

Lutheran Identity and Mission Outcome Standards *with* Evaluation Tool

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 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, evaluating, 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 place in 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 pursues them.

5.3 The president/chief executive demonstrates knowledge of the ecclesiastical interests of The Lutheran Church—Missouri Synod in the institution and brings 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 brings 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 self assessment and visitation according to Bylaw 3.6.6.4 to provide both informal and formal assessment of the outcomes of the Lutheran Identity and Mission Outcomes Standards (this document) is in place at the institution.

Identity Standard VII—Handling & Resolving Concerns of Constituents

The Institution’s handling of legitimate concerns expressed by constituents is foundational to and effective in advancing its ecclesiastical goals.**Evaluation Tool**

7.1 The policies and procedures of the institution relative to receiving, handling and resolving legitimate concerns expressed by constituents are clearly stated and demonstrably followed.

7.2 A systematic and regular process of self-assessment and visitation according to Bylaw 3.6.6.4 to provide both informal and formal assessment of the policies and procedures for receiving, handling and resolving legitimate concerns expressed by constituents is in place and adhered to by the institution.

Identity Standard

0.0 Mission Outcome

0.0.0 Measures. See *Bylaw 3.6.6.4*

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?

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

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).

1.3.1. How do the mission statement, core identity statement, and values and goals statements indicate that the institution exists to carry out relevant objectives of The Lutheran Church— Missouri Synod (Constitution, Article III)?

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.

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

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

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

2.1.4. Is the sacramental theology of the Lutheran Church reflected in campus life, teaching and practice? Explain (e.g., are constituents encouraged to regularly attend chapel and church, hear the Word of God and receive the Holy Sacraments? If/when the sacrament of the altar is administered, what guidelines inform admission to communion?)

2.1.5. How is commitment to the church’s heritage and unity reflected in the use of liturgies, hymnals, and hymnody? Describe the regular pattern of chapel services noting liturgies and hymnals used and those who serve as preacher and liturgists (not

necessarily providing names, but descriptive - e.g. only ordained, only ordained and male commissioned, etc.).

2.1.6. Is formal catechesis preparatory to baptism and/or confirmation regularly offered on campus? Explain. What is the process if a constituent (faculty, staff, student, or other) inquires about becoming a Lutheran? What is the process if a constituent inquires about Holy Baptism?

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

2.1.8. What intentional efforts have been made to include graduate and online students in the spiritual life of the campus?

2.1.9. Have constituents of the college or university raised any concerns (related to ecclesiastical mission and goals) about the design and delivery of campus worship? If so, briefly explain the nature of those concerns and the manner in which they have been or will be addressed.

2.2 The ecclesiastical mission and goals are clearly and consciously pursued in the design and delivery of the residential undergraduate curriculum.

2.2.1. Must students complete at least two and preferably three semester-length (or equivalent) theology courses to fulfill graduation requirements, which courses may be counted toward this requirement? Provide course names, catalog descriptions, and sample syllabi. How do these required theology courses fulfill the ecclesiastical mission, goals, and values of the institution?

2.2.2. How does the institution assess and assure that non-theology courses are taught in harmony with the biblical and confessional commitments of The Lutheran Church—Missouri Synod?

2.2.3. How does the institution assess and assure that church work students have acquired an appropriately thorough knowledge of the Holy Scriptures and the Lutheran Confessions? Provide program details for each church work program offered.

2.2.4. How do the curricula of the institution's church work programs compare with the similar programs at the other CUS schools? What particular strengths and/or weaknesses are perceived in these programs vis-à-vis those at other CUS schools?

2.2.5. How does the institution solicit, collect, and evaluate feedback on the spiritual and academic preparedness of its church work graduates from relevant constituents (e.g., leadership in congregations and/or schools in which graduates are placed)?

2.2.6. Have constituents of the college or university raised any concerns (related to ecclesiastical mission and goals) about the design and delivery of the residential undergraduate curriculum? If so, briefly explain the nature of those concerns and the manner in which they have been or will be addressed.

2.3 The ecclesiastical mission and goals are clearly and consciously pursued in the design and delivery of online and graduate curricula.

2.3.1. How is theology made a meaningful part of online and graduate programming either through stand-alone coursework or course integration?

2.3.2. How does the institution assess and assure that non-theology courses are taught in harmony with the biblical and confessional commitments of The Lutheran Church—Missouri Synod?

2.3.3. Have constituents of the college or university raised any concerns (related to ecclesiastical mission and goals) about the design and delivery of online or graduate curricula? If so, briefly explain the nature of those concerns and the manner in which they have been or will be addressed.

2.4 The ecclesiastical mission and goals are clearly and consciously pursued in the hiring, orienting, and supervising of all faculty.

2.4.1. How do the criteria for recruiting, hiring and retaining faculty, both for residential undergraduate as well as graduate and online teaching, uphold the ecclesiastical goals of the institution? Are all full-time faculty approved by the Board of Regents?

2.4.2. What intentional efforts does the institution make in recruiting, hiring, and retaining LCMS faculty, rostered or otherwise? How does this fit into your program design and position planning?

2.4.3. Has the institution considered and specified what it understands to be a credible percentage of LCMS faculty in view of maintaining Lutheran identity? Given the appropriate academic credentials, how does the institution prioritize the calling, and maximize the number, of LCMS faculty?

2.4.4. What is the trend line for percentage of LCMS faculty? How is the institution planning for eventual replacement of LCMS faculty, including rostered faculty, and for identifying LCMS faculty candidates?

2.4.5. What intentional efforts does the institution make in orienting both Lutheran and non-Lutheran faculty toward an understanding of Lutheran doctrine and a commitment to the ecclesiastical mission and goals of the institution? How is such understanding and commitment assessed?

2.4.6. How do all faculty, including adjunct faculty, commit themselves to teach in harmony with the university's ecclesiastical mission and goals, and not to teach contrary to the biblical and confessional commitments of The Lutheran Church—Missouri Synod? Explain. If such a pledge is required in writing, provide a copy.

2.4.7. What policies inform the staffing of theology faculties and/or the teaching of theology courses? (E.g., are such courses taught by called and ordained LCMS clergy, commissioned ministers, others?) In what circumstances and for what reasons might exceptions be made to such policies?

2.4.8. Have constituents of the college or university raised any concerns (related to ecclesiastical mission and goals) about faculty or their teaching? If so, briefly explain the nature of those concerns and the manner in which they have been or will be addressed.

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.

2.5.1. How are formal college or university ceremonies such as matriculation and commencement designed in such a way as to highlight ecclesiastical identity, mission, and goals?

2.5.2. How is new student orientation (for residential undergraduates as well as graduate and online students) designed in such a way as to inform and inspire students concerning ecclesiastical identity, mission, and goals?

2.5.3. How does the institution assess and assure that its public events (e.g., public lectures, conferences) are compatible with its identity, mission, and goals? How do the institution's public events (e.g., lectures, symposia) embody the college or university's ecclesiastical identity, mission, and goals?

2.5.4. Have constituents of the college or university raised any concerns (related to ecclesiastical mission and goals) about the design and delivery of institution-sponsored academic and spiritual events? If so, briefly explain the nature of those concerns and the manner in which they have been or will be addressed.

2.5.5. Describe the relationship between the theology faculty and other departments. How do they interface with other departments? How could they be improved?

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.

3.1.1. How do materials for recruitment underscore the Lutheran identity and life of the institution?

3.1.2. How does the admissions staff present the Lutheran identity and life of the institution to prospective students?

3.1.3. What program does the admissions department utilize to orient and train admissions staff in the Lutheran identity and life of the institution?

3.1.4. What practices 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 practices have the admissions staff developed for identifying and attracting prospective students from LCMS congregations?

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

3.2.3. What practices 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 practices 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 practices 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?

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

Student Counseling Center

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

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

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

3.5.7. How does the institution ensure that the practices, procedures, and counsel of the counseling center are 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 Housing

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

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

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

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

Student Conduct

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

Athletics, Music, and Performing Arts

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

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

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

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

3.5.17. How do the athletics and music and performing arts programs respect

and protect chapel worship and Sunday mornings as a time for attending congregational worship?

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

3.5.19. What effects do the athletic programs have on the campus, it's student life, and on the Lutheran identity of the campus. Describe the relationship between the athletic department staff and other departments. Describe the relationship between the student athletes and the general student population.

Student Organizations

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

3.5.21. 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

3.5.22. 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 are the physical space for theology and campus ministry 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 or theologically trained 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?

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 ecclesiastical 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?

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

4.3.1. How does the budget reflect the ecclesiastical mission and goals? How is it informed by the ecclesiastical mission and goals?

4.3.2. What percentage of the University's undesignated endowment balance is devoted to church work preparation, theology, and campus ministry? What steps are taken to ensure appropriate allocation of endowment earnings and pursuit of other designated gifts to the university's ecclesiastical mission?

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?

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

4.4.1. How are the standards for Lutheran identity normative in the institution's internal processes for assessment of planning and resourcing? What is the mechanism for accountability, feedback, and improvement? How are ordained and rostered LCMS faculty and staff involved with that feedback and accountability?

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.

5.1.1. In what ways do the board of regents and administration proactively cultivate good relations with other affiliated colleges and universities of The Lutheran

Church—Missouri Synod?

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

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

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

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

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

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

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

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

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

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

5.3.2. How does the president/chief executive ensure that the institution and its constituent parts strive to excel in the Lutheran Identity and Mission Outcome Standards?

5.3.3. How and how often does the president/chief executive participate in roles and activities that emphasize and promote the Lutheran identity and life of the institution, on campus, to external audiences, and to the congregations, schools, and, as appropriate, other organizations within the Synod?

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

5.4.1. How does the administration demonstrate knowledge and prioritization of the doctrine and practice of The Lutheran Church—Missouri Synod, the principles of Christian discipline, and the Lutheran Identity and Mission Outcome Standards as they develop, implement, and assess curricula and policies for student life?

5.4.2. How does the administration provide for the formal, ongoing training of all faculty in the doctrine of the Holy Scriptures as rightly taught in the Lutheran Confessions as they relate to their academic disciplines, to enable them to engage in responsible exercise of their academic freedom within the confession of the institution and The Lutheran Church—Missouri Synod?

5.4.3. How does the administration support the proper authorities of The Lutheran Church—Missouri Synod in their roles of ecclesiastical supervision of called workers, placement of church-work graduates, and doctrinal review status appeals? Have faculty complaints and dispute resolutions, if any, been resolved in accordance with applicable bylaws and policies of The 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.

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

6.1.1. Are the ecclesiastical goals stated with an appropriate degree of specificity? Is each goal stated in concise language? Are goal statements formulated so as not to allow for subjective interpretation?

6.1.2. Do each of the ecclesiastical goals allow for measurement? Are the goals stated in such a manner that it is possible to determine objectively the degree to which the goal is being met?

6.2 A systematic and regular process of self assessment and visitation according to Bylaw 3.6.6.4 to provide both informal and formal assessment of the outcomes of the Lutheran Identity and Mission Outcomes Standards (this document) is in place at the institution.

6.2.1. Does the institution have a stated policy describing the process and schedule for assessment of ecclesiastical goals in accordance with Bylaw 3.6.6.4? Explain.

6.2.2. How does the process of assessment involve all levels of the institution (board, administration, faculty, staff, students)?

6.2.3. Does the stated process of assessment involve both formative and summative assessment of the outcomes of the ecclesiastical goals? Explain.

6.2.4. Does the process of assessment include a feedback loop that informs a process of continual improvement? How have past assessment results informed institutional change? Explain.

6.2.5. How does the process of assessment include a mechanism for receiving and integrating feedback from CUS BoD visitation reports and recommendations?

6.2.6. Does the assessment process allow for free and open access to the inquiries of the CUS BoD? Does the schedule for assessment coincide with scheduled CUS BoD review and other assessment timelines?

Identity Standard VII—Handling & Resolving Concerns of Constituents
The Institution’s handling of legitimate concerns expressed by constituents is foundational to and effective in advancing its ecclesiastical goals.**Evaluation Tool**

7.1 The policies and procedures of the institution relative to receiving, handling and resolving legitimate concerns expressed by constituents are clearly stated and demonstrably followed.

7.1.1. Have constituents of the college or university raised any legitimate concerns related to ecclesiastical mission and goals in the following areas?

1. The design and delivery of campus worship
2. The design and delivery of the residential undergraduate curriculum
3. The design and delivery of online or graduate curricula
4. The faculty or their teaching
5. The design and delivery of institution-sponsored academic and spiritual events

If so, briefly explain the nature of those concerns and the manner in which they have been or will be addressed.

7.2 A systematic and regular process of self-assessment and visitation according to Bylaw 3.6.6.4 to provide both informal and formal assessment of the policies and procedures for receiving, handling and resolving legitimate concerns expressed by constituents is in place and adhered to by the institution.

7.2.1. Provide copies of germane policies and procedures relative to handling and resolving legitimate concerns expressed by constituents.

7.2.2. How have policies and procedures for receiving, handling and resolving legitimate complaints been modified or adjusted based on complaints received?

REQUEST FOR DATA

The self-study returned in response to the Lutheran Identity and Mission Outcome Standards Evaluation Tool (this document) should include such appendices as these:

- A. Personnel Table(s)
- B. Student Body Demographics

C. Policy Manuals

D Catechetical and orientation Syllabi for Regents, Faculty, and Staff