:cus.info@lcms.org)  
phone: 1-800-248-1930, ext. 1252.

Share a copy with friends and future college students!

