

Lutheran Identity and Mission Outcome Standards with Evaluation Tool

LUTHERAN IDENTITY AND MISSION OUTCOMES STANDARDS

Identity Standard I—Ecclesiastical Mission and Goals

The institution's ecclesiastical mission and goals appropriately center on Christ, the Holy Scriptures, the Lutheran Confessions, and the shared confession and practice of The Lutheran Church—Missouri Synod.

- 1.1 Mission statement, core identity statement, and values and goals statements are clearly centered in Christ and focused on the life of the church (ecclesiastical).
- 1.2 Mission statement, core identity statement, and values and goals statements unambiguously give voice and controlling weight to the teachings of the Holy Scriptures and the Lutheran Confessions.
- 1.3 The mission statement, core identity statement, and/or values and goals statements indicate that the institution exists to carry out the objectives of The Lutheran Church—Missouri Synod (Constitution, Article III).
- 1.4 Mission statement, core identity statement, and values and goals statements are realistic and appropriate for and within an affiliate institution of higher education of The Lutheran Church—Missouri Synod.

Identity Standard II—Spiritual and Academic Life

The spiritual and academic life of the institution reflects and embraces its ecclesiastical mission and goals.

- 2.1 The ecclesiastical mission and goals are clearly and consciously pursued in the design and delivery of campus worship.
- 2.2 The ecclesiastical mission and goals are clearly and consciously pursued in the design and delivery of the residential undergraduate curriculum.
- 2.3 The ecclesiastical mission and goals are clearly and consciously pursued in the design and delivery of online and graduate curricula.
- 2.4 The ecclesiastical mission and goals are clearly and consciously pursued in the hiring, orienting, and supervising of all faculty.
- 2.5 The ecclesiastical mission and goals are clearly and consciously pursued in the design and delivery of key institution-sponsored academic and spiritual events.

Identity Standard III—Student Recruitment and Student Life

Student recruitment, student affairs, campus life, and other programs reflect and embrace the institution's ecclesiastical mission and goals.

- 3.1 Recruitment and admissions forthrightly present the Lutheran identity and ethos of the institution.

3.2 Enrollment management practices prioritize recruiting and retaining students from LCMS congregations.

3.3 Enrollment management practices deliberately seek to recruit and retain well-qualified students for pre-seminary and church-worker training.

3.4 Enrollment management practices strive to maintain a credibly Lutheran student peer group.

3.5 Student affairs work and programming is self-consciously and explicitly conducted from an overarching perspective on the human and society rooted in the verities of the Holy Scriptures and the Lutheran Confessions.

Identity Standard IV—Planning & Resourcing

Planning, resourcing, and personnel reflect and embrace the institution’s ecclesiastical mission and goals.

4.1 Institutional planning is aligned with the institution’s ecclesiastical mission and goals.

4.2 Personnel are aligned with the institution’s ecclesiastical mission and goals.

4.3 Financial resources are aligned with the institution’s ecclesiastical mission and goals.

4.4 Planning and resourcing processes and outcomes are informed by effective assessment and accountability measures.

Identity Standard V—Governance, Leadership, and Administration

The governance, leadership, and administration of the institution foster and embrace the institution’s relationship with The Lutheran Church—Missouri Synod.

5.1 The board of regents and administration demonstrate a desire and ability to walk together with and within The Lutheran Church—Missouri Synod.

5.2 The board of regents demonstrates thorough knowledge of the ecclesiastical interests of The Lutheran Church—Missouri Synod in the institution and is capable of pursuing them.

5.3 The president/chief executive demonstrates knowledge of the ecclesiastical interests of The Lutheran Church—Missouri Synod in the institution and is capable of bringing to fruition initiatives that accord with those interests.

5.4 The administration demonstrates knowledge of the ecclesiastical interests of The Lutheran Church—Missouri Synod in the institution and is capable of bringing to fruition initiatives that accord with those interests.

Identity Standard VI—Assessment of Effectiveness

The institution’s assessment of its achievement of the Lutheran Identity and Mission Outcomes is foundational to and effective in advancing its ecclesiastical goals.

6.1 The ecclesiastical goals of the institution are clear and measurable.

6.2 A systematic and regular process of assessment of the outcomes of the Lutheran Identity and Mission Outcomes Standards (this document) is in place at the institution.

EVALUATION TOOL

Identity Standard

0.0 Mission Outcome

0.0.0 Measures

See Proposed Bylaw 3.9.6.4(c)

Identity Standard I—Ecclesiastical Mission and Goals

The institution's ecclesiastical mission and goals appropriately center on Christ, the Holy Scriptures, the Lutheran Confessions, and the shared confession and practice of The Lutheran Church—Missouri Synod.

1.1 Mission statement, core identity statement, and values and goals statements are clearly centered in Christ and focused on the life of the church (ecclesiastical).

- 1.1.1. How do the mission statement, core identity statement, and/or values and goals statements demonstrate the high Christology of the holy Christian faith? Is this high Christology articulated both in terms of the gift once given in the incarnation, atoning death, and resurrection of Jesus Christ and in terms of the Sacramental gifts Christ continues to give His believers? Does the mission statement mention Jesus Christ?
- 1.1.2. How do the mission statement, core identity statement, and/or values and goals statements demonstrate the centrality of the holy Christian faith to the entire educational venture?
- 1.1.3. How do the mission statement, core identity statement, and/or values and goals statements envision *how* the holy Christian faith governs and informs all spheres of campus life?
- 1.1.4. How do the mission statement, core identity statement, and/or values and goals statements provide space and impetus for the flourishing of a robustly Christian manner of life?
- 1.1.5. How do the mission statement, core identity statement, and values and goals statements, make clear the confession of Jesus Christ, bearing in mind their various inward- and outward- facing uses?
- 1.1.6. How do campus communications, both print and online, both inward- and outward-facing, publicize the mission statement, core identity statement, and values and goals statements?

1.2 Mission statement, core identity statement, and values and goals statements unambiguously give voice and controlling weight to the teachings of the Holy Scriptures and the Lutheran Confessions.

- 1.2.1 How do the mission statement, core identity statement, and/or values and goals statements make apparent the institution's unconditional subscription of all the teachings of the Holy Scriptures? In what ways does the mission statement represent a Biblical worldview?
- 1.2.2 How do the mission statement, core identity statement, and/or values and goals statements make apparent an unconditional subscription the Lutheran Confessions? How does the mission statement articulate a Lutheran view of the higher education venture? How does the mission statement make clear the Lutheran identity of the institution?
- 1.2.3 How do the mission statement, core identity statement, and/or values and goals statements demonstrate how the teachings of the Holy Scriptures and the Lutheran Confessions govern and inform all spheres of campus life?
- 1.2.4 In what ways appropriate to their various inward- and outward-facing uses is the controlling nature of the Holy Scriptures and the Lutheran Confessions voiced in the mission statement, core identity statement, and values and goals statements?

1 1.2.5 Given confessional Lutheran higher education's *situs* at the intersection of life in the right-hand
2 kingdom and the left-hand kingdom, how do mission statement, core identity statement, and/or
3 values and goals statements articulate a Lutheran understanding of Christian vocation and how
4 Christian vocation informs campus life and the self-identity of students, faculty, and staff? How
5 do these statements address the right-hand/left-hand tensions?

6 **1.3 The mission statement, core identity statement, and/or values and goals statements**
7 **indicate that the institution exists to carry out the objectives of The Lutheran Church—**
8 **Missouri Synod (Constitution, Article III).**

9 1.3.1 How do the mission statement, core identity statement, and values and goals statements
10 indicate that the institution exists to carry out relevant objectives of The Lutheran Church—
11 Missouri Synod (Constitution, Article III, especially sections 1-7)?
12

13 **1.4 Mission statement, core identity statement, and values and goals statements are realistic**
14 **and appropriate for and within an affiliate institution of higher education of The Lutheran**
15 **Church—Missouri Synod.**

16 1.4.1 How do the mission statement, core identity statement, and/or values and goals statements
17 reckon with the right-hand kingdom / left-hand kingdom dimensions of confessional Lutheran
18 higher education?

19 1.4.2 How do the mission statement, core identity statement, and/or values and goals statements
20 indicate that the institution aims to bring students into a bracing intellectual encounter with the
21 Holy Christian Faith?

22 1.4.3 How do the mission statement, core identity statement, and values and goals statements
23 indicate that the institution promotes and sustains a robust sacramental life within the rich
24 tradition of Lutheran worship?

25 **Identity Standard II—Spiritual and Academic Life**

26
27 **The spiritual and academic life of the institution reflects and embraces its**
28 **ecclesiastical mission and goals.**

29 **2.1 The ecclesiastical mission and goals are clearly and consciously pursued in the design and**
30 **delivery of campus worship.**

31 2.1.1 Is campus worship “normed” both by the Holy Scriptures and the Lutheran Confessions? Explain.

32 2.1.2 Is the Lutheran doctrine of the Holy Ministry reflected in the planning and leading of campus
33 worship? Explain.

34 2.1.3 Is the proper distinction between law and gospel clearly and consistently reflected in the
35 campus worship? Explain.

36 2.1.4 Is the sacramental theology of the Lutheran Church reflected in campus practice? Explain (e.g.,
37 are regular opportunities afforded for reception of the sacraments? If/when the sacrament of
38 the altar is administered, what guidelines inform admission to communion?).

39 2.1.5 How is commitment to the church's heritage and unity reflected in the use liturgies, hymnals,
40 and hymnody?

41 2.1.6 Is formal catechesis preparatory to baptism and/or confirmation regularly offered on campus?
42 Explain.

43 2.1.7 How are institution-sponsored devotional activities (e.g., in residence halls, etc.) planned and
44 assessed?

- 1 2.1.8 What intentional efforts have been made to include graduate and online students in the
2 spiritual life of the campus?
- 3 2.1.9 Have constituents of the college or university raised any concerns (related to ecclesiastical
4 mission and goals) about the design and delivery of campus worship? If so, briefly explain the
5 nature of those concerns and the manner in which they have been or will be addressed.
- 6 2.2 The ecclesiastical mission and goals are clearly and consciously pursued in the design and
7 delivery of the residential undergraduate curriculum.
- 8 2.2.1 Must students complete at least two and preferably three semester-length (or equivalent)
9 theology courses to fulfill graduation requirements. Which courses may be counted toward this
10 requirement? Provide course names, catalog descriptions, and sample syllabi. How do these
11 required theology courses fulfill the ecclesiastical mission, goals, and values of the institution?
- 12 2.2.2 How does the institution assess and assure that non-theology courses are taught in harmony
13 with the biblical and confessional commitments of The Lutheran Church—Missouri Synod?
- 14 2.2.3 How does the institution assess and assure that church work students have acquired an
15 appropriately thorough knowledge of the Holy Scriptures and the Lutheran Confessions?
16 Provide program details for each church work program offered.
- 17 2.2.4 How do the curricula of the institution's church work programs compare with the similar
18 programs at the other CUS schools? What particular strengths and/or weaknesses are perceived
19 in these programs vis-à-vis those at other CUS schools?
- 20 2.2.5 How does the institution solicit, collect, and evaluate feedback on the spiritual and academic
21 preparedness of its church work graduates from relevant constituents (e.g., leadership in
22 congregations and/or schools in which graduates are placed)?
- 23 2.2.6 Have constituents of the college or university raised any concerns (related to ecclesiastical
24 mission and goals) about the design and delivery of the residential undergraduate curriculum? If
25 so, briefly explain the nature of those concerns and the manner in which they have been or will
26 be addressed.
- 27 2.3 The ecclesiastical mission and goals are clearly and consciously pursued in the design and
28 delivery of online and graduate curricula.
- 29 2.3.1 How is theology made a meaningful part of online and graduate programming either through
30 stand-alone coursework or course integration?
- 31 2.3.2 How does the institution assess and assure that non-theology courses are taught in harmony
32 with the biblical and confessional commitments of The Lutheran Church—Missouri Synod?
- 33 2.3.3 Have constituents of the college or university raised any concerns (related to ecclesiastical
34 mission and goals) about the design and delivery of online or graduate curricula? If so, briefly
35 explain the nature of those concerns and the manner in which they have been or will be
36 addressed.
- 37 2.4 The ecclesiastical mission and goals are clearly and consciously pursued in the hiring, orienting, and
38 supervising of all faculty.
- 39 2.4.1 How do the criteria for recruiting, hiring and retaining faculty, both for residential
40 undergraduate as well as graduate and online teaching, uphold the ecclesiastical goals of the
41 institution? Are all full-time faculty approved by the Board of Regents?
- 42 2.4.2 What intentional efforts does the institution make in recruiting, hiring, and retaining LCMS
43 faculty, rostered or otherwise? How does this fit into your program design and position
44 planning?
- 45 2.4.3 Are a majority of faculty LCMS? Has the institution considered and specified what it understands
46 to be a credible percentage of LCMS faculty in view of maintaining Lutheran identity? Given the

- 1 appropriate academic credentials, how does the institution prioritize the calling, and maximize
2 the number, of LCMS faculty?
- 3 2.4.4 What is the trend line for percentage of LCMS faculty? How is the institution planning for
4 eventual replacement of LCMS faculty, including rostered faculty, and for identifying LCMS
5 faculty candidates?
- 6 2.4.5 What intentional efforts does the institution make in orienting both Lutheran and non-Lutheran
7 faculty toward an understanding of Lutheran doctrine and a commitment to the ecclesiastical
8 mission and goals of the institution? How is such understanding and commitment assessed?
- 9 2.4.6 How do all faculty, including adjunct faculty, commit themselves to teach in harmony with the
10 university's ecclesiastical mission and goals, and not to teach contrary to the biblical and
11 confessional commitments of The Lutheran Church—Missouri Synod? Explain. If such a pledge is
12 required in writing, provide a copy.
- 13 2.4.7 What policies inform the staffing of the theology faculties and/or the teaching of theology courses?
14 (E.g., are such courses taught by called and ordained LCMS clergy, commissioned ministers,
15 others?) In what circumstances and for what reasons might exceptions be made to such
16 policies?
- 17 2.4.8 Have constituents of the college or university raised any concerns (related to ecclesiastical
18 mission and goals) about faculty or their teaching? If so, briefly explain the nature of those
19 concerns and the manner in which they have been or will be addressed.
- 20 **2.5 The ecclesiastical mission and goals are clearly and consciously pursued in the design and**
21 **delivery of key institution-sponsored academic and spiritual events.**
- 22 2.5.1 How are formal college or university ceremonies such as matriculation and commencement
23 designed in such a way as to highlight ecclesiastical identity, mission, and goals?
- 24 2.5.2 How is new student orientation (for residential undergraduates as well as graduate and online
25 students) designed in such a way as to inform and inspire students concerning ecclesiastical
26 identity, mission, and goals?
- 27 2.5.3 How does the institution assess and assure that its public events (e.g., public lectures,
28 conferences) are compatible with its identity, mission, and goals? How do the institution's public
29 events (e.g., lectures, symposia) embody the college or university's ecclesiastical identity,
30 mission, and goals?
- 31 2.5.4 Have constituents of the college or university raised any concerns (related to ecclesiastical
32 mission and goals) about the design and delivery of institution-sponsored academic and spiritual
33 events? If so, briefly explain the nature of those concerns and the manner in which they have
34 been or will be addressed.

Identity Standard III—Student Recruitment and Student Life

Student recruitment, student affairs, campus life, and other programs reflect and embrace the institution's ecclesiastical mission and goals.

- 38 **3.1 Recruitment and admissions forthrightly present the Lutheran identity and ethos of the**
39 **institution.**
- 40 3.1.1 How do materials for recruitment underscore the Lutheran identity and life of the institution?
- 41 3.1.2 How does the admissions staff present the Lutheran identity and life of the institution to
42 prospective students?
- 43 3.1.3 What program does the admissions department utilize to orient and trains admissions staff in
44 the Lutheran identity and life of the institution?

3.1.4 What tools does the admissions department utilize to assess and improve the effectiveness of its staff orientation and training program in the Lutheran identity and life of the institution?

3.2 Enrollment management practices prioritize recruiting and retaining students from LCMS congregations.

3.2.1 What methods and tools has the admissions staff developed for identifying and attracting prospective students from LCMS congregations?

3.2.2 What tools has the admissions staff developed to assess and improve its effectiveness in identifying and attracting prospective students from LCMS congregations?

3.2.3 What tools does the institution use to assess and improve the retention rate of students recruited to campus from LCMS congregations?

3.2.4 What financial resources does the institution deploy to attract and retain students recruited from LCMS congregations? What is the institution's financial aid policy for students from LCMS congregations? Do these students receive a more generous financial aid offer than similarly qualified students?

3.3 Enrollment management practices deliberately seek to recruit and retain well-qualified students for pre-seminary and church-worker training.

3.3.1 What tools does the admissions staff use to identify and attract well-qualified pre-seminary and church-work students?

3.3.2 How does the admissions staff partner with congregations, LCMS high schools, the theology department and rostered staff in identifying and attracting well-qualified pre-seminary and church-work students?

3.3.3 What tools does the admissions staff use to assess and improve its effectiveness in identifying and attracting well-qualified pre-seminary and church-work students?

3.3.4 What financial support does the institution provide to attract pre-seminary and church work studies and to enable them to persist in their studies and embark upon their work for the church or further studies with minimal debt encumbrance? What is the institution's financial aid policy for LCMS church work students? Do these students receive a more generous financial aid offer than similarly qualified students in other programs?

3.4 Enrollment management practices strive to maintain a credibly Lutheran student peer group.

3.4.1 What principles guide the institution in determining numerical (or ratio) goals for the composition of the student body in the recruitment of students from LCMS congregations?

3.4.2 What financial aid does the institution provide to recruit, admit, and retain students to achieve the established numerical (or ratio) goal?

3.4.3 How does the institution leverage the Lutheran student presence to foster a lively and leavening Lutheran culture and ethos?

3.5 Student affairs work and programming is self-consciously and explicitly conducted from an overarching perspective on the human and society rooted in the verities of the Holy Scriptures and the Lutheran Confessions.

Student Health Center

3.5.1 How does the student health center orient and train health center staff in Lutheran theology and the Lutheran identity, mission, and goals of the institution?

3.5.2 How does the institution ensure that student health center staff are committed to practicing in harmony with Lutheran doctrine?

1 3.5.3 How does the institution ensure that the services and advice provided by the student health
2 center are consistent with an overarching perspective on the human and society rooted in the
3 verities of the Holy Scriptures and the Lutheran Confessions?

4 Student Counseling Center

5 3.5.4 How does the student counseling center orient and train counseling staff in Lutheran theology
6 and the Lutheran identity, mission, and goals of the institution?

7 3.5.5 How does the institution ensure that student counseling center staff are committed to
8 practicing in harmony with Lutheran doctrine?

9 3.5.6 How effective has the institution been in identifying, recruiting, and hiring LCMS counselors with
10 theological as well as psychological training?

11 3.5.7 How does the institution ensure that the practices, procedures, and counsel of the counseling
12 center are self-consciously and explicitly conducted from an overarching perspective on the
13 human and society rooted in the verities of the Holy Scriptures and the Lutheran Confessions?

14 Student Housing

15 3.5.8 How does the institution orient and train dorm directors and R.A. staff in the Lutheran identity
16 and ethos of the institution?

17 3.5.9 How does the institution prioritize the recruitment of LCMS Lutherans to serve as dorm
18 directors and on the R.A. staff? How effective have these efforts been?

19 3.5.10 How do the organization of campus housing and policies regarding off-campus housing
20 acknowledge and reflect the divine, created distinction of male and female and foster
21 appropriate male-female segregation, privacy, and Christian modesty?

22 3.5.11 How do the campus housing staff inculcate the Lutheran identity and life of the institution to
23 residential students?

24 Student Conduct

25 3.5.12 How does the student conduct policy reflect an overarching perspective on the human and
26 society rooted in the verities of the Holy Scriptures and Lutheran Confessions? How effectively is
27 this policy publicized, promoted, and enforced?

28 Athletics, Music, and Performing Arts

29 3.5.13 How does the institution connect its athletic, music, and performing arts programming to
30 realizing its ecclesiastical mission, goals, and objectives?

31 3.5.14 How do the athletics, music, and performing arts programs orient and train staff in Lutheran
32 theology and the Lutheran identity, mission, and goals of the institution?

33 3.5.15 How effective has the institution been in the recruitment of LCMS Lutheran staff to athletics,
34 music, and performing arts?

35 3.5.16 How does the institution ensure that the artistic productions and performances are in subject
36 matter and theme appropriate to the Lutheran identity and life of the institution?

37 3.5.17 How do the athletics and music and performing arts programs respect and protect chapel
38 worship and Sunday mornings as a time for attending congregational worship?

39 3.5.18 How do the athletics, music, and performing arts programs inculcate the Lutheran identity and
40 life of the institution to students involved in these activities?

41 Student Organizations

42 3.5.19 How does the institution actively further and promote its ecclesiastical mission, goals, and
43 objectives through the development and support of student organizations?

3.5.20 How does the institution ensure that the values, goals, and activities of all official student organizations are consistent with an overarching perspective on the human and society rooted in the verities of the Holy Scriptures and the Lutheran Confessions?

Campus Ministry

3.5.21 What staffing measures are in place for the campus ministry to provide for the spiritual care of students?

Identity Standard IV—Planning & Resourcing

Planning, resourcing, and personnel reflect and embrace the institution's ecclesiastical mission and goals.

4.1 Institutional planning is aligned with the institution's ecclesiastical mission and goals.

4.1.1 How do relevant portions of planning documents (including campus ministry plan, strategic plan, campus master plan, short range planning documents, goals, etc., as relevant) demonstrate alignment with the ecclesiastical mission and goals (articulated in Identity Standard I)? How is the physical space for theology faculty, theology courses, campus ministry, and chapel made visible and prominent on the campus? How does the master plan provide for the maintenance and enhancement of religious symbolism and art work on the campus?

4.1.2 Who is responsible for institutional planning? What is the role of ordained leadership in planning? What is the role of theology faculty in planning? What steps are taken to ensure that those responsible fully embrace and promote this identity? Who else is involved in planning?

4.2 Personnel are aligned with the institution's ecclesiastical mission and goals.

4.2.1 How do the employment criteria for staff align with the institution's ecclesiastical goals?

4.2.2 How are staff regularly formed in the mission of the university, including its ecclesiastical identity and goals? What steps are in place to ensure all staff members are able accurately to present the ecclesiastical mission and goals of the university and their place within it? Does the campus schedule allow the staff to attend chapel as part of their work day?

4.2.3 What steps are taken to ensure that outward facing departments (e.g., admissions, public relations, advancement) faithfully represent the ecclesiastical mission and identity of the institution?

4.2.4 How is the physical space for theology faculty, theology courses, campus ministry, and chapel made visible and prominent on the campus? How does the organizational positioning of the theological faculty highlight its centrality?

4.3 Financial resources are aligned with the institution's ecclesiastical mission and goals.

4.3.1 How does the budget reflect the priorities and value of the institution? How is it informed by the ecclesiastical mission and goals?

4.3.2 What is the university's endowment balance? How much is devoted to church work preparation, theology, and campus ministry? What steps are taken to ensure appropriate allocation of endowment earnings and other designated gifts?

4.3.3 How does the budget support a vigorous campus ministry program, including facilities, personnel, and activities?

4.3.4 How does the budget support church work preparation and theology programs?

4.3.5 How does the institution ensure that faculty salary and benefits packages are competitive with district salary guidelines and the salary and benefits packages offered by regional higher education institutions?

1 4.4 Planning and resourcing processes and outcomes are informed by effective assessment and
2 accountability measures.

3 4.4.1 What is the institution's internal process for assessment of planning and resourcing? How are
4 the standard for Lutheran identity normative in that process? What is the mechanism for
5 accountability, feedback, and improvement? How are ordained and rostered LCMS faculty and
6 staff involved with that feedback and accountability?

7 **Identity Standard V—Governance, Leadership, and Administration**

8 **The governance, leadership, and administration of the institution foster and**
9 **embrace the institution's relationship with The Lutheran Church—Missouri**
10 **Synod.**

11 5.1 The board of regents and administration demonstrate a desire and ability to walk together
12 with and within The Lutheran Church—Missouri Synod.

13 5.1.1 In what ways do the board of regents and administration proactively cultivate good relations
14 with other affiliated colleges and universities of The Lutheran Church—Missouri Synod?

15 5.1.2 In what ways do the board of regents and administration proactively solicit, remain aware of,
16 and cooperate with the needs and desires of The Lutheran Church—Missouri Synod?

17 5.1.3 In what ways do the board of regents and administration proactively solicit, remain aware of,
18 and cooperate with needs and desires of those districts whom the institution primarily serves?

19 5.2 The board of regents demonstrates thorough knowledge of the ecclesiastical interests of
20 The Lutheran Church—Missouri Synod in the institution and is capable of pursuing them.

21 5.2.1 What steps are taken to ensure that all board members are able accurately to present the
22 ecclesiastical mission and goals of the university and their place within it?

23 5.2.2 How does the board of regents in word and deed prioritize their responsibility and authority to
24 act in the interest of our common Lutheran confession and mission?

25 5.2.3 How does the board of regents expect and actively foster the development and maintenance of
26 curricula and policies for student life and behavior consistent with the doctrine and practice of
27 The Lutheran Church—Missouri Synod and commit the institution to the principles of Christian
28 discipline, an evangelical manner, and good order?

29 5.2.4 Does the entire board of regents receive on-boarding and ongoing board training in the
30 Lutheran Identity and Mission Outcome Standards (this document)? How does the board of
31 regents ensure that the institution and its constituent parts strive to excel in the Lutheran
32 Identity and Mission Outcome Standards?

33 5.2.5 In addition to the review mandated by Bylaw 3.10.6.6.1, how and how frequently does the
34 board of regents use the Lutheran Identity and Mission Outcome Standards in its regular review
35 and support of the president/chief executive in his responsibilities to include those specified
36 below (5.3)? How does such evaluation drive decision-making pertinent to the mandated Bylaw
37 process?

38 5.3 The president/chief executive demonstrates knowledge of the ecclesiastical interests of The
39 Lutheran Church—Missouri Synod in the institution and is capable of bringing to fruition
40 initiatives that accord with those interests.

41 5.3.1 How does the president/chief executive personally prioritize in word and deed his role as the
42 spiritual head of the institution, demonstrating our shared commitment to our common
43 Lutheran confession and mission?

- 1 5.3.2 How does the president/chief executive ensure that the institution and its constituent parts
2 strive to excel in the Lutheran Identity and Mission Outcome Standards?
- 3 5.3.3 How and how often does the president/chief executive participate in roles and activities that
4 emphasize and promote the Lutheran identity and life of the institution, on campus, to external
5 audiences, and to the congregations, schools, and, as appropriate, other organizations within
6 the Synod?
- 7 **5.4 The administration demonstrates knowledge of the ecclesiastical interests of The Lutheran**
8 **Church—Missouri Synod in the institution and is capable of bringing to fruition initiatives**
9 **that accord with those interests.**
- 10 5.4.1 How does the administration demonstrate knowledge and prioritization of the doctrine and
11 practice of The Lutheran Church—Missouri Synod, the principles of Christian discipline, and the
12 Lutheran Identity and Mission Outcome Standards as they develop, implement, and assess
13 curricula and policies for student life?
- 14 5.4.2 How does the administration provide for the formal, ongoing training of all faculty in the
15 doctrine of the Holy Scriptures as rightly taught in the Lutheran Confessions as they relate to
16 their academic disciplines, to enable them to engage in responsible exercise of their academic
17 freedom within the confession of the institution and The Lutheran Church—Missouri Synod?
- 18 5.4.3 How does the administration support the proper authorities of The Lutheran Church—Missouri
19 Synod in their roles of ecclesiastical supervision of called workers, placement of church-work
20 graduates, and doctrinal review status appeals? Have faculty complaints and dispute
21 resolutions, if any, been resolved in accordance with applicable bylaws and policies of The
22 Lutheran Church—Missouri Synod? Explain.

Identity Standard VI—Assessment of Effectiveness

The institution's assessment of its achievement of the Lutheran Identity and Mission Outcomes is foundational to and effective in advancing its ecclesiastical goals.

- 27 **6.1 The ecclesiastical goals of the institution are clear and measurable.**
- 28 6.1.1 Are the ecclesiastical goals stated with an appropriate degree of specificity? Is each goal stated
29 in concise language? Are goal statements formulated so as not to allow for subjective
30 interpretation?
- 31 6.1.2 Do each of the ecclesiastical goals allow for measurement? Are the goals stated in such a
32 manner that it is possible to determine objectively the degree to which the goal is being met?
- 33 **6.2 A systematic and regular process of assessment of the outcomes of the Lutheran Identity**
34 **and Mission Outcomes Standards (this document) is in place at the institution.**
- 35 6.2.1 Does the institution have a stated policy describing the process and schedule for assessment of
36 ecclesiastical goals? Explain.
- 37 6.2.2 How does the process of assessment involve all levels of the institution (board, administration,
38 faculty, staff, students)?
- 39 6.2.3 Does the stated process of assessment involve both formative and summative assessment of the
40 outcomes of the ecclesiastical goals? Explain.
- 41 6.2.4 Does the process of assessment include a feedback loop that informs a process of continual
42 improvement? How have past assessment results informed institutional change? Explain.

- 1 6.2.5 How does the process of assessment include a mechanism for receiving and integrating
2 feedback from CUE Accreditation review?
3 6.2.6 Does the assessment process allow for free and open access to the inquiries of the CUE? Does
4 the schedule for assessment coincide with scheduled CUE review and other accreditation
5 timelines?

REQUEST FOR DATA

7 The self-study returned in response to the Lutheran Identity and Mission Outcome Standards Evaluation
8 Tool (this document) should include such appendices as these [to be elaborated by CUE].

- 9 A. **Personnel Table(s)**
10 B. **Student Body Demographics**
11 C. **Policy Manuals**
12 D. **Catechetical and Orientation Syllabi for Regents, Faculty, and Staff**