

D. Valuing

1. Articulate and critically assess one's own values, with an awareness of the communities and traditions that have helped to shape them.
2. Recognize how others have arrived at values different from one's own, and consider their view charitably and with an appreciation for the context in which they emerged.
3. Develop a habit of caring for oneself, for others, and for the environment.
4. Approach moral, spiritual, and intellectual development as a life-long process of making informed choices in one's commitments.
5. Approach one's commitments with a high level of personal responsibility and professional accountability.

E. Multiple Frameworks

1. Recognize and understand how cultures profoundly shape different assumptions and behaviors.
2. Identify issues and problems facing people in every culture (including one's own), seeking constructive strategies for addressing them.
3. Cultivate respect for diverse cultures, practices, and traditions.

(Note: even though these objectives are listed here as discrete elements, they are highly interconnected.)
(FA, 11-12-99)

JANUARY TERM RATIONALE

1. The January term's intensive, four-week format is a unique pedagogical opportunity. It supports study away, in-depth focus on a single theme or topic, and the use of student-centered and active-learning pedagogies. The January term's intensive format also supports other pedagogical activities that contribute to building an intentional culture of learning inside and outside the classroom.
2. Taking advantage of January's unique format will strengthen PLU's academic program, contribute to the flourishing of the university's academic culture, showcase the themes that PLU 2010 identifies as defining a distinctive education, and allow PLU to distinguish itself among universities in the region.
3. The January term offers an opportunity for an intensive First-Year Experience Program that combines rigorous academic study with co-curricular activities that serve the goals of the First-Year Program—thinking, literacy, and community. Further, the January term offers the opportunity to orient students to PLU's mission, support them in understanding how they position themselves within the PLU community and the world, and support them as they embrace their role as active citizens.
4. Academic offerings in the January term should be those that are suited to the intensive, four-week pedagogical context.
5. Offerings particularly suited to the January term include:
 - international and domestic study away
 - service-learning
 - student-faculty research
 - major and minor program offerings particularly suited to an intensive format
 - First-Year Experience courses
 - some internship opportunities
 - experiential learning opportunities (courses that link intellectual study with active experiences based on that learning)

- courses appropriate to the intensive format because of individual faculty style and pedagogical decisions
- other courses that, for pedagogical reasons, are effectively offered in an intensive term
- curricular and co-curricular programming that contributes to an intentional culture of learning and so supports a flourishing academic culture at PLU.

SUMMER SESSIONS

Summer Sessions Salaries

Each year summer salaries are set after considering summer tuition rates, annual PLU salaries, and regional salary trends. Salaries for continuing PLU faculty are paid according to academic rank on a set rate for each semester hour taught. Part-time PLU faculty and visiting faculty are also paid at a set rate per semester hour taught. Payment of full salary is contingent upon adequate minimum enrollments, with exceptions made by the dean of summer sessions for faculty who reside away from their permanent address for the purpose of teaching at PLU and, in some cases, to support courses in selected areas. Each year a "Guidelines for Determining Summer Session Salaries" sheet will accompany faculty contracts.