



SHAPING A DISTINCTIVE FAITH AND LEARNING COMMUNITY

A Strategic Plan for Luther College

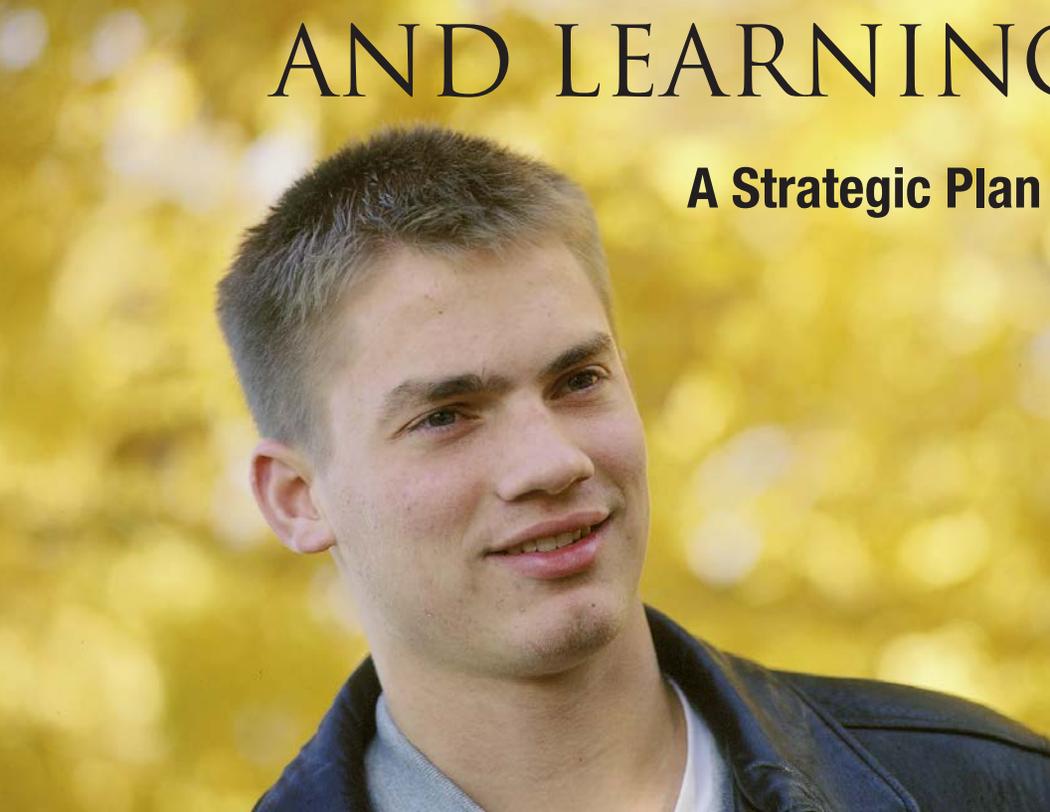
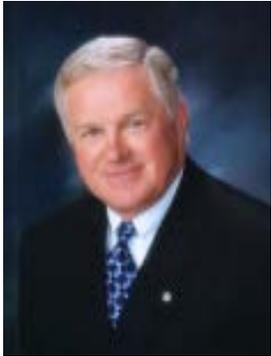




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A MESSAGE FROM PRESIDENT TORGERSON



Luther College has spent eighteen months thinking about the future. As in many planning processes, what has emerged are ways to build on current strengths. The vision for Luther set forth in this strategic plan seeks to strengthen and enhance three distinctive qualities that have been at the heart of Luther's mission since its founding.

First, Luther must stay grounded in opportunities that provide student-faculty interaction. In a place that takes great pride in a faculty uncommon in their commitment to students, the idea and image of engagement seem appropriate. Rigorous intellectual engagement is one of the keys to a powerful education. The strategic plan describes engagement at Luther as exciting study in 21st century facilities with the college positioned to support faculty and students in collaborative, disciplined work; expanded domestic and international “study away” opportunities for students; and challenging interdisciplinary experiences that build on the signature Paideia program that has served Luther well for so long.

Engagement also occurs in other ways. Effectively preparing students “to serve with distinction for the common good,” as our mission asserts, requires time for mentoring and opportunities for students to discern ways their gifts can be used to live their lives with a full understanding of vocation. The strategic plan proposes Luther be a place where students are equipped to explore their sense of call in preparation for life and work.

Undergirding this environment of engagement is a second signature feature at Luther. Woven into the college's intellectual fabric is the rich heritage of the Christian tradition that enables faith to be encountered without being imposed. There is a passion for intellectual freedom at Luther and a belief that the more one knows about the arts, sciences, and humanities, the greater one's faith will be. Whereas many liberal arts colleges have discarded their religious roots in order to be all things to all people, there is a strong desire for Luther to stay anchored in its faith tradition while at the

same time build diversity and embrace programs that promote engagement across differences.

The third defining quality reflected in the strategic plan is Luther's spirit of community. The college works hard to build community in order to create a sense of belonging and purpose. Luther is a true residential community with strong cocurricular programs. Students want to be here seven days a week. Alumni feel a strong bond to their alma mater and the relationships nurtured here. Many were involved in this planning process, and that involvement has renewed their commitment to Luther.

The most frequently asked question of a new president is “What is your vision for the place?” Early on, I responded by saying we would create a vision together. Vision is the reward of disciplined, faithful, and patient listening. It gives the college focus, energy, and a willingness to take risks in the interest of creating a better and stronger place. I am indebted to those on and beyond the campus whose collective wisdom and guidance have charted a journey for this college that will bring greater distinction and new opportunities for Luther students. All who share affection for this place are invited to participate in the journey to make the vision a reality.


January 2002



SCOPE OF PLANNING

Strategic planning at Luther was initiated by the Luther College Board of Regents at the biennial regent workshop in September 1999 and launched in April 2000.

It is the most comprehensive planning effort in Luther's history and has been driven by the college's mission. Additional factors shaping the process are institutional history and tradition, present circumstances, resources, and the external environment. The college engaged the services of George Dehne and Associates to prepare an environmental scan analyzing trends, regional demographics, and economic indicators.

The following principles guided the planning process:

- to involve key external constituents
- to engage faculty, staff, and students through existing governance structures
- to create a shared sense of purpose and identity
- to hold on to the core essentials which have defined Luther for 140 years
- to achieve a strategic vision that has broad consensus and support
- to capture the spirit of Luther

Nine planning task groups were established involving 125 alumni, friends, faculty, staff, and students:

1. Sustaining Excellence in the Liberal Arts
2. Visibility Through Effective Marketing and Communication
3. Learning and Development Beyond the Classroom
4. Enrollment: Demographics, Diversity, and Economics
5. Embracing Technology to Support Campuswide Learning
6. Developing a 21st-Century Campus Master Plan
7. Building Strategic Alliances and Identifying New Stakeholders

8. Lutheran Identity, Leadership, and Service
9. Selecting, Developing, Rewarding, and Celebrating Luther's Human Resources

Each task group was chaired by an external volunteer. That person was paired with an internal facilitator. The groups began their deliberations by focusing on a series of framing questions. Although it is challenging to do planning in higher education without being "interdisciplinary," each task group was able to focus primarily on issues and questions pertinent to its area.

After a year of meetings, the task groups developed a list of planning recommendations to help shape Luther's future. In addition to the recommendations, the task groups proposed tactics or directions Luther might consider along with a rationale and suggestions for implementation. (For a complete and detailed copy of the strategic plan, contact the Office of the President at Luther College).

Five themes emerged from the planning process and became strategic imperatives. Task group recommendations have been linked to one of these imperatives:

- Engagement in Learning
- Faith and Values
- Image and Visibility
- Enriching the Spirit of Community
- Grow and Steward College Resources

In the summer of 2001, strategic planning task group participants, members of the campus community, constituent groups, and the Board of Regents were asked to prioritize the recommendations. This information was compiled, and at their September 2001 workshop, the regents assigned one of the following ratings to each recommendation:

- **VITAL**—critical to Luther’s mission; should be a priority within the next three years.
- **NECESSARY**—important to Luther’s mission; should be a priority in the next four to six years.
- **BENEFICIAL**—will contribute to Luther’s mission but does not need attention at this time.
- **ONGOING**—attention is already being given to this initiative; continue with efforts underway.

The resources to implement each recommendation were taken into consideration during the prioritization process.

This document contains a summary of the more than 50 planning recommendations and their priority rating. In addition to guiding the direction of Luther College for the next six years, this strategic plan will also become the foundation for a major fund-raising campaign.



STRATEGIC IMPERATIVE: ENGAGEMENT IN LEARNING

Sustained by its faith-inspired vision of freedom and its commitment to service in community, Luther calls its students to pursue the liberal arts of discovery and democratic citizenship. To ensure excellence in these arts, the learning community at Luther must be both independent and involved: independent in critical thinking and imagination; involved for the greater good with the life of region, nation, and world.

To lead lives that embody this balance, students must become engaged with faculty in discernment of their calling. They must cultivate a breadth of knowledge and range of skills adaptable to multiple intellectual and professional challenges and they must encounter forms of inquiry that extend thought and its application beyond the traditional classroom. Success in the liberal arts at Luther requires advising that promotes ongoing reflection on vocation, wise academic and cocurricular choices, general education offerings that provide creative alliances for learning across disciplines, and forms of collaborative and experiential study that challenge students to apply what they have learned to more advanced inquiry and to life and work beyond the campus. Developing these initiatives will demand a thorough institutional self-knowledge, access to the best forms of academic technology, and the funds needed to support faculty development and to maximize the time devoted to engagement with students.

Advising

VITAL—Devise an effective student orientation and advising framework, enabling students to discover how their gifts can be used to live a life with a full understanding of vocation.

Rationale—To gain the most from a Luther education, students need both faculty guidance and personal reflection on the shape of their general education and major, on the effectiveness of their study, and on its application to life beyond the campus and beyond graduation. Good advising and student self-assessment should enhance both creativity and coherence in student learning and lead to a deeper understanding of their relation to the college mission.

Collaborative and Experiential Learning

VITAL—Initiate a process that will result in renovated and new spaces for Valders Hall of Science.

Rationale—Valders Hall of Science, now 40 years old, houses many outdated systems. Achieving the college's vision of increased student-faculty collaboration requires space for research and classrooms that accommodate new ways of learning and teaching.

VITAL—Establish the expectation that all students complete at least one “study-away” course that earns credit through an internship or study-abroad or study-elsewhere program in the United States.

Rationale—A residential, liberal arts education offers many necessary skills for living and adapting in a changing, diverse world. A structured, academically rigorous off-campus experience can enhance students' skills and adaptability in that world.

NECESSARY—Build on the long-standing Senior Paper requirement by establishing the expectation that students in all majors develop more intensive and innovative research projects that will be their culminating academic experience.

Rationale—It is very important for students to develop fully their abilities as independent and collaborative researchers in order to better prepare for lives as citizens and professionals. Luther already has had substantial practice in developing opportunities for undergraduate research, but this needs to become the norm for all students.

NECESSARY—Make January Term a distinct term consisting of rigorous elective courses on and off campus that stimulate creative, experimental, and experiential learning.

Rationale—January Term is a distinctive feature of the Luther academic calendar. It should offer students and faculty an opportunity to explore new approaches to learning and to connect campus experiences with the world beyond Luther. A variety of learning opportunities that differ from the semester should occur, including experiential learning, off-campus study, and service learning.

NECESSARY—Establish nontraditional, new options for learning beyond the classroom.

Rationale—The impact of changing attitudes toward work and the need for personal balance offer Luther an opportunity to create alliances with outside constituencies in developing new models for learning beyond the classroom. Organizations could allow employees to have sabbaticals at Luther, allowing valuable interaction between students and various professionals. Technology could connect classrooms to external locations for extended learning. Luther's work-study program could be restructured with positions being redefined in light of their learning potential.

Curricular Development

VITAL—Support interdisciplinary programs central to the college's mission including Luther's mission as a college of the church.

Rationale—Students increasingly focused on academic majors need interdisciplinary experiences both to appreciate these intersections and to develop a clearer understanding of the assumptions and methodologies of particular disciplines. The Paideia program is excellent and makes Luther distinctive. The college's current structure allows for further interdisciplinary coursework, for example in environmental studies.

ONGOING—Enrich the general education program by supporting various forms of learning innovation and collaboration.

Rationale—Luther faculty have recently adopted a “ways of knowing” general education program that will provide the flexibility for continuous innovation within its broad requirements. Encouragement of imaginative and purposeful teaching in this program can lead to heightened student competence, creativity, and vocational understanding.



Assessment

VITAL—Develop a plan for providing more thorough and intentional institutional self-knowledge to enhance Luther’s competitive position by creating an Office of Research and Assessment.

Rationale—The implementation and evaluation of Luther’s strategic initiatives—in the academic program, in cocurricular learning and values formation, in admissions and marketing, and in growing financial resources—will require thorough institutional self-knowledge matched by an informed understanding of Luther’s position in relation to its competitors.

Workload

VITAL—Study faculty/student workload with the goal of increasing time for faculty engagement with students and for the development of scholarship that will contribute to good teaching.

Rationale—Luther faculty are stretched to or beyond the limit of joyful, productive work. If faculty are to meet the important demands of teaching, advising, scholarly inquiry, and college service, we must give them the time to do so well.

ONGOING—Clarify the purpose of scholarship among faculty in order to promote lives of inquiry that enlighten the classroom, campus, and larger community.

Rationale—A common commitment to scholarship and a common understanding of scholarly achievement will improve faculty development, enrich teaching, and enhance Luther’s academic standing among liberal arts colleges.

Technology to Support Learning

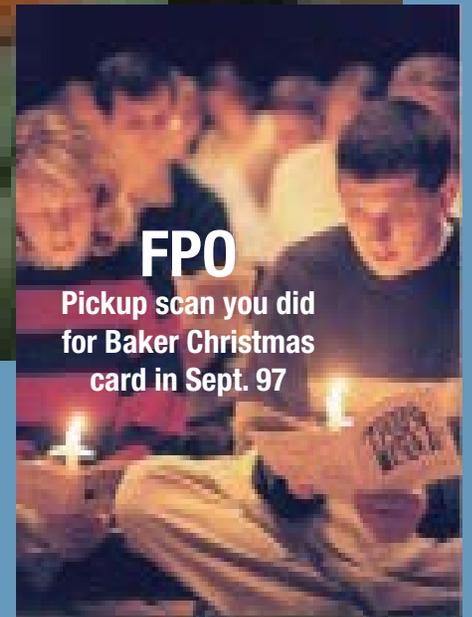
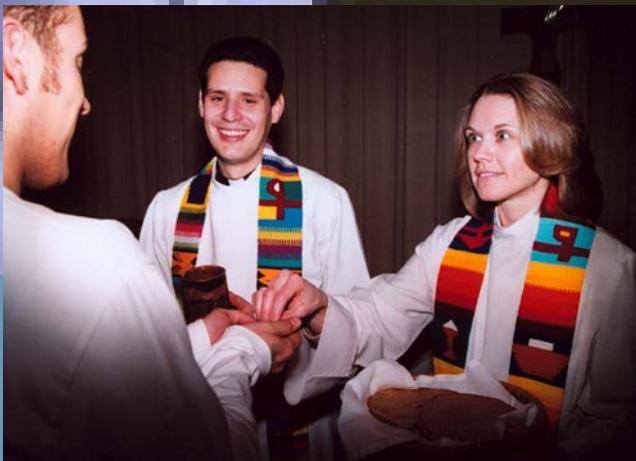
VITAL—Achieve a position as a “fast follower” in technology initiatives.

Rationale—Technology is no longer optional. It plays a central role in the capabilities and efficiencies of learning, teaching, connecting, engaging, and administering. Technology should be treated as a cost of doing business since it spans all interests of the college. “Fast followers” are contrasted with “early adopters” who are on the cutting edge. Technology applications that are web-enabled should be pursued as they are not only necessary for Luther’s current residence hall communications technology to function, they are more flexible and enable far better management than network-enabled solutions.





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STRATEGIC IMPERATIVE: FAITH AND VALUES

As a college of the church, rooted in the Lutheran tradition, Luther challenges students to discover the dynamic relationships between faith and learning, responsibility and freedom, and personal achievement and service to others.

Woven into the college's intellectual fabric is the rich heritage of the Christian tradition that enables faith to be encountered without being imposed. Questions of morality, values, and faith are invited and expected to appear in any classroom on campus. The intersection of being a community of faith and a community of learning is also modeled through a vibrant campus ministry program, enabling Luther to come together to celebrate, to mourn, and to remember and retell stories fundamental to its heritage.

A faith and learning community confronts its members with moments of personal responsibility. It calls one out of self-centeredness to focus on how best to use one's gifts in leadership and service to the world. The college's Lutheran identity and strong liberal arts tradition provide a foundation for a commitment to holistic student development that includes reflection on vocation.

As students are encouraged to lead lives of service, likewise the institution itself must be of service to society and the church-at-large. The college's core Lutheran identity enables participation in a pluralistic world with an ecumenical spirit, for in learning from the other, one discovers more about the self and God.

Being a College of the Church

ONGOING—Develop ways to uphold and project the college's Lutheran identity.

Rationale—By providing a faith and values-based education in the context of a supportive community, Luther can be attractive to prospective students and families in a mobile and sometimes rootless society. Studies indicating student satisfaction with the college's Lutheran identity suggest something distinctive that should be shared. To sustain a campus community that reflects this identity, a program for the recruitment, orientation, and continuing education of faculty, staff, and regents needs to be formalized.

Leadership and Service

VITAL—Continue to be of service to society and the church-at-large.

Rationale—The college can be of service by offering its facilities and the expertise of its faculty and staff in developing programs that further the mission of the church. A newly awarded Lilly grant will enable the college to offer opportunities for constituents on and off campus who sense a call towards church ministry. Luther should also affirm and encourage faculty and staff participation in community service and on church boards and committees.

VITAL—Through curricular and co-curricular endeavors, provide an educational experience that heightens awareness of issues related to diversity and multicultural affairs.

Rationale—Engagement across differences is an essential dimension of preparing students for effective participation in a pluralistic world. It is also central to Luther’s mission of being a college of the church, for as one becomes more aware of humanity’s rich diversity, one becomes more aware of the nature of God. Luther must seek forms of intercultural exchange and develop programs that will deepen liberal learning and enrich the dialogue between learning and faith.

BENEFICIAL—Found a Center which builds on existing institutional strengths and expertise.

Rationale—Luther is known as a place where faith and values play an integral role in education and student development. By bringing a focus to this role and establishing an endowed center, Luther could broaden its constituency and identity. A center staffed with faculty who research, publish, mentor, and offer seminars on faith and values or vocation and leadership would be a great opportunity.

ONGOING—Articulate and enhance opportunities for students to develop lives of leadership and service to church and society.

Rationale—Because it is at once a community of faith and a community of learning, Luther College directs all intellectual development to the Christian vision of service. Shaping a responsible life through learning is central to its purpose. Luther has a responsibility to assist students in discerning their vocation or calling. Graduates should be encouraged to lead lives of service in whatever profession they choose. Additionally, the church is in need of leaders in its laity and in all rostered ministries, especially ordained ministry. There is also a need for teachers in seminaries and church colleges.



STRATEGIC IMPERATIVE: ENRICHING THE SPIRIT OF COMMUNITY

A defining Luther quality is its spirit of community. Community becomes real for students, faculty, and staff through practices and programs that create a sense of belonging, purpose, and opportunity. The college cultivates a synergy of classroom learning and campus life to enable students to enhance their gifts and discover their callings. Helping students find a healthy balance in their lives, and providing opportunities for them to integrate their abilities, knowledge, and values fosters a strong living/learning community.

Luther must find ways to effectively manage growth and build diversity so that its vibrant, student-centered, residential culture is strengthened. By having the community's composition reflect that of the wider community, Luther can better fulfill its mission of preparing students to serve in the world. At the same time it is important to hold on to the college's Lutheran identity through the makeup of the student body and faculty and staff who identify with and support this tradition.

The strength and resiliency of the Luther community is directly related to the dedication shown by its most valuable resource, the faculty and staff. The college must invest in its employees, uncommon in their commitment to students, so they are fulfilled and equipped to provide a strong mentoring environment.

Community Composition and Characteristics

VITAL—Sustain the culture of Luther's residential, liberal arts environment while ensuring the college's long-term financial stability by aiming for annual enrollment growth of 0.5% to 1.0%.

Rationale—Luther's challenge is to maintain its spirit of community while at the same time securing financial resources to remain fiscally healthy. Fiscal health also means continuing to make enhancements to the college's physical plant, its human resources, and the priorities identified through the planning process.

VITAL—Strive to maintain a student body that is balanced with respect to the number of women and men.

Rationale—It is important that Luther remain an institution that is equally attractive to both men and women. It is educationally sound that the institution provides an environment where the viewpoints of both men and women are represented.

VITAL—Increase the percentage of U.S. students of color in the student body.

Rationale—Recruiting U.S. students of color to Luther is an important goal for three main reasons: 1) It is consistent with the college's mission

to have a student body more reflective of the wider community since Luther's mission is to call and prepare students to serve in the world. 2) It is educationally sound in that a more diverse student body will enrich the student learning experience for all students and promote a greater sense of mutual appreciation and respect. 3) It is strategically sound given the increasing diversity of the U.S. population.

VITAL—Develop and implement a campuswide retention strategy, focusing on specific populations within the student body.

Rationale—Luther ranks among the best colleges in retaining students. Retention strategies for specific populations within the student body (for example, transfer students and multicultural students) can help Luther better serve the needs of these groups.

ONGOING—Increase the representation of women and minorities among Luther faculty and staff.

Rationale—The Christian tradition of hospitality, the liberal arts' preparation for citizenship, and the practical need to address the increasing diversity of the U.S. population all point to this initiative. A more diverse faculty and staff will also make recruiting a more diverse student body easier.

ONGOING—Maintain the current percentage of international students whose global perspectives enrich the community.

Rationale—Luther College has been enriched over the years by the number of international students who have enrolled. These students bring with them values, viewpoints, and cultures that help all Luther students grow in their appreciation and understanding of differences. In turn, Luther has helped educate and equip the international students to better work and serve in the world.

ONGOING—Maintain a student body that reflects Luther's heritage of being a college of the Lutheran church.

Rationale—The college's heritage is Lutheran, as is the particular way in which it defines its Christian identity. In a higher education marketplace where institutional uniqueness tends to be diminishing, it is important

for Luther to hold on to its Lutheran identity, at least in part through the composition of its student body.

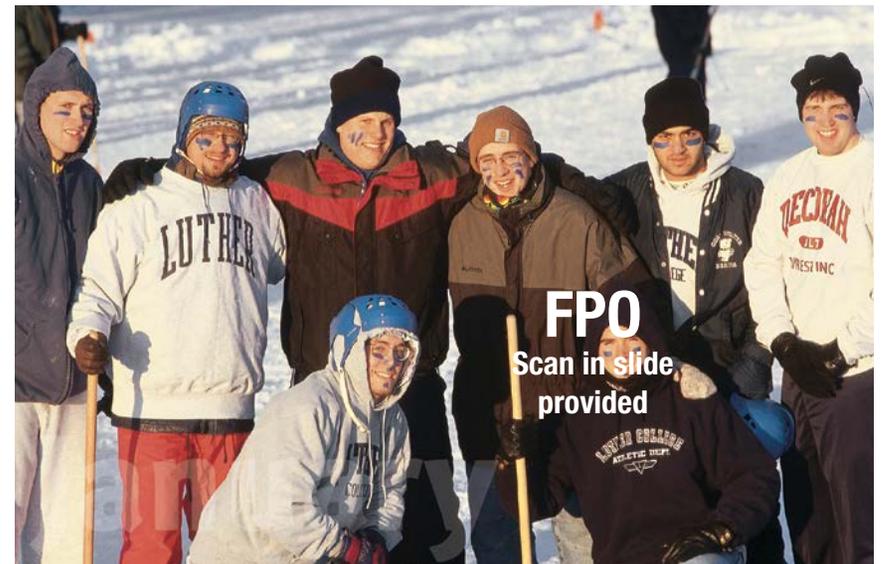
Community Vitality

VITAL—Initiate a plan for the renewal and expansion of Centennial Union.

Rationale—Community is created by providing spaces dedicated to vibrant student-centered activities. Centennial Union should be the hub of such activities.

NECESSARY—Treat Luther's 24/7 culture as an asset that must be managed proactively to enhance student development and satisfaction.

Rationale—Luther's active campus is a positive, yet the many activities can create a cluttered schedule that conflict with the academic purpose of the college. College events and activities should enhance the learning environment and connect classroom learning to experiences beyond the classroom. Coordination of all activities would allow more effective use of space, time, and resources.



ONGOING—Improve collaboration between academic and student life functions, focusing on developing a residential, relationship-driven, lifelong learning experience.

Rationale—A Luther student’s experience must integrate the residential, cocurricular, and academic elements to personalize the college’s mission. A living/learning foundation must be established in the first year and built upon in subsequent years.

Mentor Employees and Invest in the Tools They Use

VITAL—Create and maintain a stable, reliable, relevant technology infrastructure that supports the work of students, faculty, and staff.

Rationale—Luther has not had the financial and human resources or the procedures available to keep campus hardware and software at pace with minimum industry standards. This has caused difficulties in keeping hardware and software functioning together at an optimal level. It has also impacted the ability to share information with off-campus constituents. Older systems that are not refreshed are also more prone to reliability issues.

NECESSARY—Offer meaningful professional development to Luther employees.

Rationale—Effective supervision results in more effective employees who are then better able to meet student needs. In addition to skill development for supervisors and department heads, all employees need professional development, especially as it relates to improving student service.

NECESSARY—Through formalized communications programs, equip a workforce better positioned to carry out the mission of the college.

Rationale—The college cannot assume employees learn about Luther’s mission and values intuitively. Programs should be established that lead to an understanding of the college’s heritage, expectations of student-centered service, and future goals. This information would be communicated not only to new faculty and staff, but reinforced through existing campus information formats.

ONGOING—Create an expectation and structure where all employees receive annual feedback on their performance, participate in establishing goals, and are recognized for exemplary performance.

Rationale—Performance reviews allow an employee to learn about his or her performance, skills and abilities. The goal is to have each employee think about how he or she fits into the overall strategic direction of the college. Recognition is especially important and welcomed by employees.





STRATEGIC IMPERATIVE: IMAGE AND VISIBILITY

To continue to attract and retain capable students at a residential, liberal arts college of the church requires building and maintaining a strong image in the higher education marketplace. Faced with changing demographics, new technologies, and increased prestige of the public sector, the ability to articulate institutional value and affordability is critical. Luther's mission and spirit of community make it distinctive, but the college's location and facilities are also very critical elements in a competitive environment.

Students, parents, and benefactors will see Luther as a place that fulfills a need they have when they understand its mission and purpose, become aware of its strong community, and are presented with exceptional facilities. To achieve this goal, an integrated marketing strategy must be developed to "tell the story" to regional, national, and international constituencies.

Telling the Luther Story

VITAL—Develop a structure that integrates marketing and communications functions at the college.

Rationale—Luther's messages to the market are delivered from numerous parts of the organization with insufficient coordination. This fragmented approach results in sub-optimal use of existing resources and possibly in sending contradictory messages. Each externally-focused resource or program should support some element of the marketing strategy and be measured on its effectiveness.

VITAL—Implement a web infrastructure to include quality access to information via the web and powerful tools for shaping on-line community.

Rationale —The web will become a way for Luther to build community and manage key relationships among diverse and far-flung constituencies. It will enhance and support future marketing, development, and recruiting

functions in ways not yet imagined. In order to accomplish these functions, the college must develop a robust web infrastructure, integrating high quality tools employed by people who understand their appropriate use.

ONGOING—Enhance the level of communication and coordination between the college and the City of Decorah regarding campus and community development.

Rationale—Often our closest neighbors know less about Luther than constituents who are far away. Creating a more visible partnership with the community is needed, including a revitalization of the town/gown committee.

Strengthening the Campus's Visual and Aesthetic Appeal

VITAL—Conduct a space utilization study to evaluate the use of existing campus spaces and identify and determine the need for additional

spaces in relation to growth projections, the mission, and learning goals.

Rationale—Because Luther’s buildings and landscape embody its institutional mission and because learning spaces play a critical role in student and faculty recruitment, a thorough review of Luther’s facilities in relation to learning goals needs to be commissioned.

VITAL—Improve the ambience and function of residence hall living and learning.

Rationale—Life in a residence hall at Luther is an integral dimension of the total learning experience. The residence life program encourages a living environment that supports personal and interpersonal growth; as such, residence halls require a plan for continuous upgrading and refurbishment.

VITAL—Renovate Loyalty Hall.

Rationale—Space will be available in Loyalty Hall when the art department moves to the new Center for the Arts. Loyalty is rich in history, architectural interest, and potential. It would be an ideal facility for seminar rooms and offices for the development and alumni staff.

NECESSARY—Develop an architectural, landscape, and grounds-keeping plan that integrates historical and present concepts, optimizing the use of outside areas for community building and enhancing the visual appeal of campus.

Rationale—The curb appeal of the campus is extremely important in projecting a positive first impression of the college; it enhances recruiting efforts.



STRATEGIC IMPERATIVE: GROW AND STEWARD COLLEGE RESOURCES

Luther has a history of solid financial strength while being very dependent on enrollment-related revenue sources. Net tuition revenue covers only 77% of expenses. The remainder must be raised through gift support and endowment earnings.

Effective and efficient operations strategies coupled with aggressive endowment growth will be necessary to sustain and enhance the quality of academic and cocurricular programs. Maintaining the physical plant in order to remain competitive requires that Luther heed the challenges inherent in the campus's aging facilities.

The continuing growth of enrollment and endowment revenue along with increasing annual support from alumni and friends will ensure a strong future. The college must find ways to extend to alumni and friends a sense of belonging to the Luther community by providing opportunities for involvement, supporting those who promote the college in their home communities, and making current information about Luther accessible and transferable. Without financial and emotional support from stakeholders, Luther College cannot long sustain itself.

Stewardship of Resources

VITAL—Be good stewards by developing plans for facility renewal with the goal of minimizing deferred maintenance.

Rationale—The average Luther building is almost 40 years old yet the average life cycle of the components that make up these buildings is only 23 years. As a result, there are significant deferred maintenance issues throughout the physical plant. Unless these are remedied as expeditiously as possible, they present a serious risk to the financial health of the college.

ONGOING—Rethink how best to set the comprehensive fee to achieve enrollment goals, sustain admissions standards, and maximize net revenue.

Rationale—Since Luther is heavily dependent on comprehensive fee revenue, it is important to examine the way the comprehensive fee is established each year and to maximize the net revenue a fee increase produces. It is also important for the college to study ways to operate efficiently. The recommendation is to focus annual comprehensive fee increases on the relative value of a Luther education instead of largely on near-term cost considerations. By using value as the framework for fee increases, a more consistent base for decision-making on the comprehensive fee will be established.

Growing Resources

VITAL—Accelerate endowment growth in the areas of endowed student scholarships, faculty positions and programs, and student research fellowships.

Rationale—Colleges need endowments for two important reasons. First, an endowment is a bridge between past generations and future generations. The present generation has a responsibility to leave behind a college at least as healthy, strong, and meaningful as the one that was inherited. By building a strong endowment it is possible to offer an education to present and future generations at a price much less than the education costs. Second, endowments act as a balance wheel against fluctuations in primary revenue streams, and they ameliorate the annual pressure and need to increase the college's primary revenue source—tuition and fees. A growing endowment is good stewardship, adding new resources to the annual operating budget and buffering times of financial stress.

VITAL—Enhance and expand alumni giving.

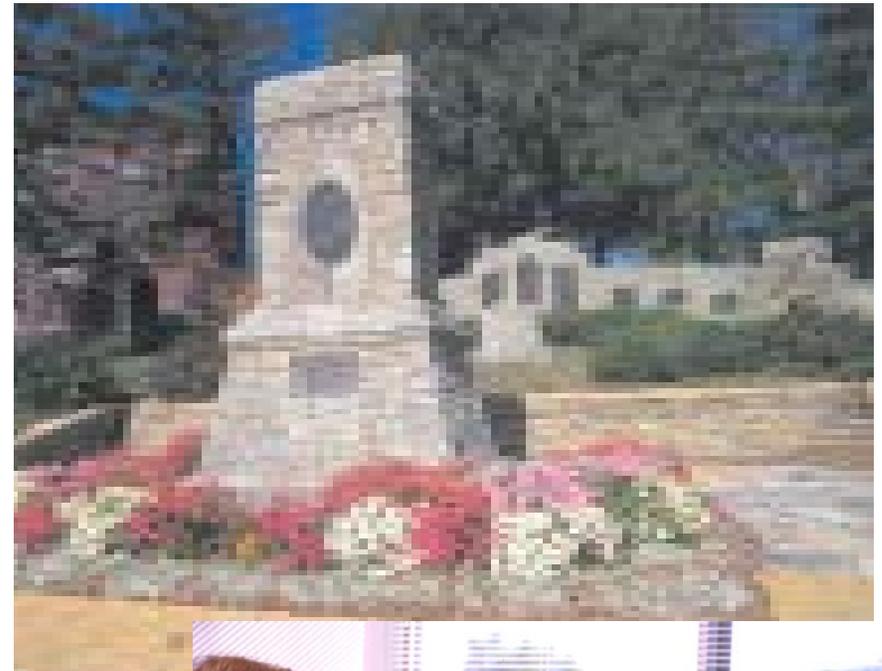
Rationale—Strong financial support from alumni is a measure of distinctiveness. Strong alumni participation in the annual fund can also open doors to support from corporations and foundations. Through increased involvement in alumni identification, cultivation and solicitation, the goal is to raise the alumni giving rate from the current level of approximately 38% each year to a minimum level of 45%, ranking Luther among the best.

NECESSARY—Develop a strategy that would utilize college resources to enhance revenue, particularly during the summer months.

Rationale—In order to utilize Luther's facilities fully, the college should think about innovative ways to serve new populations. Our location is attractive, and there are educational needs in our community and surrounding area that are not being met.

NECESSARY—Increase contact with the Decorah and surrounding communities including local alumni.

Rationale—The college should find ways to express appreciation to those current “investors” in the college from Decorah and Northeast Iowa, providing some value to those donors in return for their interest and support.





STRATEGIC PLANNING TASK GROUPS

Planning Co-chairs

Richard Torgerson, President
Orville Johnson, Chair, Luther College Board of Regents

Task Group 1 Sustaining Excellence in the Liberal Arts

External Members	Internal Members
Tom Hellie '75, Chair	Mark Muggli, Facilitator
Louise Dovre Bjorkman '82	William Craft
David Heine '91	Mary Klimesh '76
Ann Hill Duin '77	Kevin Kraus
Nancy Jones '69	John Moeller
	Holly Natvig
	Katie Walker '02

Task Group 2 Visibility through Effective Marketing and Communication

External Members	Internal Members
Paula Meyer '76, Chair	Tim Peter '86, Facilitator
Eric Davidson '83	Laura Ahlstrand '01
Chris Gade '86	Vicki Donhowe '70
David Larson '69	Jerry Johnson
Christine LeVesque '80	Mark Lund
Gary Lubben '76	Amy Noel
Kay Simmons '84	Sharon Rossing '75
Robert Zaske '67	Joe Thompson

Task Group 3 Learning and Development Beyond the Classroom

External Members	Internal Members
Mike Kust '78, Chair	Mona Nelson '75, Facilitator
Bob Giere	Bob Larson
Shannon Miller '95	Marty Berg
Judy Ranheim '62	Chris Tranel
Anjela Shutts '93	Jack Hedstrom
	Katya Ouchakof '02
	Rhonda Pole

Task Group 4

Enrollment: Demographics, Diversity, and Economics

External Members	Internal Members
Neal Nottleson '59, Chair	Jon Lund, Facilitator
Mary Bunge Docken '79	Wintlett Browne
Greg Fields '77	Jacob Coleman '01
Mike Hovland '72	Jan Cordell
Jack Hustad	Jim Martin-Schramm
Helen Peterson Hustad '52	Deborah Norland '75
Diane Thormodsgard '72	Arleen Orvis

Task Group 5 Embracing Technology to Support Campuswide Learning

External Members	Internal Members
Paul Mattson '81, Chair	Dale Nimrod, Facilitator
Brad Miller '86	John Goodin
Mike Musgrave '86	Marcia Gullickson
Mary Nelson Manges '84	Julie Jensen '95
Marsha Weckwerth Olch '82	Ellen Macdonald
Steven Vick '73	Jeremy Olsen '02
	Debbie Smith '92
	Tom Walker

Task Group 6 Developing a 21st Century Campus Master Plan

External Members	Internal Members
Arne Sorenson '80, Chair	Diane Tacke, Facilitator
John Cotton	Jeff Dintaman
Ron Dodd '64	Mark Faldet '82
Lindsay Erdman	Brian Howe '02
Tom Gavic	Marian Kaehler
Larry Grimstad	Rich Tenneson '70
Terry Hovden '80	Cindy Womeldorf '72

Task Group 7 Building Strategic Alliances and Identifying New Stakeholders

External Members	Internal Members
Daryl Erdman '61, Chair	Jeanie Lovell, Facilitator
Paul Hansen '70	Sherry Alcock '82
David E.G. Miller '64	Keith Christensen '80
Harlan Satrom '82	Jake Nimrod '01
Don Stegen '58	Linda Skoda
Kathy Thomsen '85	Wendy Stevens '69
Mike Wigley	John Strauss

Task Group 8 Lutheran Identity, Leadership and Service

External Members	Internal Members
Marilyn Roverud '66, Chair	Diane Scholl, Facilitator
Carol Birkland '67	Gina Allen '03
Mark Helland '71	Mike Blair
Sue Rothmeyer '81	Bob Felde '72
Brian Rude '77	Gary Krapfl
Kristen Schlauderaff '78	Kristin Swanson
Tom Vaaler '62	
David Wrightsman '88	

Task Group 9 Selecting, Developing, Rewarding, and Celebrating Luther's Human Resources

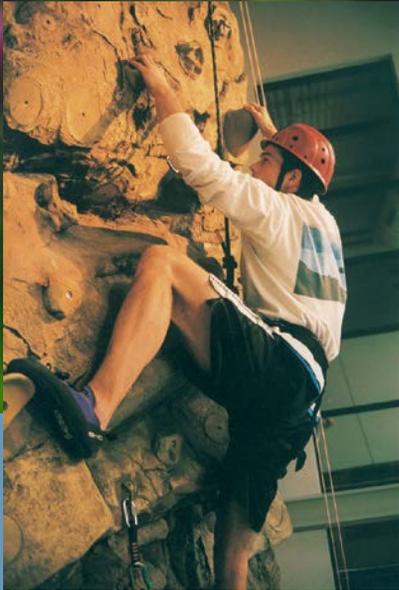
External Members	Internal Members
Nancy Gossell '74, Chair	Ann Highum, Facilitator
Paul Gunderson	Steve Arneson '72
Sara Gunther Sersland '70	Nancy Barry
David Hoyem '66	Chuck Christianson
Reulan Levin '71	Sue Gilbertson '03
Rebecca Shaw '71	Roy Prigge '67

Planning Coordinator

Karen Martin-Schramm, Assistant to the President



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