TO LOVE OUR ACADEMIC NEIGHBORS

A CAMPUS MINISTRY HANDBOOK

for

COOPERATING CONGREGATIONS IN CAMPUS MINISTRY

Vocation and Education Unit
Evangelical Lutheran Church in America
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Cooperating Congregations in Campus Ministry

are those communities of faith located in reasonable proximity to one or more institutions of higher education who understand ministry to the academic community, and to students in particular, as an important part of their congregational mission to serve Christ. Cooperation may take any of several forms:

- Congregations may covenant to provide financial support for a specific campus ministry (under synod guidelines and beyond benevolence commitments to synodical and churchwide programs);
- Congregations may covenant to respond when Lutheran students, faculty, or staff at a nearby college or university call on them for assistance;
- Congregations may covenant to become actively involved in welcoming and reaching out to the academic community, devoting staff and lay leadership resources to campus ministry (leaders in these congregations are the target audience for this handbook);
- Congregations may covenant to become a campus ministry agency of the church, with all the responsibilities and resources that implies.
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PREFACE
PREFACE

God's Spirit is present in all creation, and the Lutheran church understands the campus as part of God’s good creation. The church celebrates manifestations of grace and wholeness on campus, but also seeks to reform harmful structures and heal persons who experience pain and difficulty. God's Spirit is made present on campus through church members who make visible the identity they have received and the vocation they share. One of the challenges of any campus ministry is to become a loving critic of the campus, to engage in dialog which honors the search for truth, the place of doubt, youthful experimentation, God's call to an ethical lifestyle, and the place of faith. (cf. Ministry with a Community College: a Lutheran Perspective, LCUSA, 1982, p.13.)

Christians have a responsibility to nurture one another's faith as each seeks to respond to the promises God made at baptism. Moreover, Christians reach out beyond the church to invite the unbaptized into its fellowship. 28 colleges and universities in the US are related to the Evangelical Lutheran Church in America. Each of them provides campus ministry for their academic communities. But, only a small percentage of the college students in this country go to schools related to the ELCA, and even among the members of the ELCA, 9 out of every 10 who go to college attend non-ELCA related colleges and universities. Therefore, the ELCA and its predecessor bodies have mounted an effort to love their academic neighbors both in and beyond the colleges and universities of the church.

To this end, the ELCA's Vocation and Education Unit, in partnership with synods and congregations, financially supports 185 Campus Ministry Agencies and identifies over 600 pastors and congregations to serve as Cooperating Congregations in Campus Ministry (CCCM), representatives of our church who provide a ministry with and among our academic neighbors. Nearby colleges and universities are deemed to be a part of a Cooperating congregation's mission.

To Love Our Academic Neighbor is designed to be a resource for the ELCA's 600 CCCM. It contains some previously published material; the bulk of the material, however, is the work of eleven persons who now serve in campus ministry or did so in the past: Herb Schmidt, Kathy Fick, Craig Sommer, Sandy Jacobs, Beth Platz, Brad Ulgenes, John Wiig, Clemens Reinke, Tim Smith, James Carr, Marcus D. Pera. Their work has been edited by John Hougen, Marcus Pera, and Bill King. Artwork was created by Thomas Aarrestad.

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OUR CALL
TO CAMPUS MINISTRY
OUR CALL TO CAMPUS MINISTRY

Why should we engage in campus ministry?

Because we are called!

- The world includes colleges and universities. They are part of the world to which we are sent, part of the world for which the church expends itself. As we are guided by the Great Commission to "go to the ends of the earth," we include the university as part of our mission.

- If a campus is nearby, it is part of a congregation's mission field. Pastors and lay leaders are called to campus ministry because of congregational proximity to a campus community.

- The church needs to be present where people are gathered into the institutions of our society (including higher education) to listen and witness, to serve and learn, and to stand with the hundreds of thousands of individuals whose lives are taking shape there. Since the church cannot afford to be present on all campuses with staff called and trained for specialized ministry in higher education, congregational pastors and lay leaders are called to campus ministry.

- Our sisters and brothers in Christ are there. Many, especially 18 to 25 year old students, are there during a critical juncture in their lives. They need our ministry and they need to participate in ministry.

- God is there. The university is an important part of God’s creation. The university plays a crucial role in society. The church may be renewed as it discerns God's activity among its academic neighbors, allies itself with them, and gives God praise and thanksgiving.

But seek the welfare of the city where I have sent you...and pray to the Lord on its behalf, for in its welfare you will find your welfare. (Jeremiah 29:7)

The God of peace who brought again from the dead our Lord Jesus, the great shepherd of the sheep, by the blood of the eternal covenant, equip you with everything good that you may do his will, working in you that which is pleasing in His sight, through Jesus Christ; to whom be glory forever and ever. (Hebrews 13:20)
INTEGRATING CAMPUS MINISTRY INTO OUR CONGREGATION'S MISSION

A Lutheran congregation situated near an institution of higher education may consider the possibility of conducting a campus ministry with much fear and trepidation. Members ask, "How can we take on something else outside the congregation when there is already so much to do within the congregation?" However, the congregation might embrace the campus as part of the community to which it is sent. Campus ministry can become an integral part of the congregation's mission.

Some consider the campus unapproachable, a world of its own, misunderstanding it as a place that doesn't need the church. But students, faculty, and staff are like other people. They have fears and joys, concerns and solutions, needs to be met, and gifts to share. Many are already members or friends of the congregation. It is not radically different for a congregation to love its academic neighbors than it is to reach out to any other group. If a congregation's goal is to be involved with all people and institutions within the area surrounding its building, then a nearby campus needs to be included within the parish's circle of concern.

What do congregations have to offer? The following pages suggest some possibilities: providing a hospitable space, identifying host families to "adopt" students, offering worship that is sensitive to the academic community, including students in worship leadership roles, offering support, and giving recognition. The possibilities are limited only by our imaginations. Once a congregation becomes involved in a ministry to and with the campus, pastoral ministry and congregational programming take on new dimensions. It is an exciting and rewarding ministry, a blessing to pastors and congregations.
THE CONTEXT OF OUR CAMPUS MINISTRY

"Where will our mission take us?"
The Nature of The Campus
There are different types of campuses in the United States:

Traditional **four year liberal arts schools** are generally small (two to five thousand students) and attract mostly recent high school graduates. Many students complete their studies in four years.

Large **state and private universities** offer broad course offerings and generally have extensive research and graduate programs. They can be as large as 50,000 students, with significant populations of minority, international and non-traditional (over 25 years old) students.

**Urban, commuter universities** generally draw from a regional population and have a large number of minority and non-traditional students. Because many attend classes part-time, it often takes much longer for students at these schools to complete their undergraduate degree.

**Community and technical colleges** often receive their mandate from a single county, municipality, or school district and provide everything from two year academic degrees to technical, vocational, and recreational education.

**Junior colleges** fall into two general categories. Many are comparable to community colleges; others are small, private, two year schools which give associate academic degrees in preparation for transfer to another school.

Members of an academic community may come from a single county or represent a broad spectrum of cultural and ethnic, regional and national backgrounds. Students may be mostly 18-22 year olds devoting full time to higher education, but an increasingly large proportion work at least half-time jobs and will take five to ten years to finish an undergraduate degree. Many enter higher education for the first time after age 30 or return to college later in life for personal or professional enhancement.
Moreover, the academic community reflects the secularism, pluralism, disbelief, religious piety, fears, and hopes found in the culture which surrounds it. As our society becomes more religiously diverse and secular, so do campuses. Campus ministry not only provides pastoral care for young adults away from home for the first time; it also engages in "ministry in a learning society." In order to do effective campus ministry, it must understand the nature of the local campus, the make-up of its students and faculty, the issues of current concern, and unique gifts that the campus offers to the community. It is also important to understand how the community perceives the campus: is it an asset or liability; does it enhance the community or is it a wasteful recipient of tax dollars; is it friend or foe?

**The Campus as System**

The campus is an institution with its own structures and procedures for operating. Both public and private institutions of higher learning have certain rules of access which generally acknowledge that religion and the church have a legitimate role in an academic setting, but seek to protect students from unwanted visitors in campus housing and harassment from aggressive religious communities. In addition, there are rules about who can use the media on campus. Find out from others how information is spread most effectively on campus (newspaper, flyers, e-mail, leaflets, personal invitations, etc.) and be sure to have permission from campus authorities for those means of communication which you use to advertise campus ministry events. Those who engage in campus ministry should be careful to observe campus regulations. Failure to do so may cause the administration to lose trust in campus ministry. Absent this trust, potential cooperation between church and campus is lost.

Campus ministries should operate with a style appropriate to the milieu. Campus ministries mesh best with the campus system if they are sensitive to the uniqueness of the academic community as they plan their programs. Students, faculty, or staff from the campus can help plan programs that are relevant to current interests and are interesting, challenging, and encouraging to the academic community.

**Common Concerns of Church and Campus**

The church and campus can and ought to be partners. Each is concerned about truth, human and cultural development, and cultivation of a humane society. Both deal with issues related to the natural environment, ethics and morals, career and family development, the arts, and technology. There can be a creative partnership which honors the role of both. Ideally, the church honors the "marketplace of ideas" and the campus honors the role of religion in a wholistic understanding of culture and what it means to be human. Some campuses welcome initiatives from congregations which deal with issues of common concern. As trusting relationships grow between campus administrators and campus ministry personnel, common goals emerge.
Examples of partnerships:

1. **Hospitality for international students.** Campuses frequently have limited resources for integrating international students and faculty into American culture and life. Campus ministries can offer families and individuals who provide hospitality and caring.

2. **Cooperation dealing with grief after a suicide or other tragedy.** Many clergy have expertise in grief counseling which can be offered to a campus. Even before something happens, clergy may take part in training campus police, residence hall counselors, residence assistants, and student life personnel, so they might be better prepared to cope with tragedy when it comes. Some campuses include clergy on emergency response teams.

3. **Addressing moral choices.** Campus ministry can provide resources for campus forums, classes, and conversations on controversial moral issues such as abortion, euthanasia, sexuality, war, and racism.

4. **High Pressure Religious Groups.** Representatives from campus ministry can help campus administrators, students, and parents discern which religious groups are manipulative and potentially harmful to the personal development of their members.

**CHURCH-STATE ISSUES**

Sometimes issues related to the "separation of church and state" present special problems for campus ministry programs at state universities. The first amendment of the United States Constitution states: "congress shall make no laws respecting an establishment of religion..." That same amendment also states that "congress shall make no law...prohibiting the free exercise thereof..." Both of these provisions need to be remembered in dealing with the role of campus
ministry and religion at a state institution. The interpretation of the law regarding first amendment issues varies greatly from one institution to another. When issues of "the separation of church and state" are raised, it is sometimes helpful to see how the issue has been dealt with at similar institutions in the region. Sometimes procedures used on similar campuses can offer guidance in dealing with issues which a local ministry and university are facing for the first time.

**IMPLICATIONS**

Over the years some specific issues have been addressed and precedents have been established.

1. **Religious preference cards:**
   The university can participate in the gathering of religious preference information as long as the response is identified as voluntary and university funds do not pay for it. However, universities are not required to gather such information, and many do not. Even within the same state system, different schools often have diverging understandings of what is permissible and desirable regarding the gathering and distribution of religious preference information.

2. **Scheduling space for religious meetings:**
   State universities may schedule public rooms for religious purposes as long as those making the request are a recognized student organization.

3. **Religious Studies:**
   Religious Studies courses may be offered at the university if they are taught as an academic discipline concerned with the intellectual, cultural, and historical role of religion rather than for the purpose of promoting religious practice.

4. **Publicity on campus:**
   Announcements about university activities may be posted on university bulletin boards and in university publications as long as they are part of the effort of a recognized student organization and cleared through the appropriate university office.
THE FOCUS
OF
OUR CAMPUS MINISTRY
STUDENTS:
THE PRIMARY FOCUS FOR
LUTHERAN CAMPUS MINISTRY

Over the years Lutheran Campus Ministry has understood its purpose as assisting people in academic settings to discover and fulfill their vocation in Jesus Christ. Students have been regarded as the largest constituency and basic focus of the campus ministry.

Students are fascinating people. As a group, they are bright, inquisitive, practical, ingenious, loyal, and compassionate. They study hard, play hard, develop strong friendships, and dedicate significant time to volunteer service: tutoring underachieving children, caring for the elderly, mentoring youth in sports and church groups, helping the homeless in shelters, and building homes as volunteers for Habitat for Humanity. Students have gifts and skills which equip them to be wonderful additions to any congregation. Church members who have the privilege of working with them are blessed by the obvious presence of God in students' lives. Part of what makes students so interesting, however, is that their lives are full of challenges and change. They need the support of sisters and brothers in Christ. As students are nurtured, so is hope for the future of the church and world.

ISSUES AND CHALLENGES IN STUDENTS' LIVES

Entering a Larger World

"I never met a black person until I came to campus." This Midwestern student also said that she had not ridden an escalator until she was a junior in high school. Not all students have had such limited life experiences. Some are cosmopolitan in outlook and savvy to the ways of the world. However, all students are placed in an environment that challenges them to grow intellectually, socially, emotionally, and morally. Students are to a campus as plants are to a greenhouse.

Sharon Parks, an authority on faith development, has written:
"The power and vulnerability of young adulthood lie in the experience of the dissolution and recomposition of the meaning of self and world and its challenges to faith. To become a young adult in faith is to discover the limits of one's assumptions about how 'life will always be' - and to recompose a meaningful sense of self and world on the other side of that discovery". (The Critical Years, Sharon Parks, Harper Collins, 1986, xii).

Young adults arriving on campus are at a crossroads in their lives, rich with opportunities and
challenges. The common perception of students as "party animals" does an injustice to the seriousness of what it means to be a student.

Culture Shock

Students often experience a clash of cultures when they arrive on campus. Though the internet has placed massive amounts of information at most students’ fingertips, the experience of living and studying with those from another culture can be very disconcerting. For the first time students may find themselves face to face with persons who do not share their religious beliefs, intellectual assumptions, fundamental values, nationality, or primary language. The campus is a world community. The experience of diversity on campus spawns both significant growth and, occasionally, bigotry and fear. The campus is a laboratory for interpersonal relationships, a place to develop civility and tolerance, and the entrance into an expanded world. The church, with its commitment to honoring the integrity of God's diverse creation, can be an effective agent for peace on campus and a source of support for students whose world is expanding.

Exploring Freedom and Values

As students move into the diverse, cosmopolitan campus community, they bring with them experiences and values from their families of origin. Although parents often worry about sons and daughters abandoning their roots, most are faithful to the core values instilled by the family. However, along with those core values, students may test new perspectives which allow them to adapt to a changing world. Emotional support by parents and significant others is vital during this time of transition.

Some students deeply feel the separation from family, especially when there is a crisis back home. On the other hand, the move to campus is a natural time of emancipation from family. A student’s developmental challenge is to become a responsible, independent adult. Students enjoy tremendous freedom and it is normal for them to experiment before deciding which values they will incorporate into their lives. Students who live at home may experience delay in this developmental task. The church may provide a supportive context in which students think through their response to freedom and explore the implications of adopting new values.

Healing Past Hurts

A smaller, but significant, number of students use their time away from families to escape from painful past experiences, such as sexual abuse or the divorce of their parents. Pastoral support and counseling resources are vital for these students as they heal.

Sexuality

Students face a multitude of issues that have to do with human sexuality. Issues related to gender are important to many academic disciplines. The reality of different sexual orientations is obvious in campus newspapers, classrooms, and residence halls. Students may be confused about their own sexual identities or how to respond to those with sexual orientations different
from their own. In residence halls, students who choose celibacy are neighbors to students who are openly promiscuous. Most colleges and universities offer support groups for victims of sexual assault and education aimed at preventing date rape and sexual harassment. Student health centers routinely deal with HIV/AIDS prevention and testing. The church can be a compassionate and well-informed contributor to student conversations about all these issues.

**Alcohol and Drug Abuse**

Alcohol and drug abuse is a troubling issue on campus. Binge drinking is prevalent. Students mirror our culture's ambivalence about alcohol and tend to replicate their own families' drinking patterns. The church has long been active in helping abusers turn their lives around and the campus provides many opportunities for helpful interventions.

**Predatory Religious Groups**

An occasional, but potentially serious, problem is the presence of predatory religious groups on campus. When students are emotionally or spiritually vulnerable, such groups offer easy answers. Administrators concerned about this problem may enlist campus ministries to help develop university programs and policies which educate students and reduce the danger of predatory religious groups.

**Family Issues for Non-traditional Students**

Many non-traditional (over 25 years old) students are seeking higher education for the first time. Others are retooling or seeking advanced degrees. Still others become students to rescue their families from poverty. Many institutions of higher education are geared primarily to adolescent students. Many non-traditional students need help with child-care and find it difficult to balance their commitments to family, work and studies. Stress levels can be high for non-traditional students. Congregations which reflect a wide range of ages and personal situations within their membership probably have people well-equipped to understand non-traditional students and work with them to find practical solutions to their problems.

**Finances**

Today, many students take a full course load and work a part-time job. Although some enjoy the privilege of having parents pay the entire cost of their education, most depend upon student loans and grants. It is not unusual for a student to complete schooling with a debt of $10,000-$40,000 or more, in part, because students often take five or six years to complete an undergraduate degree. It takes years for them to pay off their indebtedness. Congregations may provide personal support to students who are worried about finances, as well as financial counseling.
CAMPUS MINISTRY: BEYOND STUDENTS

While students are the primary focus for Lutheran Campus Ministry, they are not the only focus. Cooperation Congregations in Campus Ministry and their pastors may find abundant opportunities for ministry among faculty, staff, and administrators. Many in the academic community are eager to integrate faith more meaningfully into their professional lives, and want to share their gifts and skills within the church's ministry.

At the same time, those who work in the academic community require pastoral care as they face difficult moments in their careers: junior faculty who fear not receiving tenure, senior faculty who fear "downsizing," staff who lose jobs and benefits as more and more colleges and universities contract with companies outside the university for support services. While the academic community is a place of obvious excitement, joy, and challenge, it is not a utopia. Professionals and support staff need the prayerful caring of nearby congregations.
OUR MISSION
IN CAMPUS MINISTRY

THIS TAPE WILL SELF-DESTRUCT IN TEN SECONDS.
FACETS OF CAMPUS MINISTRY

The Campus Ministry Mission: “Campus Ministry of the Evangelical Lutheran Church in America invites people in academic setting more deeply into Jesus Christ and the community that bears his name, so that they can discover and fulfill their vocation in Jesus Christ.”—Policies and Procedures.

This statement is helpful, not only for campus ministry agencies with salaried professional staff, but also for CCCM and their pastors. "Vocation" is one's calling to serve God through any station in life and through any occupation which contributes to the public good and is in harmony with God's will. Our mission is to assist people to "discover" their vocation (our call to evangelism) and "fulfill" their vocation (our call to share discipleship). These twin imperatives summarize the purpose of all campus ministry done under the aegis of the ELCA.

Policies and Procedures lists twelve foci for campus ministry: worship, evangelism and outreach, Christian education and faith development, hospitality and community building, community service, pastoral care, leadership development, justice and advocacy, stewardship and fundraising, vision and planning, ecumenical and interfaith cooperation; and building relationships with synod(s), congregations, ecumenical partners, the educational institution(s) being served, Lutheran Student Movement, and other campus ministry organizations and religious groups. Of particular importance to CCCM:

WORSHIP

Since Word and Sacrament ministry is the central focus of Lutheran congregational life, it is a gift congregations are well-prepared to offer the academic community.

This handbook offers specific suggestions concerning worship in the section entitled "Developing a Student-Friendly Congregation." A student-friendly congregation signals students that worship is also for them.

EVANGELISM AND OUTREACH

Polls show that 18 to 29 year-olds make up the most unchurched age group in the US. Former Bishop Chilstrom noted this when he asked, "Where is there a more fertile ground for the explosive power of the gospel than on the campuses of our land?"

For many students, the Christian faith is either unknown or peripheral to their lives. Telling the Gospel story to these students requires developing relationships with them and caring for them as individuals.
EDUCATION AND FAITH DEVELOPMENT

As the campus milieu becomes more secularized and pluralistic, it is essential for the church to articulate the perspective of faith and attend to the spiritual dimensions of holistic learning. It is important for campus ministries to nurture biblical literacy, to integrate theological insights into knowledge, to cultivate ethically informed decision-making, and to create a climate where prayer and worship are practiced and valued. Congregations may offer Bible studies and small groups made up only of college students or they may choose to integrate students into multigenerational educational opportunities. Whatever the chosen format, it is essential that students, who are at a pivotal point in the formation and articulation of their faith, have a context in which they can ask hard questions and find the relevance of the Christian faith to the world in which they live.

MENTORING

Mentors are of particular interest to college students. Mentoring relationships cannot be forced, but rather evolve, requiring both the mentor and one mentored to choose the relationship freely. Congregations create environments conducive to developing mentoring relationships by bringing people together. Forums encourage faculty, staff, and congregation members to speak to the issues of faith in daily life. The interaction between host families and "adopted" students assists students to understand more fully what it means to be the family of God. In working side by side in the church and community, students and congregation members become friends. Students who observe congregation members as they practice their professions quite naturally begin to ask questions and glean insights.

Even as they are mentored students may serve as mentors for younger congregation members by working with youth in confirmation and church school classes, youth groups, and community service programs.

LEADERSHIP DEVELOPMENT

Cultivating, training, and developing student leaders benefits the student, the congregation, the church-at-large, and the world.

Students benefit personally and professionally when they gain skill and experience as leaders. Personally, they grow in competence and confidence. Professionally, they find potential employers pay particular attention to demonstrated leadership abilities.

Congregations benefit as students develop their leadership skills because, while they are learning, students may serve the church in such ways as participating in committee work, reaching out to other students, leading youth programs, and teaching Sunday School. Time invested in discovering and including students’ gifts yields a significant expansion of effective leadership for the congregation.
The church-at-large benefits from cultivating student leaders because student leaders in campus ministry may continue to serve in the congregations where their leadership has developed or move to another congregation, bringing with them their commitment and skills. A significant portion of the ELCA's congregational leadership has been cultivated in campus ministry.

The church-at-large also benefits as campus ministry develops professional lay and ordained leaders. As a congregation gets involved in campus ministry, part of its task is to identify students who have the gifts for effective professional service in the church, to encourage them to develop those gifts, and to help them discern whether God is calling them to serve among the church's professional leaders. Over half of the new students enrolling in ELCA seminaries are graduates of non-Lutheran undergraduate programs. Many were nurtured by CCCM or by persons called to specialized service in higher education.

The world benefits from campus ministry's development of student leaders because our church encourages the use of God's gifts for the benefit of both church and society. Campus ministry is a partner with the university in the development of leaders for society.

Leadership development may occur as students serve within the life of the congregation, through Lutheran Student Movement, or as a peer minister. Peer ministry is a ministry by, to, and with students. It can be an effective yet inexpensive way to enhance campus ministry. Trained and committed peers are often effective in reaching other students because students trust one another and are with each other in many contexts. There are campus ministry staff in nearly every synod who have experience with peer ministry programs. They may be asked for information or for help in training peer ministers for partner congregations in campus ministry.

COMMUNITY SERVICE

Students today are eager to find meaning and purpose in life. Students welcome invitations to join congregation members in doing significant work which helps others. Community service opportunities, which at the same time fulfill academic requirements, are especially popular. A pre-school, hospice, community violence intervention program, after-school club, or other community service agency can be linked to an academic department and draw significant student participation. Congregations can offer such programs themselves or help arrange and publicize those offered by others. In promoting service congregations invite students to reflect on the meaning of community service within a theological frame of reference.

CROP walks, Habitat for Humanity building projects, and similar events are popular with students because they offer opportunities to serve without demanding long-term commitment.

Many campus ministries provide an "alternative spring break" featuring both community service and travel. CCCM may check with the professional campus ministry staff in their synod to see if they are sponsoring such an opportunity and if local students can join in. Personal invitations to participate elicit the strongest response.
STRATEGIES FOR OUR CAMPUS MINISTRY
HOW TO BEGIN

Ideally, a Cooperating Congregation in Campus Ministry gets a new start every time the congregation changes pastoral leadership. During the call process, prospective pastors and congregations can develop clear expectations for the time and focus to be given to campus ministry. Rethinking the vision of campus ministry is especially important if the congregation has served as a CCCM for an extended time.

But what if you are beginning a new ministry to campus? Pastors and lay leaders can take some basic steps to get started in campus ministry.

INFORMATION GATHERING ON CAMPUS

One important step is to get to know the "turf" on which, and the "rules" by which, ministry is to take place: the campus setting and attitudes toward campus religious organizations. Perhaps the single most productive meeting for information gathering would be with an established campus minister of another denomination in the community. In simply taking such a person to lunch one can discover a wealth of information from someone who knows the system—how the university works with campus ministry, what resources are available (e.g., are there "religious preference cards" or some other way to discover the religious backgrounds of students?), the ecumenical campus ministry network, hints on programming, and information on who else is out there, including para-church groups. Beyond information gathering, this conversation may well be the beginning of mutual support among friends who share a commitment to campus ministry.

Others who could help a Cooperating Congregation in Campus Ministry become familiar with the needs and perspectives of the campus include:

- Faculty and staff members who are members of the cooperating congregation;
- The Dean of Students who can assess the critical needs of students;
- The Registrar or staff of the Office for Institutional Research who can provide demographics for the student population;
- Student Government officials who will know how religious organizations may meet student needs;
- Residence Life Staff who will know if there is a referral process for students with religious needs, and who will know policies governing access to residence halls;
- University Counseling Center Staff who will know student problems and policies regarding mutual referral;
• Student Affairs Office Staff who will know how to register a Lutheran student organization and how to reserve university rooms for on-campus meetings;
• Lutheran students who will know what the current needs are for ministry and who can provide vision for campus ministry in their context.

Official relationships between religious organizations and the campus vary greatly from place to place, with some administrations viewing campus ministers as adjunct staff and others effectively ignoring their presence.

INFORMATION GATHERING IN THE CONGREGATION

Another key step in beginning to function as a Cooperating Congregation in Campus Ministry is gathering information about the congregation, including its prior campus ministry efforts, successes and failures, and the sense of priority and mission it gives to campus ministry. Has there ever been a "Campus Ministry Committee" in the congregation? If so, a meeting with its members might reveal the congregation's perspective on campus ministry. A meeting of the congregation or council with representatives of the campus community can inform the congregation about college or university goals, problems, and opportunities for community involvement. This gives congregational members some of the information they need for reflection on their own sense of mission to and with the campus community.

INFORMATION GATHERING FROM LUTHERAN CAMPUS MINISTRY COLLEAGUES

Finally, we recommend that leaders in CCCM seek out a nearby Lutheran called to specialized ministry in higher education for consultation about programming, networking, and support. The most current listing can be found on-line at http://www.elca.org/campusministry/. In addition, professional Lutheran Campus Ministry staff and CCCM are listed in the ELCA Yearbook. The regionally deployed coordinators for campus ministry, listed in the yearbook under the Vocation and Education unit, can also be helpful. We recommend meeting with others involved in campus ministry at conferences, synodical gatherings, and workshops offered to cooperating congregations.
START UP PLAN

In addition to gathering information, the congregation's campus ministry leaders might prepare a start-up plan which considers the following:

- **Suggestions for changing the environment:** offer simple ways to make the congregation more hospitable to students, even without investing any money.

- **Priorities:** list the top ten priorities you see for campus ministry. Be clear to point out which of those ten could be done right away and which could not.

- **Student leadership:** Is any available? If so, will you rely on volunteers or could a couple students be identified, stipended, and trained to serve as peer ministers? If not, who in the congregation is likely to relate to students well and what kind of commitment are they willing to make to the congregation's top priorities in campus ministry?

- **Time:** how many hours per week will the pastor and other staff or congregation members spend doing campus ministry?

- **Facilities:** what facilities might the church make available to students and/or campus-related activities (e.g., organ, lounge, fellowship hall, kitchen, piano, study room)?

- **Finances:** what is needed for program, facilities, and personnel costs?

All these issues are critical to effective campus ministry. They should be addressed first by the congregation's campus ministry team or committee and, ultimately, by the church council and congregation.
FORMATION & RECRUITMENT

OF A CAMPUS MINISTRY COMMITTEE

If no organized campus ministry leadership exists in the congregation, a group of interested members, faculty/staff, and students might be formed into a committee. Like other committees in the congregation, it should envision, plan, and invite others to help carry out the mission for which it has responsibility. It should educate the congregation about campus ministry and make sure the congregation supports it adequately. The more active the committee, the more its members will sense mutual support among themselves, and the more likely they will feel appreciated by students, the university, and the rest of the congregation.

These ideas may be helpful as the committee is being formed:

1. Begin raising the congregation's awareness of campus ministry by means of "temple-talks", sermon illustrations, and announcements.

2. Ask for help from the congregation's council. Once the council has approved the formation of the committee, a council member can be invited to become the council's liaison to the committee.

3. When meeting with prospective members of the committee:
   - compare visions and ideas for campus ministry and the committee;
   - share a few pages from this handbook;
   - articulate the reasons prospective members would be valuable additions to the committee;
   - ask prospective members to attend a brief brainstorming and informational meeting for those interested in campus ministry. (Advertise the meeting in the bulletin and newsletter to attract prospects not yet considered.);
   - take prospective members to lunch;

4. It may be helpful to have the following perspectives represented on the committee:
   - faculty
   - student
   - staff/administration
   - alumni
• those who participated in campus ministry as students
• those who have a "passion" or heart for campus ministry
• those who enjoy offering hospitality
• those with experience in missions, evangelism, and community service
DEVELOPING A STUDENT-FRIENDLY CONGREGATION

"User-friendly" is a computer term for "hospitable." Businesses, schools, and even congregations try to be user-friendly, to create a climate in which others feel welcomed, comfortable, and ready to participate. Though the term is contemporary, the concept is not. Jesus welcomed all and invited them to become his disciples. Jesus befriended the outsider, the poor, the lame, the tax collector, and the Gentile.

Students coming to a congregation often feel like "outsiders." A CCCM needs to become student-friendly. Readiness to welcome students is a key ingredient in every campus ministry effort.

STUDENT-FRIENDLY WORSHIP

"Word and Sacrament" is the central focus of Lutheran congregational ministry. It is also one of the primary gifts offered to students who worship with a CCCM.

• **Style**
  Students’ preferences regarding worship style vary widely. Thus, variety is important. Some students long for worship like what they have known in their home congregations. Many enjoy contemporary liturgies. Inclusive language and gender sensitivity is important to some. Offer a variety of worship styles and advertise them on campus. Whatever you do, do it well; students are musically very discerning.

• **Student Participation and Sensitivity**
  • Provide bulletins which are clear and easy to follow.
  • Ask students and other university-related folk to serve as greeters.
  • Make students visible and active as choir members, lectors, teachers and substitutes, communion assistants, assistants with youth programs, and providers of special music.
  • Mention students, their concerns and interests, and the university community in announcements, prayers, sermons, and bulletins.
  • Designate a person from the congregation to follow up student visits with a telephone call, e-mail message, note, or personal visit.
STUDENT-FRIENDLY COMMUNICATION

- **Get names of Lutheran students and contact each one--often!**
  Check with the college/university registrar or student affairs officer to see if students are identified by religious preference. If so, CCCM may be able to obtain the Lutheran list. In addition, be in touch with a nearby Lutheran Campus Pastor/Minister to see whether a synodical effort has been made to gather names. Write (or, even better, call!) the congregations in the area from which most students are drawn to ask which of their members are attending. When you have begun compiling a list, send each student a note of welcome and remain in some contact either by regular mail or e-mail. Some campus ministries have found e-mail both cheaper and more effective than regular mail for offering invitations and sharing information. (If you know the student's name and the server of the university, you might obtain e-mail addresses by the "finger" command.) Even if your list is incomplete, be "friendly" to the students who are on it.

- **Send the church newsletter to students**

- **On the Web**
  Be sure campus ministry shows up on the congregational Web site with current information. Students usually “shop” the Web before visiting a ministry.

- **On campus**
  Choose one or two students to place posters around campus and place ads in the school newspaper.

- **At church**
  Make sure the church building is welcoming public space by providing appropriate signs indicating the location of rest-rooms, nursery, educational rooms, fellowship hall and/or kitchen. "Reserve" signs for visitors may be placed in the parking lot.

- **Advertise**
  Place information about worship times and congregational events on the local computer bulletin board or local cable information page.
MORE WAYS TO BE STUDENT-FRIENDLY

• **Participation**
  Invite students to be part of every congregational activity. Student participants are most often interested in the congregation's worship and music, community service, youth, and educational ministries, but individual students may have interests and talents in other areas of congregational life.

• **Education**
  Sponsor a small group or adult education class on topics of interest to students: e.g. pre-marriage, marriage enrichment, sexuality, stress, depression, vocation.

• **Affirmation**
  Lift up and affirm the "vocation" of students (and faculty and staff) as they study, teach and work on campus. *Occasional Services: A Companion to Lutheran Book of Worship* offers a format. *Orders for the Opening and Closing of the Academic Year* may be found on the ELCA’s campus ministry Web site.

• **Transportation**
  Send a car or van to campus to pick up students for worship and other congregational events.

• **Parking**
  If the church is near the campus, allow students to rent or use parking spaces during the week or for athletic events, concerts, and other special events.

• **Space**
  Designate a room where students may gather during the week for study or fellowship.

• **Events**
  Offer space to the campus community for meetings, classes, and events.

• **Name recognition**
  Remember students' names and ask about their week. This is a way to affirm and care for students.

• **Offer associate membership**
  Make it possible for students to become "associate members" of the congregation, without revoking membership in their home congregations.
• **Food**
  Invite students for potluck suppers. Sponsor dinners or student brunches after worship. Invite students for coffee hours. Deliver cookies and other goodies in "survival kits" to the residence hall during tests or registration. Take a goodie bag to students you are contacting for the first time.

• **Provide Host Families**
  Students often desire a meal and home away from the campus. Caring individuals and families can "adopt" students. Host families who offer students a meal once a month or invite them over on weekends and holidays share a wonderful ministry of hospitality. Many international students especially appreciate the opportunity to become friends with American families who open their homes, share meals, help with special needs, and offer a place to stay during the holidays when campuses become deserted and (sometimes) university housing closes. Mentoring relationships may grow out of host-family/student pairings.

**CONCLUSION**

We return to where we began -- the greatest word of invitation to life and forgiveness is given through Word and Sacrament. The congregation which faithfully and regularly offers the nourishing Word and Lord's Supper to college students, and invites the unchurched to be baptized, is inviting them to the hospitality God offers in Jesus Christ. All other hospitality flows from these central means of grace. CCCM often discover that when a congregation is "user-friendly" to students, their own members and seekers from the community find the congregation exciting as well.
Heroic lonely campus ministry usually is neither effective nor long-lived. Fortunately, for both practitioners and recipients, the church can offer an exciting network of support for those committed to ministry on campus.
VOCA TION AND EDUC A TION UNIT

The ELCA’s Vocation and Education unit facilitates a network to support campus ministry. The relationship of the Vocation and Education unit and cooperating congregations is defined by some expectations and a great deal of local freedom in developing a ministry which meets the needs of a specific context.

WHAT CAN CCCM AND THEIR PASTORS EXPECT FROM THE ELCA CAMPUS MINISTRY NETWORK?

• An annual updating of the Cooperating congregation in Campus Ministry list;

• Consultation services by the staff of the Vocation and Education unit;

• Opportunities to gather with other cooperating congregations’ pastors and lay leadership;

• Program resources: Vocation and Education offers a variety of resources for free download on its Web site. These include ideas, Bible studies, worship helps, articles on campus ministry, and brochures. In addition the campus ministry Web site provides links to resources which may be purchased;

• Access to information (via mailings, electronic newsletters, computer listserves) concerning campus ministry resources and opportunities.

WHAT DOES THE ELCA CAMPUS MINISTRY NETWORK EXPECT FROM COOPERATING CONGREGATIONS WHO ARE COMMITTED TO AN ACTIVE MINISTRY?

• Recognition of the campus as part of the congregation's mission field;

• Word and Sacrament ministry to students and provision for informing identified Lutherans of its availability;

• A student-friendly congregational environment, encouragement for students to participate in the life of the congregation, cultivation of student leadership, and avenues for the unchurched to enter into the fellowship of Christ;

• Pastoral care which is sensitive to the needs of persons in academic settings, including emergency care to Lutheran students as an extension of the whole church’s ministry;
• Belief that the congregation is an important part of the ELCA campus ministry effort;
• Assistance in the interpretation of and advocacy for campus ministry within the synod;
• Communication with campus ministry colleagues: actively sharing experiences, asking questions, and offering suggestions.

As time and resources are available, a cooperating congregation may:

• Make its facilities available to students for study, fellowship, and learning;
• Assist community organizations which serve the needs of students (for example, Alcoholics Anonymous, Narcotics Anonymous, ACOA, or Victims of Sexual Assault);
• Form a local student fellowship which meets regularly for service, fellowship, worship, or learning;
• Encourage and assist students to attend regional or national gatherings of the Lutheran Student Movement;
• Join with interested persons from the campus (such as the chaplain or student affairs personnel) to provide programs of interest and concern to students and the broader academic community;
• Designate a representative to an ecumenical campus ministry group;
• Designate a specific number of hours per week during which the congregation's professional staff will be engaged in campus ministry (e.g. on-campus calling, Bible study, participation in student or faculty organizations, and counseling);
• Form a campus ministry committee to develop on-campus programs and coordinate the integration of students, faculty and staff into the worship and programs of the congregation.

SYNODICAL SUPPORT

Synodical structures for the support and encouragement of campus ministry vary widely. In most synods, one of the synod staff carries the portfolio for campus ministry and works with other leaders to provide support, continuing education, and consultation. During pastoral vacancies in CCCM, the bishop or an assistant may make conversation about campus ministry a part of the process for identifying appropriate candidates for the cooperating congregation's pastorate.
Some synods lodge ministry in higher education in a synodical committee, and some in a multi-synodical board. Whatever structures are in place, there is always the possibility of collaboration between the congregation synodical personnel.

Synodical committees and the Vocation and Education unit of the ELCA maintain a current listing of CCCM and their pastors. Synods are encouraged to provide regular gatherings for cooperating congregations to maintain communication, and give the support needed to carry out this ministry. Some synods provide financial support for programming efforts in cooperating congregations.

Cooperating congregations can develop mutually supportive relationships with one or more other congregations engaged in campus ministry. Regular meetings can be held for conversation and the exchange of resources. Joint programs can be offered, bringing together faculty, staff, or students from all campuses served.

**PROFESSIONAL CAMPUS MINISTRY STAFF**

Cooperating congregations are invited to consult with staff of the ELCA's Vocation and Education offices in Chicago and deployed throughout the church's regions. In addition, the whole network of ELCA professionals called to specialized ministry on campuses throughout the church can assist cooperating congregations with specific campus ministry concerns. Many are willing to mentor those new to campus ministry and to take leadership within a synod for organizing and supporting those involved. As professional staff organize regional activities, they are encouraged to invite the participation of students, faculty, boards, and clergy from CCCM.

The ELCA yearbook lists staff names, addresses, and phone numbers. Additionally, a listing may be found on the campus ministry section of the ELCA’s Web site.

**LUTHERAN STUDENT MOVEMENT-USA**

Organized in 1922, as an independent pan-Lutheran student-run movement, LSM-USA sponsors retreats, conferences, service and study projects, and an annual national student gathering. More information on LSM-USA and its programs can be found at [http://www.lsm-usa.org/](http://www.lsm-usa.org/).
FINANCE

The cost of establishing and maintaining a ministry to a college or university obviously depends upon the nature and extent of the congregation’s effort. Gathering students, providing food, gathering a mailing list and sending out newsletters, putting together welcome packets, providing transportation for students, helping students attend regional and national Lutheran Student Movement events, maintaining a campus ministry office, and stipending peer ministers cost money.

The congregation may want to provide the funds required. But, if help is needed, some of the following might be considered:

1. Foundations and fraternal organizations such as Thrivent Financial for Lutherans have sometimes offered grants or matching fund to local ministries. In the case of Thrivent, one can get further information from a local agent or branch officer.

2. Share the story of your Cooperating Congregation in Campus Ministry with neighboring congregations. Perhaps they, or the conference as a whole, might consider the ministry a local benevolence worthy of support.

4. Some synodical campus ministry committees provide start-up funds or grants for specific projects sponsored by CCCM.

5. Students' home congregations may be invited to help send their students to regional or national events sponsored by the Lutheran Student Movement.

6. Clergy and lay professionals may be able to attend national or regional campus ministry conferences, and draw on synodical scholarships for continuing education to pay their expenses.

7. Some student groups engage in fundraising in order to pay some of their expenses. For example, the group might park cars or work a concession stand during a university athletic event.
RESOURCES
ON-LINE RESOURCES

Most of the resources which the ELCA provides for CCCM are available on-line, through a gateway at http://www.elca.org/campusministry/. These include:

Polices and Procedures
The organization and rationale of campus ministry in the ELCA is defined by Policies and Procedures for Campus Ministry. In this document you will find definitions, organizational principles, missional emphases, and procedures for seeking and retaining operating grants from synodical and churchwide sources.

Best Practices
While local ministries retain a great deal of autonomy, it is possible to offer best practices which help congregations develop and maintain an effective program. This section, to which articles on new topics are periodically added, offers information related to board development, personnel policy, risk management, and vacancy management.

Model Constitution and Bylaws
Congregations generally have a constitution and bylaws. This model may be a resource to determine if the current documents are adequate, particularly in regard to campus ministry.

Program Resources
Cooperating congregations can find Bible studies, worship resources, articles on campus ministry, theme studies, and devotional materials.

Windows of Faith
Windows of Faith is an eight session catechetical resource designed for young adults and others seekers. It combines presentations on core elements of the Christian faith with significant opportunity for participants to discuss their concerns and perspectives.

Campus Ministry Advancement
Many ministries want assistance in planning the fund raising necessary to maintain an effective program. The advancement section offers practical suggestions for designing and implementing a strategy to tell the campus ministry story and invite others to support the ministry.
Oremus III

Oremus III+: A Book of Worship for Corporate and Private Prayer has been updated and reprinted by Lutheran Student Movement-USA. First published in 1962, Oremus is a wonderful hip-pocket size resource for community worship or private devotions. The resource includes hymns, songs, texts, prayers and a lectionary for the academic year. Copies can be ordered via e-mail at lsmusa@elca.org.

Other

Under the “resources” section one can find a listing of printed resources available for purchase through Augsburg Fortress publishing company. Other program units in the ELCA offer valuable resources suitable for campus ministry.

A FEW NOTABLE BOOKS


LUTHERAN STUDENT MOVEMENT - U.S.A.

Lutheran Student Movement - U.S.A. is a pan-Lutheran organization of Lutheran College and University students joined to serve God and minister in Christ’s name. The movement was formed in 1969 by its two predecessor organizations, Lutheran Student Association of America (with roots in the ALC and LCA traditions) and Gamma Delta (roots in the LCMS tradition).

CCCM can support LSM by advertising its activities and encouraging students to participate on the local, regional, and national levels. Programs which are unable to offer their own retreats and service events due to small numbers of active students may find participation in regional and national LSM events to be a helpful way to offer retreat experiences and connect students to a broader student community.

Local groups work hand-in-hand with Lutheran campus ministries to facilitate peer ministry and fellowship Word and Sacrament. In addition to worship and Bible study, this may include monthly dinners, social service projects, and joint projects with the other denominations on campus.

Twelve regions link LSM groups with the national movement. Regional weekend retreats focused around learning themes and offer opportunity for fellowship, worship, and service.

The national movement meets annually for the National Gathering for University & College Students. The gathering is organized around a central theme and is presented through keynote speakers, worship, discussion, and Bible studies. During plenary sessions, students discuss Biblical, social justice, and faith issues. Resolutions and position papers approved by the voting members are forwarded to church bodies and government officials. Students elect national officers at the gathering. Along with the regional representatives, these leaders facilitate the ongoing programs of the movement.

The LSM intern works out of the national LSM office in Chicago. The intern can share information and send resources to cooperating congregations.

To send messages to the national office and the intern: <lsmusa@elca.org>

To visit LSM’s Web site: <http:\www.lsm-usa.org>