

# PLU | 2020

AFFIRMING OUR COMMITMENTS, SHAPING OUR FUTURE

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# FOREWORD

The *PLU 2020* long-range planning report, like its predecessor documents, *PLU 2000* and *PLU 2010*, has been three years in the making. Quite literally hundreds of members of the Pacific Lutheran University community have contributed to its creation: members of the Long-Range Planning Committee, Task Force and Study Group members, the authors and co-authors of various “topic papers” and reports, campus forum leaders and participants, readers and reviewers. So it can be fairly claimed that this report is both a statement “*of and by* the PLU community” and that it “*belongs to* the PLU community.” As such, the key directions and recommendations of the report enjoy broad support and provide a powerful platform for the next stage of PLU’s growth and development.



*PLU 2020* calls on the campus community to build a university for the future, where faculty, staff and students share a vocational calling to learning and to teaching.

During the course of campus conversations regarding the university’s long-range prospects, four key themes gradually emerged which are now embedded throughout *PLU 2020*. They are the **affirmation** of mission and identity, **confidence** that the university is well positioned to meet coming challenges and opportunities, a commitment to remain a **community** with a shared calling to teaching and learning, and a relentless **aspiration** to excellence.

**Affirmation.** *PLU 2020* is an affirmation of the university’s mission and the expression of its identity and self-understanding as a Lutheran university in the Pacific Northwest, of an educational program that is grounded in the liberal arts and expressed in the pathways to academic distinction, and of a vocation-centered understanding of education that transforms lives as students prepare to both succeed and serve others in the world. These affirmations guide and inform all that the campus community does. They also are motivational, calling the university toward a larger and ever more compelling vision of its vocation, meaning and purpose.

**Confidence.** PLU’s calling is to be confident, adventuresome and bold in preparing for and responding to a decade ahead that will be filled with change, challenge and opportunity. *PLU 2020* foresees the time when demographic, technological and economic forces, as well as changes in student preparation and marketplace expectations will transform the landscape for all colleges and universities. PLU is well-positioned to navigate a course ahead, building on significant

strengths in mission and program with the courage and willingness to test and try a new program or idea, and with an enduring and unwavering commitment to academic excellence.

**Community.** *PLU 2020* calls on the campus community to build a university for the future, where faculty, staff and students share a vocational calling to learning and to teaching. A PLU education is a fully shared activity where students both learn and teach, and where faculty and staff both teach and learn. Engagement is the watchword and a life of service to others is both the model envisioned and the outcome sought. *PLU 2020* encourages a significant new investment in programs that engage students fully in the PLU experience and programs that encourage faculty and staff toward a lifetime of learning and professional development.

**Aspiration.** The PLU community is characterized by a restlessness and drive born of a desire and an enduring commitment to become a better university. So *PLU 2020* is a challenge to gather the needed endowment and other financial resources for financial aid, for faculty and staff compensation, and for excellent facilities and high-quality equipment. More profoundly, *PLU 2020* is a challenge to be more effective in reaching and engaging every student, to build an even stronger and richer academic and co-curricular program, and to dream of campus as a true “learning community.”

In 1890, the founders of PLU incorporated what they called a “university of the first rank” even as they founded a high school–level academy. Their aspiration would guide all that would follow, even though it would not be fully realized for 70 years when, in 1960, the academy they founded became Pacific Lutheran *University*. In a similar vein, *PLU 2020: Affirming Our Commitments, Shaping Our Future* sets out a new round of aspirations for the decade ahead and so challenges the campus community to reach for new levels of excellence and vocational service.

The PLU community is characterized by a restlessness and drive born of a desire and an enduring commitment to become a better university.

# INTRODUCTION



The Pacific Lutheran University mission, “to educate students for lives of thoughtful inquiry, service, leadership and care – for other people, for their communities, and for the earth,” is rooted in the traditions of Lutheran higher education and is shaped by our regional culture. These traditions and influences not only recount the past but inform the future of our university. In an age where information transfer and credentials have become surrogates for teaching and learning, and where the value of an education rooted in the liberal arts is being challenged by the expediencies of our times, our university stands apart. We affirm the collective vision embodied in our mission as not only relevant, but necessary, for the furtherance of the human condition.

The university stands poised for a decade of opportunity and achievement that will also be a time of challenge and uncertainty. Confident in our mission and our identity, we are prepared to advance to 2020 and beyond, sustaining and developing the programs, personnel and financial resources that will serve our students well as they prepare to serve the world.

The essence of our educational mission is to offer each and every student a transformational life experience. Our mission is to open to our students the life of the mind and the world of ideas so they might experience the excitement that comes with each moment of learning something new. In addition, we seek to challenge our students – the citizens and leaders of the future – to think about the great questions of faith and calling as they go forth in their careers and in their service to the needs of the world.





## A TRADITION OF PLANNING

*PLU 2020: Affirming Our Commitments, Shaping Our Future* is the third in a series of long-range plans developed over the past 20 years that have served to define the mission, shape the aspirations, and frame the progress of Pacific Lutheran University. As such, this report builds upon the directions set in *PLU 2000: Embracing the 21st Century* and *PLU 2010: the Next Level of Distinction*, and builds upon the successes we have achieved as we have lived out the ambitions of those earlier plans.

*PLU 2000* established our Lutheran heritage as foundational to the work and life of the university: “learning that is intellectually free; excellence which embraces every field of knowledge; education which brings the Christian theological heritage, particularly its Lutheran expression, into an academic setting; and education which builds community” (p.23). *PLU 2000* also articulated for the first time the statement of mission that has since guided us through the last decade of the 20<sup>th</sup> century and to today.

*PLU 2010* built upon *PLU 2000* and reaffirmed both our mission and our identity as a liberal arts Lutheran university in the Pacific Northwest. *PLU 2010* did indeed take our university to the “next level of distinction,” as the campus community adopted three pathways to academic distinction that today continue to shape our dedication to academic excellence: global education, purposeful learning, and student-faculty research and creative projects. This second long-range plan set out five aspirations for the first decade of the 21<sup>st</sup> century, calling on us to strengthen academic excellence, expand community

engagement, enhance global perspectives and local commitments, nurture a sense of life as vocation, and seek fiscal strength.

The university has lived out these aspirations in the first decade of the new millennium. We have advanced significantly along the pathways to academic distinction, expanded the work of the Wild Hope Project, seen solid growth in the endowment and university resources, and fostered a more vibrant and diverse campus learning community.

### A LONG-RANGE PLAN

*PLU 2020* seeks to define the context of our times and identify the challenges and opportunities that lie ahead.

As we commit to *PLU 2020*, we remind ourselves that a long-range plan is not a forecast, nor does *PLU 2020* claim to be comprehensive or omniscient in offering a decade-long perspective. Rather, *PLU 2020* seeks to define the context of our times and identify the challenges and opportunities that lie ahead. It is meant to stimulate our thinking as to how we will meet those challenges and take advantage of those opportunities in new, creative and bold ways that fulfill our mission in the decade ahead. We imagine how the faculty, staff and students of 2020 might differ from those of today in their expectations, preparation and potential.

It follows, therefore, that this long-range plan is not legislative but suggestive, and *PLU 2020* does not supplant university governance but rather informs and influences our established governance processes. Most importantly, a long-range plan like *PLU 2020* provides the framework, foundation and direction for strategic plans – both multiyear plans and our annual institutional and departmental initiatives – that set priorities and guide actions that will bring life and reality to the aspirations and recommendations found in *PLU 2020*.

### OVERVIEW OF ISSUES AND RECOMMENDATIONS

*PLU 2020* is set out in five chapters. Each chapter begins with sections titled “Affirming Our Commitments” and “Shaping Our Future” that identify ongoing commitments as well as challenges and opportunities that lie ahead. These introductory sections provide a synopsis of the main themes considered in that chapter. Each chapter includes a “*Background and Analysis*” section – a short essay that explores topics more deeply and that reflects the results of two years of study and campus conversation around our accomplishments, commitments and possibilities.

In the first chapter, *Identity and Mission*, we recount the historical and cultural foundations of our identity, our commitment to academic freedom, and our mission to pursue critical and thoughtful inquiry and the care and well-being of all citizens – an identity and mission firmly rooted in the tradition of Lutheran higher education. As we discern our commitments for the future, we reaffirm the ongoing commitments to diversity, sustainability and justice that already shape our contemporary identity, and we resolve to integrate these values ever more intentionally into our mission and institution.

The second chapter, *The Context of Our Times*, describes many of the contemporary external forces buffeting all colleges and universities, including PLU. These include a changing student profile, the expanding role of technology, the evolving nature of the educational experience, the expectations of students, the growing societal expectations for accountability, and the economic constraints and limits facing all of higher education. We will meet these challenges and take advantage of the opportunities they present by calling upon our characteristic resilience, confidence and resolve as we articulate the essence of our mission in new ways. We do this from a position of fiscal strength and with an abundant capacity for creativity among faculty, staff and students. As we look to the people and programs of PLU a decade ahead, we affirm our mission and identity in an uncertain time, and we endeavor to make provision in our thinking for the challenges and opportunities before us.

As we discern our commitments for the future, we reaffirm the ongoing commitments to diversity, sustainability and justice that already shape our contemporary identity.

The final three chapters contain recommendations in the context of each chapter's topic. It is important to once again note the distinction between long-range planning and strategic planning so as to better understand the strengths and scope of the recommendations as they appear in *PLU 2020*. These recommendations are not strategic but directional, and they are not legislative but suggestive. They encapsulate a broad community consensus, and this consensus marks the starting point for more detailed and program-specific strategic plans in the future.

The third chapter, *Academic and Co-curricular Programs*, reaffirms academic excellence as the core of the university's commitment to provide students a truly transformational educational experience. Global education, student-faculty research and creative projects, and purposeful learning are three pathways that distinguish our academic program. We recommend strengthening and broadening these pathways in the decade ahead so that we may work to instill in all students a life-long devotion to thoughtful inquiry and to



living lives of service. The recommendations in this chapter are at the intersection of our academic and co-curricular mission where challenges and opportunities come together. Our success in addressing the challenges described in Chapter 2 will be determined in large measure by our sustained commitment to excellence in our academic program. Institutional support for curricular innovation is essential, whether within specific academic disciplines or in the general education program that forms the foundation of our commitment to the liberal arts.



Academic excellence at PLU is also distinguished by our exceptional dedication to co-curricular programming that engages the body, mind and spirit. The university provides a campus environment that encourages students to find meaning and purpose in their lives for the greater good of the world. The recommendations here assert that in order to successfully prepare our students to meet the challenges they will face in the decade ahead we must enhance education, vocation and career planning, co-curricular program design and offerings, the residential educational experience, and the multiple aspects of living and learning with technology.



The fourth chapter, *Learning Community*, describes how PLU's students, faculty and staff have been and will continue to be the stewards of a collaborative academy where the pursuit of knowledge, diversity of perspectives and free expression all flourish. For this dynamic community to continue to thrive, *PLU 2020* recommends sustained support for leadership development, professional development and faculty scholarship. It also recommends enhanced support for the continued development of our community's commitment to the Lutheran tradition of vocation, purposeful learning and living lives of service.

The Lutheran tradition embraces an ecumenical dialogue and a genuine understanding of the diverse traditions of thought and practice across all faiths. *PLU 2020* calls on the university to grow still further as a diverse, just and sustainable campus community committed to sharing these long-held values with our local and regional community. These values are an extension of our mission, and this chapter recounts important accomplishments in articulating these values and challenges us to integrate them more fully into our institutional culture and programs.

The fifth chapter, *Finance, Enrollment, Fundraising and Facilities*, establishes how during the past two decades the university has been

financially sound, experienced overall enrollment stability, conducted three highly successful fundraising campaigns, and has maintained and enhanced its physical plant. However, in all areas the decade ahead will present significant challenges. Here, as in the other chapters, *PLU 2020* lays the foundation for subsequent strategic plans that must address challenges in fiscal management and revenue enhancement, targeted enrollment growth, refined marketing strategies, continued fundraising success and continued facilities enhancements. These enhancement initiatives over the next decade will all be in service to our educational mission and the people who make it come alive.

The appendices to this document provide additional information about the *PLU 2020* process and those who participated in it. The *PLU 2020* website contains the full record of all reports, forum comments and surveys, and this material will provide a rich and precious resource of ideas and background information as the PLU community moves forward to formulate more specific strategic plans and implement the recommendations in *PLU 2020*. The earlier long-range plans, *PLU 2000* and *PLU 2010*, and the accomplishments may be found there as well.

Our mission, our identity and our academic program have served us well, and *PLU 2020* sets out our best thinking of how to build upon our strengths and how to explore and deploy new entrepreneurial and creative initiatives so that Pacific Lutheran University will continue as a thriving academic community in the decades ahead.

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CHAPTER 1

# IDENTITY AND MISSION

## AFFIRMING OUR COMMITMENTS

Our commitment “to educate students for lives of thoughtful inquiry, service, leadership and care – for other people, for their communities, and for the earth” is rooted in the traditions of Lutheran higher education and is shaped by our regional culture – traditions and influences that not only recount the past but inform the future of our university.

Our mission is to open the life of the mind and the world of ideas to our students so they might experience the excitement that comes with each moment of learning, and we seek to challenge our students – the citizens and leaders of the future – to think about the great questions of faith and calling as they go forth in their careers and in their service to the needs of the world.

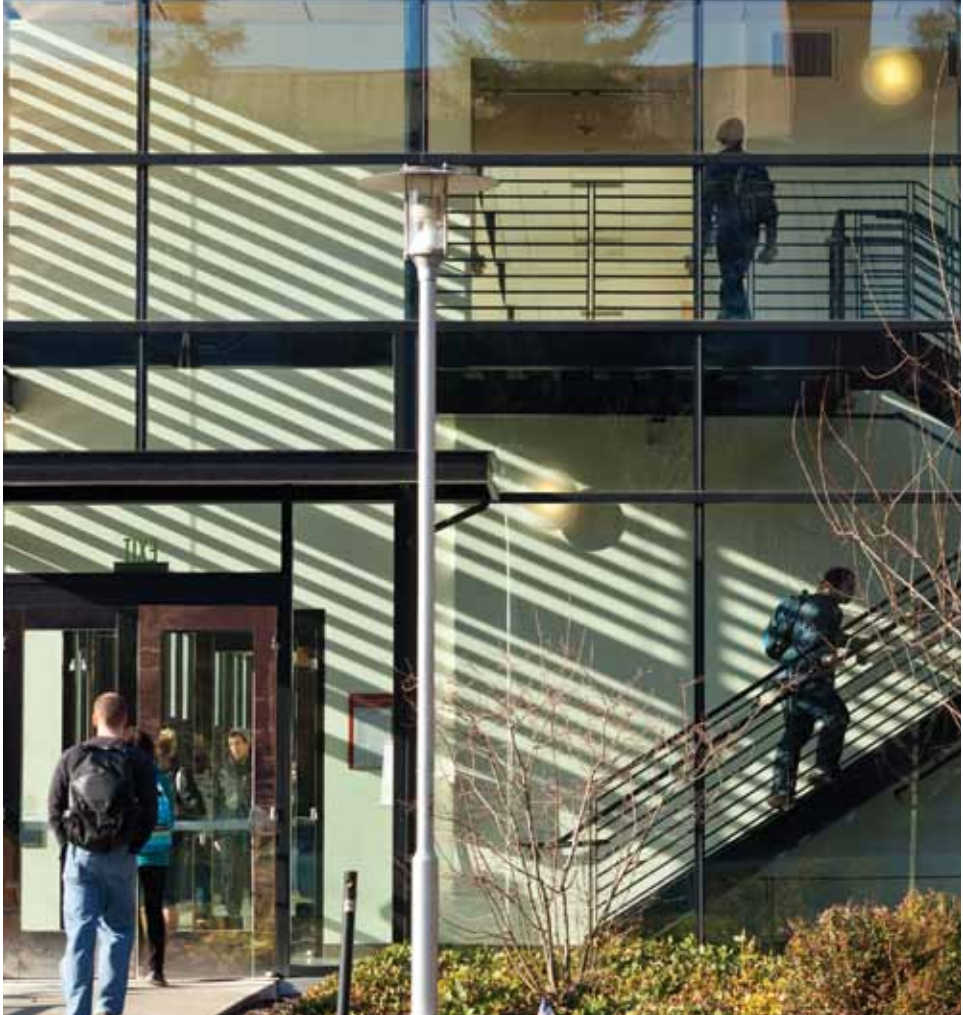
PLU faculty and staff share this sense of identity and purpose and are committed to transparency in governance and leadership, clarity in the use and allocation of resources, and a sense of commitment to the larger common good. A gifted faculty with a shared sense of mission inspires students of strong academic ability to reach high levels of learning and performance. That PLU is stable, strong and confident in its educational mission is a testament to the commitment of faculty, staff, students, regents and alumni.

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## SHAPING OUR FUTURE

In an age where information transfer and credentials have become surrogates for teaching and learning, and at a time when the value of an education rooted in the liberal arts is being challenged by the expediencies of our times, our university stands apart as we affirm the collective vision embodied in our mission as not only relevant, but necessary, for the furtherance of the welfare “of other persons, their communities, and the earth.”

As we remain true to our mission and identity, so too will we maintain our enduring sensitivities to the many contemporary



cultural influences that will undoubtedly shape our mission and identity for future generations. Consequently, the values of diversity, sustainability and justice that already shape our contemporary identity will be ever more prominent as we integrate those commitments more fully into our mission.

The history of the university is testimony to our resilience in the face of change and challenge. As the university enters the next decade, the wise cultivation of academic excellence at the service of “other persons, their communities, and the earth” holds considerable promise for a university rooted in the tradition of educational reform.



# BACKGROUND AND ANALYSIS

## IDENTITY AND MISSION

### CLAIMING OUR IDENTITY

Beginning with the immigration patterns of the 1850s, the Pacific Northwest has held out the promise of a place where one can start again – a place where new arrivals could start a new life and so participate in the dream of America. It happened in Parkland in the 1890s and it has been happening here ever since.

Pacific Lutheran University was founded on the hopes and dreams of five congregations and 250 people in 1890. Much of what is taking place at PLU today traces its origins to that time and to the hopes and dreams of those dedicated founders resolved to bring formal education to their new community.

In the ensuing decades, through times of both want and plenty, colleges and universities have lived in tension with regional culture. Home to nationally – and internationally – recognized liberal arts colleges and research universities, the region's educational institutions have often nonetheless struggled for support and this is true today. Furthermore, as subsequent generations of immigrants have envisioned the region similarly to their predecessors, we have become a region in which individual bonds to our geographical communities are held loosely if at all, a culture in which the individual holds singular prominence, and where collaboration on a common project can be difficult.

However, such regional values also hold a measure of promise for the students in our universities. Born of this culture is a practical desire to solve pressing social problems, a strong individual work ethic, and an adventuresome spirit unencumbered by “the old way of doing things.”

PLU claims its identity as a regional university committed to liberal and purposeful learning and to the discernment of vocations that care for individuals, their communities, and the earth. Our university is distinguished for its strong sense of shared learning in a community of teacher-scholars and professional mentors.

From a small cadre of Norwegian immigrants, the university has grown into a community that welcomes persons from across the globe – an affirmation of its commitment to international diversity. We are a university that values the memory of its origins and the many histories alive in the academic disciplines and people that form its life, a university where students and faculty work within a learning community committed to the advancement of knowledge, and a university where faculty, staff and students aspire to lead lives of purpose and service.

The life and mission of PLU is rooted in a story that extends beyond the particulars

of our institutional history. It is a story that harkens to the ancient prophetic call to justice, inspired at once by classical philosophy and Christian social ethics. It is a story that has been told through critical questioning and rabbinic argumentation, and whose themes are drawn from the vast landscape of intellectual history – from the monastic love of learning, to Islamic science and architecture, to the Reformation’s call for freedom. It is a story that later emerges in global encounters and colonialism, Enlightenment skepticism, scientific exploration of the natural world, the journey into the unconscious, the growth of democracy, and the struggle to be free from gender, racial, and economic oppression. And it is a story articulated anew in the modern era through the recognition of Asian centers of higher learning, the wisdom alive in diverse minority communities, a revolution in communications, and the call for a sustainable future with the earth and all its creatures.

The pursuit of critical and thoughtful inquiry and a commitment to the care and wellbeing of all citizens – pursuits shared through new forms of communication – continue to shape the identity and purpose of our university.

Furthermore, we are a university embedded within the traditions of Lutheran higher education. Indeed, the Lutheran reform movement was first shaped by university professors who used the emerging methods of critical textual analysis and historical

study – often viewed with suspicion by other academics – to launch a movement of religious and social reform whose tenets were disseminated through the latest revolution in communication technology at the time, the printing press. The Lutheran reform movement was sustained by the desire to promote what Martin Luther referred to as a greater measure of “life, health and wholeness” for all persons. Indeed, as they drew on the memory of the classical past, the Lutheran reformers of the 16<sup>th</sup> century insisted on making education and social welfare accessible to all citizens rather than the privileged few.

The pursuit of critical and thoughtful inquiry and a commitment to the care and wellbeing of all citizens – pursuits shared through new forms of communication – continue to shape the identity and purpose of our university. The philosophy of Lutheran higher education invites faculty, staff and students to recognize that learning, teaching and scholarly work serve the life, health, and wholeness of the human condition. In an age of political polarization, growing economic disparity and profound concern for a sustainable future on earth, the university’s intellectual and moral commitments are not the province of the few, but of the many.

### STRENGTHENING OUR MISSION AND DISCERNING OUR COMMITMENTS FOR THE FUTURE

Since the publication of *PLU 2000*, the university’s mission statement has gained broad appeal. Indeed, it is one of the distinctive hallmarks of PLU among Pacific Northwest schools and the national network of Lutheran colleges and universities.

Ours is not an ambiguous or ethically neutral mission. A pledge to “educate students for lives of thoughtful inquiry, service, leadership and care – for other people, for their communities, and for the earth” is not a mission that shies away from challenge. It is a mission rooted in the rich philosophy of Lutheran higher education where the faculty invite students to question the many voices that ask for their ultimate loyalties. Our faculty honor their students’ curiosity and capacity to experiment creatively and constructively within academic disciplines, and they demonstrate for their students the liberating power of study in the liberal arts and professional schools.

As Pacific Lutheran University enters the next decade, its many existing and emerging strengths must be nurtured with care so that our distinctive educational mission might continue to flourish. A gifted faculty with a shared sense of mission inspires students to high levels of learning and performance, and students of strong academic ability are welcomed to the university. Staff members in advising, public service, residential life and student life all bring their particular expertise

to bear on the promotion of student academic success. The collaborative work of staff and faculty enhances the university’s educational mission and strengthens the academic core of the university. Indeed, when all members of the university community collaborate in the promotion of student academic success, the university’s central mission to “care for others” is embodied and its common life invigorated.

There are still other ways by which we may strengthen our mission. Public recognition of excellence in all that we do strengthens the fabric of university life. Further, our community’s strength and vitality grow as faculty, staff and students each come to fully embrace the identity and educational mission of the university in their own unique way, and our embrace of uniqueness is but one manifestation of the diversity which has been a core value of our university for many years. With our strong commitment to the values of diversity, sustainability and justice – values all derived from our expansive memory and our Lutheran heritage – we will become stronger as we explore how these



values relate to one another, how they are reflected in the curriculum, and how they relate to all aspects of university life.

PLU has enjoyed visionary leadership, growing financial strength, dedicated alumni and donor support, genuine collaboration

between faculty and staff on co-curricular initiatives, and success in the recruitment and retention of a new generation of highly gifted faculty and staff. Together, these considerable strengths enable the university to build on its core identity and mission as it welcomes each new generation of



## IDENTITY AND MISSION

students, continues to make an education that was once available only to the elite now accessible to the many, and pursues clear marks of excellence that distinguish it from regional competitors.

That PLU is stable, strong and confident in

its educational mission is a testament to the commitment of faculty, staff, regents, friends and alumni.





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CHAPTER 2

# THE CONTEXT OF OUR TIMES

## AFFIRMING OUR COMMITMENTS

As was the case for Pacific Lutheran University's earlier long-range plans, *PLU 2020* has been informed by the social and economic context of the period during which it has been prepared (2009-2011). It has been a time marked by global economic stress and uncertainty, rapid and continual technological change, major demographic changes, and increased public scrutiny of higher education regarding both cost and effectiveness. This report is also informed by PLU's unique position on the higher education landscape, our clear understanding of mission and identity, our progress in developing key pathways to academic distinction, the remarkable talents of our faculty and staff, our relatively stable student enrollment, continually improved campus facilities, and our growing fiscal strength.

Through the challenges of the past several years, our community's collective vision has remained intact. We remain true to our identity, to our mission and to ourselves as we build upon our many strengths and employ our creativity to prepare our students for lives of personal accomplishment and service to others. The next ten years will be a time of challenges and change, and with our best understanding of these challenges and the context of our times we aspire to further greatness in the year 2020 and beyond.

The next 10 years will be a time of challenges and change, and with our best understanding of these challenges and the context of our times we aspire to further greatness in the year 2020 and beyond.

## SHAPING OUR FUTURE

Pacific Lutheran University looks to the decade ahead from a position of significant strength – strength that is grounded in a clear and informing sense of identity and mission rooted in the Lutheran tradition of higher education, our liberal arts–based comprehensive university philosophy, our Pacific Northwest location, and a record of progress and achievement. From this perspective, PLU is well positioned to address the significant challenges and the numerous opportunities that lie ahead; challenges and opportunities that are, in the main, not of our own making, but emerge, rather, from the larger demographic, educational, technological, regulatory and economic context.

Together we have the capacity and resolve to address head-on the challenges that we can foresee including a changing student profile, the expanding role of technology in our lives, the evolving educational experience of prospective students and their expectations, new accountability and regulatory pressures, and the constraints and limits of our economic environment.





# BACKGROUND AND ANALYSIS

## THE CONTEXT OF OUR TIMES

### A CHANGING STUDENT PROFILE

Enrolling an appropriate number of well-qualified and motivated students is the first challenge of every college or university, and for many years American colleges and universities, including PLU, have been able to draw upon an ever-increasing number of high school graduates as prospective students.

Nationally, there has been a 25 percent increase in the number of high school graduates in the past decade. In Washington state – the primary source of PLU’s students – the increase has been 18 percent, but that number peaked in 2007-2008. Projections by the Western Interstate Commission for Higher Education indicate that we should expect a slight *decrease* in the number of Washington state high school graduates in the coming decade.

More dramatic, however, will be the continuing change in the demographic composition of the pool of prospective students. By virtue of our Lutheran higher education roots, PLU has consistently sought to welcome a diverse student body to the university. The entering first-year PLU student in 2020 is in the 3<sup>rd</sup> or 4<sup>th</sup> grade today, and the demographic profile of that group means that by the year 2020 the demographic proportions of college-

bound students will shift, and the number of students of Asian and Hispanic heritage will increase significantly. While future college attendance rates for all ethnic groups of students is uncertain, it seems clear that the college-bound cohort will continue to become significantly more ethnically diverse, and that it will include more first-generation students.

In addition, some have predicted that more students will choose to begin their post-secondary education at a community college, rather than a four-year institution. At the same time, the enrollment of students age 25 and older is projected to increase by more than 14 percent between now and 2020.

In addition to these trends, it is likely that entering college students during the next decade will reflect a greater variation in the quality of their academic preparation, in their learning styles and in their expectations. Current trends in personal and family income suggest that more students and their families will find it difficult to finance their higher education experience.

*Therefore, in the decade ahead, the university must revise recruitment, instruction, retention, student support and financial planning strategies that will meet these changing student demographics.*

## EXPANDING ROLE OF TECHNOLOGY

The process of teaching and learning is a highly nuanced form of communication between teacher and student. Today, new communication technologies frame the social and intellectual context of the modern world and have also had a significant effect on higher education.

Over the decades, new technologies have risen and fallen in their influence within education generally and often within a single student's own learning experience. The most appropriate technology is not necessarily the one of current fashion, but the fundamentally different character of modern communication technology allows students to actively draw upon a virtually infinite number of customized sources for their own edification. This capacity must be recognized by universities if they are to remain congruent with the other aspects of a student's life experience and provide meaningful educational opportunities.

One indication of the scale of the impact of technology on higher education was reported in a 2010 research study by the Alfred P. Sloan consortium. The study found that 63 percent of institutions in the United States regard online learning as critical to their long-range educational strategy. The same study reported that 5.6 million college students were taking at least one online course in the fall of 2009, an increase of 21 percent over the previous year. An ever-growing number of entering college students have experienced either online learning or other "teaching and learning with technology" strategies.

David Warren, president of the National Association of Independent Colleges

and Universities, framed the technology challenge in September 2009 at University Fall Conference at PLU. The challenge, he said, "is to incorporate technology into every student's learning experience in a manner that serves the high and noble purposes of a PLU education."

*Therefore, in the decade ahead, the university must be committed to staying well-informed of changing technologies and their applications to higher education, and we should utilize those innovations that advance academic excellence and student learning and support a high quality education.*

## EVOLVING EDUCATIONAL EXPERIENCES AND EXPECTATIONS

Today, K-12 education is facing a severe and substantial funding crisis across the nation while simultaneously facing increasing pressure to demonstrate achievement based on cognitively oriented examinations. Both of these realities are adversely affecting the preparation of the incoming generation of college students and their readiness for an intensive, highly engaged academic experience. At the same time, economic pressures are understandably encouraging both students and their families to focus on job and career-oriented academic programs. These changes in both educational experience and emphasis on outcomes will have a significant influence on college students during the coming decade. They present both an opportunity and a challenge for a university committed to engaged learning, and vocational and career discernment.

Another changing expectation relates to the master's degree and the growing number of

fields and professions that require post-baccalaureate education. Simply put, in many cases the master's degree is the new bachelor's degree. PLU's long and successful tradition of offering graduate education positions the university well to respond to this trend.

*Therefore, in the decade ahead, the university must assist students with the development of advanced skills in thoughtful inquiry and engagement in their education by significantly enhancing programs and services that prepare them for competitive careers and further advanced study.*

## ACCOUNTABILITY AND REGULATION

The past decade has witnessed a very significant effort by the federal government to expand oversight and regulation of education at every level, including colleges and universities. This effort found expression in the Department of Education's 2005 "Commission on the Future of Higher Education" which focused on access, affordability, and accountability. In addition, the reauthorization of the Higher Education Act in 2008 brought over 100 new rules or reporting obligations for colleges and universities and accrediting bodies. In these and other ways, the long-standing tradition of private accreditation is being challenged, and government pressure for cost transparency and program assessment is increasing.

*Therefore, in the decade ahead, the university must increase its efforts and improve our methodologies to better demonstrate attainment of our educational mission and objectives and to respond to regulatory pressures in efficient and effective ways.*

## ECONOMIC CONSTRAINTS AND LIMITS

America's commitment to assure universal access to higher education dates to the Higher Education Act of 1964. That act envisioned a funding compact among federal and state governments, colleges and universities, and students and their families to assure that no one would be denied access to higher education based on ability-to-pay. In recent years, this compact has faced major challenges and, now, in the wake of the 2008 global economic collapse and the continuing slump, its future seems highly uncertain. Most notable has been the significant erosion in state-level support for publicly funded institutions and the significant shifting of education cost to students and families through major tuition increases. This topic is explored further in the *Background and Analysis* section of Chapter 5.

For private colleges and universities, the current economic environment has several effects. First, the difficult investment climate is limiting the growth of endowments and the number of major financial contributions, both of which are key sources of student financial aid. Second, continuing high levels of unemployment and relatively stagnant levels of personal income are limiting the ability of students and families to pay for higher education. And, finally, while both federal and state support for student financial aid has continued to be quite strong, the future level of support is in doubt. Taken together, these circumstances suggest that all colleges and universities, including PLU, are facing a sustained period of financial stringency, and that issues of quality, efficiency and effectiveness will continue to be of central importance. These circumstances also suggest the necessity

for clearly articulated strategies that allow institutions to develop new sources of income and support.

*Therefore, in the decade ahead, the university will move forward confidently with fundraising*

*programs that strengthen the endowment, support student access and ensure academic excellence, all while carefully managing available resources and making strategic improvements to the overall educational program at PLU.*



**IN SUMMARY**

Taken together, these contextual challenges of the next decade may at first seem daunting. However, with each challenge, there will be opportunities to which we can respond boldly and in innovative ways,

guided by our mission. A university that is creative, entrepreneurial and nimble will manage these opportunities and challenges, and PLU will do so while maintaining our collective vision.



3



CHAPTER 3

# ACADEMIC AND CO-CURRICULAR PROGRAMS

## AFFIRMING OUR COMMITMENTS

At Pacific Lutheran University, we challenge all students to perform at the very highest level of academic excellence, and we seek to engage each student in an education that opens her or him to the life of the mind – a life that transforms the understanding of others and the world around us, allows us to appreciate difference and complexity, and teaches us to both ask the important questions and seek the answers through the exercise of curiosity and the process of discovery. Through this experience, our students will grow and mature in their understanding of living life as vocation – a calling to build a life for 2020 and beyond that responds to the world’s needs and satisfies their own hopes for a rewarding life and career.

We articulate this vision in the General Education Program and we further refine it through the university’s Integrative Learning Objectives. We invite each student to participate in the pathways to academic distinction and to explore a broad array of high-quality academic programs created and sustained by a faculty of exceptional teachers and scholars. At every level, it is an academic experience founded on our concept of vocation and a commitment to excellence.

We are also dedicated to provide a supportive educational environment in which effective teaching and learning happens with regularity and for all participants. Pacific Lutheran University challenges students to succeed to the best of their ability academically, provides them support to reach their academic and personal goals, and prepares them for a lifetime of success both in their careers and in service to others.

Many campus partners collaborate to promote the holistic development of students, and all are stewards of a dynamic campus

We invite each student to participate in the pathways to academic distinction and to explore a broad array of high-quality academic programs created and sustained by a faculty of exceptional teachers and scholars.

community. Throughout the university, purposeful experiential learning opportunities are offered that develop student skills for leadership, service and care, as well as challenge students to make a difference in the world as they care for themselves and others and positively impact the diverse communities in which they live.

### SHAPING OUR FUTURE

The evolution of the academic program at PLU will continue to be characterized by a curriculum founded in PLU's unique identity and mission with a commitment to excellence. It will be built upon our General Education Program and our blend of liberal arts and professional programs – providing students with a challenging academic experience rooted in the liberal arts, the sciences and professional programs. We will strive to provide an education that is both rigorous and flexible, giving students a foundation for lives of service, a sense of personal vocation and meaningful career possibilities.



In doing so we are committed to continuing and enhancing the pathways to academic distinction first articulated in *PLU 2010*: global education, student-faculty research and creative projects, and purposeful learning. The future course and success of our academic program will also require a dedication to faculty support, the use of new technologies, rigorous program assessment, and a commitment to educational and career planning for our students.

Looking to the future, PLU must strive to enhance our dedication to providing a welcoming campus climate that demonstrates respect and understanding for all community members. It is our obligation to provide a safe campus with minimal intrusions of distracting, disruptive or illegal behaviors, to provide facilities in which teaching and learning occur easily and well, offer a dynamic campus life (e.g. lectures, concerts and social events) and provide residence halls that offer comfortable living accommodations and contribute to the overall PLU educational experience.



# Academic and Co-curricular Recommendations

## PATHWAYS TO ACADEMIC DISTINCTION

PLU's pathways to academic distinction – global education, student-faculty research and creative projects, and purposeful learning – have been fundamental tenets of the university's academic program since *PLU 2010*. They have been successful in giving students opportunities to go beyond the minimum requirements of the degree and become actively engaged in their education. When PLU highlights the work of our students and frames these accomplishments in the context of our pathways, it serves to inspire and motivate many other students and attracts prospective students who seek this level of distinction.

***Recommendation:*** *The university should strengthen and broaden the influence of the pathways to academic distinction on our students' educational experience, should seek to incorporate the values of diversity, justice and sustainability into the pathways, and prepare periodic reports on the pathways that provide an evaluation of their implementation and success in meeting current needs.*

When PLU highlights the work of our students and frames these accomplishments in the context of our pathways, it serves to inspire and motivate many other students and attracts prospective students who seek this level of distinction.

## GENERAL EDUCATION PROGRAM

Keeping pace with the evolution of academic subjects and fully preparing students for their careers and lives after graduation requires innovation in academic programming. It is important that students see how the elements of the General Education Program are at the foundation of a liberal arts education and how the program fits with their majors and minors. PLU graduates should be able to articulate and demonstrate the benefits of a PLU education to graduate programs and employers.

***Recommendation:*** *The university should enhance its assessment and review of all elements of the General Education Program and the program as a whole, as well as the articulation of the program's value and importance to a student's educational goals and future career.*



### ACADEMIC PROGRAM ENHANCEMENTS

In the context of the competitive challenges we face in the years ahead, curricular innovation is essential to keeping our academic program excellent, current and relevant both within the specializations of the academy and in the broader marketplace. By virtue of their education and expertise, faculty are the ones on whom the university's academic quality and reputation for excellence depend most directly.

***Recommendation:** The university should strengthen means and methods for supporting faculty as they work to improve our current academic programs, and should encourage faculty to explore the development of new curricular and pedagogical ideas and innovations.*

### OUTCOMES ASSESSMENT

“Accountability” and “regulation” have become watchwords for more rigorous educational program oversight. Outside agencies, as well as prospective college students and their families, are seeking or requiring evidence of attainment of certain educational outcomes in a university education. The assessment and demonstrated accomplishment of learning outcomes will serve PLU well, both to bolster our students' success and to assist our efforts to differentiate ourselves in the marketplace.



***Recommendation:*** *The university should enhance its ability to demonstrate the attainment of student learning outcomes that are directly linked to the educational objectives of PLU. Adequate services and support for assessment should be provided university-wide so as to assist in the assessment efforts of all departments and programs.*

## TECHNOLOGY

The coming decade will witness an expanding role for technology in higher education. The use of technology in teaching and learning will continue to evolve in the years ahead as new students and faculty come to the university with a high level of competency in the social and casual use of technology. The challenge will be to effectively and appropriately employ that competency to provide a high-quality education, and for this to happen both faculty and students will need support.

***Recommendation:*** *The university should broaden its ongoing efforts to support the evolving use of technology in our academic, co-curricular, and living, learning and work environments. This includes enhancing our instructional design capabilities, and further providing our faculty, staff and students with the necessary tools and support to work effectively.*

## EDUCATION, VOCATION AND CAREER PLANNING

Deeply embedded in the university's educational mission is the belief that each student is uniquely gifted with abilities and talents that equip each to link their academic interests, strengths and passions with vocation and career discernment. The university should continue to build a multifaceted system to better assist our students as they prepare for meaningful and fulfilling careers after graduation.

**Recommendation:** *The university should actively engage every student in vocational discernment through a robust, well-integrated, highly interactive and easily accessible system of educational and career planning that includes future-focused preparatory experiences such as internships and volunteer work, and increased connections with employers and alumni.*

The university should continue to build a multifaceted system to better assist our students as they prepare for meaningful and fulfilling careers after graduation.

## CO-CURRICULAR OFFERINGS

Over the past decade, the university has taken specific steps – with great success – to ensure the co-curricular programs are a fundamental part of the PLU educational experience. These programs are intentionally developed, tied to the mission statement and the Integrative Learning Objectives (ILOs), and delivered through faculty and staff collaboration. These offerings must continue to be developmentally appropriate, well-coordinated, centrally located where possible, and effectively delivered.

**Recommendation:** *The university should strengthen the intersections between academic and co-curricular programs by increased collaboration between faculty and staff. We should further enhance co-curricular educational experiences that promote active engagement, are closely linked to the mission statement and ILOs, and that strengthen students' strategies for life balance and wellness.*

## RESIDENCE HALLS

PLU residence halls are valued both as spaces for intentional learning that augments education, as well as for their comfortable and convenient living arrangements. Students and families increasingly expect the college experience to include a robust life outside the classroom, including living opportunities that enhance the academic experience and student development opportunities that enhance all aspects of a student's life.



**Recommendation:** *The university should continue to invest in residence halls as centers for engaged living and learning experiences with vibrant, intentional co-curricular programs as well as comfortable, sustainable, living facilities that support changing student demographics and the educational mission of PLU. Framing the residence hall in this larger context will require coordinated action among many campus constituencies.*

# BACKGROUND AND ANALYSIS

## THE ACADEMIC PROGRAM

### PATHWAYS TO ACADEMIC DISTINCTION

As the *PLU 2020* process has reaffirmed and reinvigorated our mission, it has also reaffirmed our pathways to academic distinction in global education, student-faculty research and creative projects, and purposeful learning. These pathways will guide the academic experience of the new generation of students seeking preparation for life in 2020. The effect of one or more of these pathways of distinction can be seen in every PLU student's education.

The pathways to academic distinction are opportunities for students to go beyond the minimum requirements of the degree and become actively engaged in their education. That we *offer* these pathways is not what makes PLU distinctive, but *how* we offer them and *how* we fit them into the greater context of a PLU education and experience is distinctive. For instance, while all students can encounter global education in a variety of classes on campus, many students choose to go beyond this to participate in PLU study-away, enroll in the International Honors Program, or live in Hong Hall with its international emphasis.

Similarly, all students are introduced to research and creative projects through their capstone seminars and in a variety of research methods classes. A smaller number

of students have the opportunity to fully participate in an in-depth student-faculty research project that provides a professional apprenticeship. All of these research experiences and the opportunity to work closely with faculty as mentors strengthen our students' preparation for graduate programs and careers.

Purposeful learning is infused in many courses through service learning and pedagogical emphases that encourage students to connect their academic work with meaningful applications in life outside of the classroom. A smaller number of students participate in Wild Hope programs such as the first-year *Explore!* retreat, *Meant to Live* or *Sojourner* reflection groups where students are challenged to delve more deeply into vocational exploration and its connection to their work and service in the world.

When PLU highlights the work of our students and frames these accomplishments in the context of our pathways, it serves to inspire and motivate many other students and attracts prospective students who seek this level of distinction.

While no major change in the pathways is recommended at this time, the *PLU 2020* process revealed interest in possibly renaming or reformulating the three

pathways. There is interest in having academic major, minor and interdisciplinary programs more fully articulate how their program of study intersects with one or more of the pathways. There is interest in highlighting or incorporating issues of diversity, justice and sustainability and their intersections into each of the pathways. Yet, it is broadly recognized that current understanding of these three terms and their use at PLU needs to be better articulated to advance the discussions. There is further interest in an ongoing assessment of how well we are fulfilling the intent of the pathways and supporting their implementation.

In the *PLU 2020* campus conversation, the global education pathway was discussed in the context of “global citizenship,” and ideas were brought forth for better integrating international students, increasing the curricular focus on global education in courses on campus, instilling greater academic rigor in J-Term study-away courses, and experiencing the global dimensions of local and regional off-campus programs. The *2004 Strategic Plan for Global Education at PLU* provides a foundation for launching this discussion and incorporating new ideas generated over the past several years. Of particular interest going forward will be a thorough exploration of how we might best incorporate various languages and literatures into our global education pathway.

Similarly, there was interest in possibly renaming or reformulating the student-faculty research and creative projects pathway. The *Strategic Plan for Student-Faculty Research and Creative Projects* adopted by the faculty in 2005 provides structure for advancing these discussions and for assisting academic units that may wish to participate more fully.

The *PLU 2020* planning process indicated that the purposeful learning pathway will benefit from expanded vision and programs. In the decade ahead, we will need to develop additional opportunities for students to find meaning and purpose in their vocational search and in their educational experience. The recent creation of a Center for Vocation provides a good opportunity to reexamine the original intent of this pathway, study what is being done around campus and make any necessary recommendations.

## GENERAL EDUCATION PROGRAM

Because the General Education Program was recently adopted after four years of discussion, it did not emerge during the *PLU 2020* discussions in the same way as some other aspects of the undergraduate program. The recent enhancements to the First Year Experience Program and International Honors Program have strengthened the academic program options for an increasingly diverse undergraduate student body, and the ongoing assessment of all components of the program must continue. As is true with the pathways to academic distinction, there is wide community interest in discussing issues of diversity, sustainability and justice, as well as their intersections, as aspects of the General Education Program. Opportunities to enhance and uplift the consideration of these issues in the General Education curriculum will be explored.

Further, the capstone element – a central and culminating experience for our undergraduates – requires ongoing assessment for both the quality of the experience and support provided for its implementation.



It is important that PLU students see how General Education fits with their majors and minors, and that PLU graduates be able to articulate and present the benefits of a PLU education to graduate programs and employers. General Education is of equal importance with our academic majors, and it forms the foundation of our commitment to the liberal arts.

### ACADEMIC PROGRAM ENHANCEMENTS

The responsibility for formulating and adopting the curriculum belongs to the faculty informed by fiscal and other programmatic considerations. In *PLU 2010* it was noted that the “faculty are the guardians and drivers of the university’s academic culture. By virtue of their education and expertise, faculty are the primary educators in the university and the ones on whom the university’s academic quality and reputation for excellence depend most directly. The faculty is responsible for formulating and enacting educational policy, which is the central concern of the university (p.18).”

Part of that guardianship includes shared responsibility between faculty and administration for the implementation, assessment and support of current programs. Further, such support will be needed in anticipation of new curricular opportunities and interdisciplinary intersections that may prove beneficial to the university such as we have in our Inter-Disciplinary Program offerings.

As we strive to maintain excellence and meet the challenges of an ever more competitive marketplace, it is important that the university support faculty who wish to improve our current academic program or explore the efficacy of new curricular ideas, and it is important that the university support the development or acquisition of the faculty expertise and experience necessary to bring these ideas to fruition. New strategic initiatives in this regard are under way and deserve to grow in the future. These include the *Teaching and Learning with Technology Grants* and the *Academic Program Investment Fund*.

PLU graduates should be prepared not only to make a living, but to make a difference with their living as well. The process of preparation is an interaction between the student’s academic work and their engagement in educational experiences outside the classroom.



## OUTCOMES ASSESSMENT

As noted in Chapter 2, outside agencies, as well as students and their families, are increasingly seeking or requiring evidence of attainment of certain educational outcomes for college students. Measures of success vary by individual, but general markers of educational attainment will continue to be important for colleges and universities to identify. Assessment and demonstrated accomplishment of learning outcomes will help us differentiate the high quality of our programs from those of our marketplace competitors.

## TECHNOLOGY

Faculty teach with technology in its many forms including the printed word, with a focus on how the most appropriate technology can best support a high-quality academic program and the faculty who deliver that program. We consider the future of the classroom as a hybrid of in-class and out-of-class collaborations, and we use technology in service to our reputation for excellence in scholarly practices and our high expectations for a liberal arts education.

The use of technology in teaching and learning will continue to evolve in the years ahead. The challenge will be to effectively and appropriately employ that technology in service to a high-quality education, and for this to happen, both faculty and students will need professional and technical support. This is in keeping with the assessment of NAICU President David Warren that was cited earlier (see Chapter 2), namely that the challenge “is to incorporate technology into every student’s learning experience in a manner that serves the high and noble purposes of a PLU education.”

## EDUCATION, VOCATION AND CAREER PLANNING

The *PLU 2010* aspiration that “each [student] should leave with a greater sense of his or her place and purpose and with a commitment to lead and serve in a diverse and ever-changing world” (*PLU 2010*, p. 10) continues unabated in *PLU 2020*. PLU graduates are challenged to utilize their education in service to their communities and the world at large.

PLU graduates should be prepared not only to make a living, but to make a difference with their living as well. The process of preparation is an interaction between the student’s academic work and their engagement in educational experiences outside the classroom. Students are encouraged to embrace their academic interests, plan their educational path and hone their personal strengths and abilities. Throughout their years at PLU, students need to engage in that fundamental and transformative educational experience of discerning their vocational direction – their purpose and role in life, both within and outside their eventual career.

Enhanced career development partnerships with employers and alumni will expand opportunities for our graduates. These experiences and services will assist students in developing and articulating their academic, educational, service and volunteer work in ways that make them competitive for rewarding opportunities after graduation.

Strategic initiatives to advance these efforts, such as our new *Career Connections* program, are under way and will need to continue and be strengthened in the decade ahead.

# BACKGROUND AND ANALYSIS

## CO-CURRICULAR PROGRAMS

The commitment to deliver an outstanding academic program is augmented by strong co-curricular programs designed to engage the whole student in a transformational educational experience. The array of co-curricular education and services offered at PLU is based on the university's educational mission and commitment to the holistic development of students in body, mind and spirit.

### PROGRAM DESIGN AND OFFERINGS

During the past 10 years, co-curricular programs were sharpened to align learning outside of the classroom with “a rich array of opportunities to inquire into the human condition and natural world as they [students] learn to care for, lead and serve within it” (*PLU 2010*, p.10). Increasingly, these programs are intentionally developed and tied to the Integrative Learning Objectives. They are delivered more seamlessly to students whether residential or commuter, through faculty and staff collaborations such as the First-Year Experience Program, the Diversity Center, Residential Life, the Women's Center, and the Sustainability Committee.

The goals of co-curricular programs were outlined in *PLU 2010*: “to offer them [students] a varied set of opportunities

Co-curricular programs should continue to include opportunities for all students to acquire new knowledge about people, cultures, ideas, social justice, and the environment, as well as opportunities to put education into action.

within and outside of classes that foster strong and positive relationships, provide opportunities for experiential learning, leadership and service and foster deep and pervasive feelings of belonging (*PLU 2010*, p.10).” Many examples could be cited, but among the more prominent are the performing arts, student media, athletic competitions, student club and organization projects, volunteer work and residence hall projects.

We strive to engage each student in ways that challenge them to find meaning and purpose in their lives and for the greater good of the world. Co-curricular programs should continue to include opportunities for all students to acquire new knowledge about people, cultures, ideas, social justice, and the environment, as well as opportunities to put education into action.



Additionally, students are invited to participate in programs that strengthen their life balance of health and wellness, and that deepen their awareness of their spirit and the world in which they live. An integrative and holistic approach to life is as important to staying well as it is to getting well. Embodied in the priority for health and wellness is our commitment to assist students with living sustainable lives in which they are able to balance academics, co-curricular participation, and personal obligations.

Students share an important responsibility for their active engagement in the learning community, as well as responsibility to care for themselves and others. Co-curricular learning environments, and the opportunities therein, need to provide students time for introspection, questioning and growth. In the decade ahead, the university will need to strengthen its commitment to supporting “students

physically, emotionally, ethically and intellectually as they grow as thinkers, learners and citizens for such a community” (PLU 2010, p.10).

Further, as student interests change and new faculty and staff join the university, these offerings need to be continually evaluated as to their developmental appropriateness, support of learning, ease of access for students and effectiveness of delivery.

### THE RESIDENTIAL EDUCATIONAL EXPERIENCE

In future years, the number of first-year students living at home may continue to grow. However, it is likely that the majority of undergraduates will experience living and learning in residence halls for some portion of their PLU education. PLU values residence halls both as spaces for intentional learning that augments the PLU education, as well as for their comfortable and convenient living arrangements. The residence halls will need to continue to provide a welcoming, comfortable, energizing, sustainable living experience that provides effective living space as well as engaging learning space. By living in the halls, students ground their PLU education in a living and learning laboratory, where they learn about themselves and others as they share living in our community.

The residential experience should challenge students to incorporate life-balance and sustainable practices into their daily living. Specific “interest focused” wings or floors, (such as the focus of Hong Residence Hall on international education and the focus of Stuen Residence Hall on social action and leadership) should continue to be developed to match educational objectives



with student and faculty interests. Residence hall amenities and policies will need to be reviewed periodically with consideration of the changing demographics and expectations the student body.

The university will need to continue to make significant and consistent enhancements to its residential, dining, health and recreation, and student service facilities to match student and family expectations – expectations that are commensurate with the cost of a PLU education. Resource allocations for safety and security must

keep pace with the needs associated with a safe living, learning and work environment.

### LIVING AND LEARNING WITH TECHNOLOGY

There are various co-curricular and student support considerations for the use of technology beyond strictly academic applications. Regarding the role of computers, mobile devices and other technology in the administrative and educational activities, two things are certain:



the use of new technologies will continue to increase in importance and the extensive reach of new technologies will profoundly alter the traditional sense of place and time on the university campus.

As we prepare for 2020, we must consider the role that technology will play from a comprehensive perspective of what will constitute an effective living and learning environment, as well as the work environment. Technology in the lives of our students will be nearly as vital as their room and meals, and future students of PLU

will have more access to data than at any time before. With continual technological innovation, the university will need to continue to support higher-end, broadly accessible technology for our students.

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CHAPTER 4

# LEARNING COMMUNITY

## AFFIRMING OUR COMMITMENTS

Sustaining a university's commitment to its mission requires the identification, development and continuous renewal of individuals who will lead the university. Pacific Lutheran University is deeply committed to remaining a community of care where leaders are cultivated and sustained. Further, a university that effectively models care and practices the art of leadership development will be better able to assist students in developing these characteristics.

Over the years, PLU has made significant progress in building a vibrant, dynamic learning community comprised of bright, energetic students who engage with dedicated, inspiring faculty and are supported by committed, talented staff. Ours is a learning community where divergent opinions and perspectives are respected. We are committed to being a sustainable, learning and serving community with consideration of care and prosperity for other people, ourselves and the earth.

We are committed to being a sustainable, learning and serving community with consideration of care and prosperity for other people, ourselves and the earth.

## SHAPING OUR FUTURE

An increasingly diverse faculty, staff and student body will be best suited to serve as stewards of a university where freedom of perspective and expression flourish. As was the case in *PLU 2010*, the recruitment, development, support and retention of the members of this diverse learning community must be important goals for the next decade and must build upon the work of recent years.

The university is committed to building richer collaborations among its members with a renewed commitment to the relevance of the PLU mission for the year 2020. Our community seeks to support everyone – students, faculty and staff – in their ambition to learn and grow to the best of their ability. This commitment energizes our educational hopes for every student and motivates our faculty and staff development programs. It is a community where the search for knowledge and truth finds meaning and purpose in the lives of its citizens, and in the communities in which they live and work.

# Learning Community Recommendations

## A DIVERSE, JUST AND SUSTAINABLE COMMUNITY

The desire for a richly diverse learning community committed to justice and sustainability is rooted in our mission and Lutheran heritage. Over the past decade, PLU has sought and experienced a significant change in the demographic composition of the student body – a trend that will continue for the next decade and beyond. Similarly, the university has worked to diversify its faculty and staff. The people, programs and practices of the university have worked together on this goal and we have made substantial progress. For the year 2020 we envision a campus community that is even more broadly and deeply diverse, just and sustainable.



**Recommendation:** *The university should articulate a clear understanding of PLU’s aspirations as a diverse, just and sustainable learning community with a commitment to local, regional, national and global outreach and an ongoing commitment to a diverse learning community of faculty, staff and students.*



## DISCERNMENT OF VOCATION

PLU’s foundation in the Lutheran tradition of vocation, purposeful learning, and living lives of service shapes the university’s ethos and serves as a mark of true distinction that attracts new faculty, staff and students to the PLU community. Since 2003, the Wild Hope Project has provided many opportunities for faculty, staff and students to reflect on and consider their callings as teachers, mentors and learners, and to consider the question rarely if ever asked in most universities: “Where do you find meaning and purpose in your life, your relationships, and your career?”

**Recommendation:** *The university should increase opportunities for the orientation of faculty, staff and regents to the discernment of vocation within the context of its educational mission, and do so not only at the beginning but across the span of their career and service at PLU.*



## STUDENT SERVICES

College students over the next decade will continue to reflect greater variation in the quality of their academic preparation. Thus, it is likely that more students will find special challenges in meeting the demands of the college experience. We will need to provide a wide range of support services to assist all students with academic planning and class work and their personal growth, and help them navigate the financial challenges of being a student.

***Recommendation:** The university should strengthen academic planning and learning resources for all students, as well as student services that are increasingly effective, efficient and easily accessible.*

## FACULTY LEADERSHIP

Where faculty engagement in the university's life and its structures of governance is nourished and honored, the university is strengthened in both its mission and its leadership. Indeed, it should be abundantly clear to newly hired faculty that their entrance into the professorate at this university is distinguished by the responsibility to serve students, faculty colleagues and the institution – not one or two, but all three.

***Recommendation:** The university should strengthen faculty culture and shared governance through development programs which introduce new faculty, chairs and deans to the history and processes of faculty governance and to the culture of faculty life at the university.*

## FACULTY PROFESSIONAL DEVELOPMENT

As a university that focuses on the powerful relationship between professors and students, PLU gives pride of place to the art and skill of teaching. The fabric of the academic culture is strengthened and a genuine love of teaching is fostered when faculty are supported in this essential relationship with students and when the university assesses the quality of teaching with the aim of continued improvement. Indeed, where the relationship between professor and students is honored and sustained through programmatic attention to this central dimension of faculty life, the university's life and its capacity to draw high-achieving students and retain excellent teachers is increased.

***Recommendation:** The university should further develop the organization, promotion and assessment of workshops, seminars,*

*retreats and other programs that build upon our recent progress in faculty development and which focus on teaching, scholarship, and service as well as faculty health and wellness.*

## FACULTY SCHOLARSHIP

The financial resources available for faculty scholarship and faculty-student research will need to be enhanced if PLU is to retain gifted faculty and recruit new faculty into a lively culture of teaching and scholarship. Faculty advance knowledge in their fields through publication, projects, and performances, thus contributing to one of the central purposes of a university. In light of the scholarly criteria for tenure and promotion in rank, the support for faculty scholarship is a necessary dimension of budgetary and development planning.

***Recommendation:*** *The university should continue to expand its support for faculty scholarship and should better celebrate and recognize faculty scholarly achievements and service to the campus, their professional organizations and to our many external constituencies.*

The financial resources available for faculty scholarship and faculty-student research will need to be enhanced if PLU is to retain gifted faculty and recruit new faculty into a lively culture of teaching and scholarship.

## FACULTY SERVICE

An essential aspect of Lutheran higher education – encoded in the educational mission of the university – is our commitment to serve the common good, to promote that which enlivens and sustains department life, division or school health, leadership in the university, our relations with PLU alumni, and the communities in which faculty reside. While PLU professors are called to teaching and scholarship, the university also prizes and nurtures a spirit of service rooted in a faculty member's expertise and native gifts or abilities.

***Recommendation:*** *The university should assist faculty in discovering various forms of service that draw upon faculty expertise, deepen its support for faculty service, and assist faculty in understanding the Lutheran and liberal arts commitment to mature university citizenship.*

## STAFF LEADERSHIP DEVELOPMENT

Excellence in leadership in turn cultivates the excellence that is desired in all aspects of university operations – whether in facilities, in offices, in our work with students or in relationships with constituents. The development of a strong staff leadership team is important to the university’s future, and it is vitally important to expand experiences that broaden leadership skills.



**Recommendation:** *The university should strengthen its commitment to offering effective programs of leadership development for staff members that prepare them to provide visionary and successful leadership at PLU.*

## STAFF PROFESSIONAL DEVELOPMENT

The health and vitality of PLU is sustained by faculty and staff committed to its mission. Such a commitment is deepened when both adequate funding and worthwhile opportunities for continued professional development are made available to the large number of persons who comprise the administrative and support staff of the university.



**Recommendation:** *The university should increase professional development opportunities and provide better support for matters of life balance for staff. It should do so within a comprehensive health and wellness program that includes orientation, ongoing workshops, seminars and retreats that strengthen the skills needed for work in the next decade.*



## COLLABORATION WITH OUR NEIGHBORS

The university’s mission charges us to provide leadership and care for our communities. Just as this is a call to each individual to serve local, regional and global communities, it is also a call to those of us living and working on campus to be good neighbors in Parkland and surrounding areas.

**Recommendation:** *The university should advance its relationships with local communities and seek collaborative partnerships, as well as leadership opportunities, with local groups to enhance the quality of living and learning in the neighborhood of the university.*

# BACKGROUND AND ANALYSIS

## LEARNING COMMUNITY

### A DIVERSE, JUST AND SUSTAINABLE COMMUNITY

As noted in Chapter 1, the values we claim as a diverse, just and sustainable learning community are inherent in the university's mission. The importance of each value is recognized, as well as the complexity of their interrelationships.

The commitment to diversity was articulated in *PLU 2000* and *PLU 2010*, and has been an institutional priority for many years. Learning occurs best in a community enriched by a diversity of perspectives, and we have thus dedicated ourselves to creating a caring, engaged, and thriving learning and work environment that is welcoming for all and is culturally competent. As part of an increasingly interconnected and diverse world, the university welcomes people of differing beliefs and backgrounds and endeavors to ensure that they are integrated into the campus community. Such diversity enriches the educational experience by opening our minds and hearts to inclusion as well as to service and care for all of God's creation.

Over the past 10 years, the university's percentage of students of color has increased from 13 percent to 21 percent and our faculty and staff of color have increased from 14 percent to 16 percent. PLU continues to strive to improve in both areas because we believe that not only learning

but also service and leadership occur best in a diverse community. To this end, we challenge ourselves continually to re-evaluate recruitment and retention strategies for students, faculty and staff. In this sense, just as we recognize the benefits of having a racially and ethnically diverse campus, we understand the importance of having systems in place that ensure the inclusion of all members of the community. In addition to diversity in ethnicity and race, the university seeks students, faculty and staff who bring a variety of talents, backgrounds, experiences and personal characteristics to the campus community. This includes but is not limited to gender, religion, age, sexual identity, veteran status, socio-economic background, or geographic origin.

The university's long-standing commitment to diversity can be seen in the work of many campus offices and organizations, such as the Diversity Center, the Women's Center, Campus Ministry, Human Resources, ASPLU and RHA. These offices and organizations, as well as many student clubs, have championed educational and support programs that strengthen the commitment to diversity on campus. The university's ongoing commitment may also be seen in the curriculum. In 2009, the faculty incorporated a long-standing diversity requirement (first adopted in 1994) as an element of the revised General Education

Program. In 1997, the University Diversity Committee (UDC) was first convened. Comprised of faculty, staff and students, UDC “serves to monitor and enhance the overall progress of the university in carrying out the *PLU 2010* commitment ‘to develop a more diverse community of students and employees,’ including the diversity of students and personnel as well as continued development of an inclusive, affirming and non-discriminatory environment” (Faculty Handbook, p. 46).

The university’s commitment to living as a just community derives from our commitment to the interconnectedness of care for people, their communities and the earth. University policies and practices are designed to be fundamentally fair and equitable and to demonstrate care for all campus members. Educational commitments to freedom of dialogue, identity development, equity, inclusion, stewardship and access for all people are key aspects of justice and are fundamental aspects of the university. Developing in all students an understanding of and commitment to the Lutheran concept of vocation is increasingly meaningful insofar as it involves a commitment to the welfare of others. In keeping with that aspiration we have dedicated ourselves to nurturing a commitment to justice in the multiple

The university’s commitment to living as a just community derives from our commitment to the interconnectedness of care for people, their communities and the earth.

communities in which we live. Issues of privilege, oppression, hunger, poverty, civil rights, gender equity and legal rights are among the important curricular and co-curricular topics that are essential components of a student’s education at PLU.

During the past ten years, several accomplishments in fulfillment of our commitment to justice are particularly noteworthy. The Women’s Center has received national recognition for their success in securing multiple Department of Justice grants to address sexual violence, intimate partner violence and stalking. The Diversity Center educates hundreds of students each year on issues of justice through its programs such as the Privilege Series and the Tunnel of Oppression. Campus Ministry works with the student Interfaith Council ensuring that all voices of faith are welcome on campus. In 2003–2004, the university undertook a major gender equity study for faculty, staff and students and took action based on the results. Our commitment to global education, both on and off campus, challenges students to immerse themselves in other cultures and grapple with complex world issues of peace and justice regardless of their academic discipline. The university’s student-run Community Garden brings students, faculty, staff and our neighbors together, and each year we grow more than a ton of food for a local food bank. Service learning courses and alternative service Spring Break trips (e.g. service to New Orleans after Hurricane Katrina, restoration work at Holden Village, and a study of the Civil Rights Movement in Alabama and Georgia) challenge students to put their education into action for the creation and sustenance of just communities.

The university's commitment to sustainability is also deeply embedded in our mission. Education in the 21<sup>st</sup> century must take seriously the environmental and social challenges threatening our world, and we have dedicated ourselves to enacting new campus initiatives, teaching pedagogies and student-faculty research opportunities in support of sustainability on our campus. However, there is substantial work to do in the coming years to broaden our definition of sustainability, to coordinate and enhance what is being done to engender sustainability in its myriad forms and to further develop our educational commitment. Thus far, sustainability at PLU focuses on three key components: care for people, care for the planet, and prosperity, both now and in the future. These are values that emphasize the inseparable interrelationships between environmental, economic, and ethical principles and goals that call on all individuals and communities to ensure that our present way of life does not degrade that of future generations, but leaves the world a better place for all.

Much of the work on sustainability at PLU is supported by the Sustainability Office and the Sustainability Committee with faculty, staff and student representation. Over the years, we have made significant strides toward becoming an environmentally responsible and sustainable campus and institution. Examples of recent accomplishments include cross-campus programs that save resources such as “Can the Can,” and substantial conservation of energy and water through facility upgrades. Many of these programs have also inspired a cultural shift toward sustainability, with the “unPLUg” program, Recyclemania, and an extensive annual Earth Week celebration, a list of approved courses, and student research

fellowships on habitat restoration, public transportation and food justice.

In addition, the university was the Pacific Northwest's first signatory to the President's Climate Commitment with the target of carbon neutrality by 2020. We are justifiably proud of the progress and initiatives undertaken so far, including national recognition for our efforts from the Washington State Recycling Association and the Association for the Advancement of Sustainability in Higher Education.

PLU has the opportunity to demonstrate leadership and innovation in broadening the nature and the content of the sustainability discussion in ways that support and promote our mission. Future work on sustainability must continue our current efforts to make our campus and culture a model of environmental stewardship, social justice and economic responsibility. We need to make substantial innovations in the curriculum and in our co-curricular programs so that PLU students are better prepared to work toward a sustainable future for the rest of their lives. Such work will help us to live out our mission, prepare our students for the world, solidify our position as a leader in sustainability, and serve as an indicator of Pacific Lutheran University's distinction.

PLU's aspiration to become an even more diverse, just and sustainable community in the years ahead flows from our mission and from our Lutheran heritage. In recent years, the university's programs and practices regarding diversity, justice and sustainability have broadened and deepened. The work ahead calls for a clearer vision and definition of these values and how they relate to each other in our community, and we will renew and broaden the campus-

wide commitment to these values and their intersections. Increasingly, our community has been enriched through the organic and collaborative efforts of multiple departments and committees. Three of our five Integrative Learning Objectives – interaction with others, valuing, and multiple frameworks – will be advanced by an even broader coalition of campus partners with even deeper, more visible, cross campus initiatives. This continued work is an opportunity for PLU to demonstrate the kind of thoughtful inquiry, service, leadership and care that is born out of our Lutheran identity and continues to make our “education with values” relevant in contemporary higher education.

### DISCERNING VOCATION WITHIN EDUCATIONAL MISSION

Since 2003, the Wild Hope Project has provided many opportunities for faculty, staff and students to reflect on and consider their callings as teachers, mentors, and learners, to consider the question rarely – if ever – asked in most universities: “Where do you find meaning and purpose in your life, your relationships, and your career?” The assertion made by the university professors who initiated the Lutheran reforms of the 16<sup>th</sup> century was compelling: that every person, regardless of gender, race or social status, is called by God to use one’s skills and talents for the good of others – wherever one finds oneself, whether in the home, classroom, workplace or the public square.

The university’s educational mission recognizes the intrinsic relationship among thoughtful inquiry, service to vulnerable persons, and care for others and the earth. This is not simply an interesting idea but

a way of understanding and actually living out one’s life, one’s calling, at PLU. When support for faculty and staff is rooted in this educational mission, the university moves beyond the requisite assessment of individual skill and aptitude to the incorporation of its members into a community marked by purpose and meaningful living, a community of faculty and professional staff whose labor is shaped by expertise made available to others – each other and our students – for our common good. With the establishment of the PLU Center for Vocation and the creation of a full year of orientation events for new faculty, the university continues to practice the orientation and incorporation of staff and faculty into its mission.

### STUDENTS

*PLU 2020* affirms the ongoing vision for the students of PLU articulated in *PLU 2010*. Students are the focal point of the university’s mission and our first priority is to provide them a transformative educational experience that prepares them for a future full of possibilities and challenges, with capabilities to be leaders, to provide for themselves, as well as to care for others and the world in which they live. Our goal for our students continues to be that “each should leave with a greater sense of his or her place and purpose and with a commitment to lead and serve in a diverse and ever-changing world” (*PLU 2010*, P. 10).

The principles of Lutheran higher education affirm access to an exceptional education for all students. In the decade ahead, the university will continue to welcome to our learning community those students who are bright, talented and engaged. However, over the next decade it is likely that a larger portion of entering college students will

present wider variation in the quality of their academic preparation and in their learning styles and expectations. This unevenness in curricula will result in a broader range of academic readiness than what GPA and test scores might suggest. Consequently, it is likely that PLU will need to take steps to assist some entering students in building the academic skills necessary for their success at PLU as they adapt to the university's academic community.

We will also welcome an increasingly diverse student body – diverse in a broad array of characteristics – who may bring more varied approaches to their paths toward degree completion. PLU admits students with the academic and personal qualities that we believe are fundamental to success while here and also later in their lives after graduation. We will need to provide a wide range of support services to assist all students with academic planning and class work and their personal growth, and help them navigate the financial challenges of being a student.

As the student body continues to diversify, support services may need to be re-envisioned to meet student needs. Student services must continue to be offered in ways that are readily accessible, effective and timely as more students will need to support themselves financially while enrolled in classes. Routine services that can be conducted online should be encouraged, thereby freeing staff time to focus on personal interactions with students that are transformational in nature.

## FACULTY AND STAFF DIVERSITY

A thriving learning community is primarily shaped by the strength of leadership and



quality of engagement of those who make an enduring commitment to the betterment of the community.

Faculty are the primary creators of the “flourishing academic culture” envisioned in *PLU 2010* and again in *PLU 2020*. They set the high standards of intellectual rigor associated with academic work and the educational environment where minds are open to pursue truth and issues of deeper meaning.

Staff support the aspirations and values of the learning community through their excellent work at the university, never losing sight of the primary importance of the students at the core of the mission.

Looking ahead to the year 2020, an increasingly diverse faculty and staff will be best suited to meet the increasing diversity of the student body. As was the case in *PLU 2010*, recruitment, support and retention



of a diverse workforce continues to be an important goal for the next decade, and we must build upon our successes of recent years. Those who work at PLU seek to find meaningful and fulfilling work that utilizes their gifts and talents and that supports their continued development as members of the learning community. Tangible support needs to be offered through vocational discernment and expression, ongoing professional development that positions them to accomplish their work in increasingly creative, effective and efficient ways, and commensurate compensation for the quality of the work provided.

## FACULTY LEADERSHIP

In the 1960s, PLU faculty worked diligently to establish a robust system of faculty governance within the university, and since that time faculty have supported shared governance within the context of academic freedom. This governance system is codified in the Faculty Handbook and is embraced by a faculty who understand and accept their rights and privileges as well as their administrative responsibilities in support of our form of governance. Indeed, when compared to other private and state universities, the measure of faculty influence and responsibility at this university is remarkable.

Like the university itself, faculty culture demands strong and wise leadership from new, mid-career, and senior faculty members. Where faculty participation in decision-making regarding teaching, learning and faculty life is weak or episodic, faculty governance will be neither robust nor visionary but will devolve into maintenance of a mandated structure. Where faculty

engagement in the university's life and its structures of governance is nourished and honored, the university is strengthened in both its mission and its leadership. Indeed, it should be abundantly clear to newly hired faculty that their entrance into the professorate at this university is distinguished by the responsibility to serve students, faculty colleagues, and the institution – not one or two, but all three.

Such leadership can be expressed in a variety of ways given the distinctive skills and aptitudes of faculty members. While some lead by assisting faculty colleagues with pedagogical challenges, others are able to help colleagues think through research projects or apply for research grants. Still others will support colleagues in their service to the university, its alumni, or professional organizations. This implies that faculty leadership at PLU is expressed through a variety of skills and sensibilities in which faculty expertise is at the service of other colleagues. But while the need to prepare faculty for leadership is ever present, the university has relied on faculty entering into and gaining knowledge of governance and university life primarily through self-motivated participation. For the future, a more intentional cultivation of faculty leadership and awareness of faculty governance are required.

## PROFESSIONAL DEVELOPMENT

Since the publication of *PLU 2010*, the university has made strides in sponsoring faculty development workshops and seminars. In response to faculty requests, a range of workshops – on topics from classroom technology to the vocation of teaching – has been promoted through the Office of the Provost. Faculty development,

however, can be more than a series of workshops on timely topics, and in its fullest form it is a comprehensive program that begins with the first offer of a contract for employment and concludes with a faculty member's departure or retirement from the university. Such a process would be marked by the initial orientation of faculty to the university's educational mission, followed by their ongoing incorporation into the university through various stages (e.g., first-year orientation; third-year review; preparation for tenure, promotion and sabbaticals; mid-career opportunities; and preparation for retirement). Entering faculty may bring new perspectives for program development, but they may need mentoring and guidance for the basic fundamentals of their classroom work. Faculty development through workshops, seminars and retreats, as well as mentoring relationships, can thus support faculty through predictable transitions in their career and can highlight how the vocation of professor is lived out at PLU through teaching, scholarship and service to the university and community. Professional development activities should focus on teaching, scholarship and service, as well as on faculty health and wellness, and provide opportunities for socializing and community building. A university that honors the teaching experience and scholarly achievements of its faculty will ensure that senior faculty and those who are retiring are not only honored for their contributions to the university but afforded opportunities to share their wisdom with mid-career and new faculty.

#### SCHOLARSHIP

As a university committed to a thriving academic culture which advances knowledge throughout its many disciplines, PLU has

seen a modest growth of financial sources with which to support faculty scholarship (e.g., the student-faculty research endowment in the Natural Sciences, Center for Public Service grants, Kelmer Roe fellowships, the Karen Hille Phillips Regency Advancement Awards, and Wang Center grants). Yet, the financial resources available for faculty scholarship and faculty-student research will need to increase if PLU is to retain gifted faculty and recruit new faculty into a lively culture of teaching and scholarship. The individual who will be a 30-year-old new Ph.D. in 2020 is graduating from college today (2012), and that new PLU first-year faculty member in 2020 may have expectations of support for scholarly work and for classroom and laboratory facilities that well exceed the financial means of the university unless we begin planning for this reality today. So that faculty might engage in scholarship and publishing or performance as contributions to university distinction – and given the scholarship expectations for promotion in rank – robust efforts to increase funding for faculty scholarship will be needed. While two pathways to academic distinction articulated in *PLU 2010* enjoy established centers (the PLU Center for Vocation and the Wang Center for Global Education), the third pathway – faculty-student research and creative projects – does not. The “Engage the World” campaign (concluding in 2012) has included the academic program as a significant dimension of fundraising.

Allied with need for financial support of faculty scholarship is the prominent role which current faculty scholarship can play in recruiting high-achieving students, in retaining younger faculty, and in communicating university distinction within a highly competitive educational marketplace. While our university culture is

marked by a strong measure of intellectual charity and humility, these laudable virtues should not prevent the university from the vigorous and public promotion of faculty achievements in both scholarship and service. Frequent opportunities for the acknowledgment of faculty achievements – regularly scheduled book signings, artistic performances, public lectures, or celebratory dinners – create a climate which cultivates scholarly excellence and further expands the awareness of PLU’s contributions to local, regional and national life.

**STAFF  
LEADERSHIP**

The university is committed to developing visionary and effective leaders in all areas

of the university to guide the work of the institution. A wide array of staff members lead and support the educational mission of PLU through their daily work. The development of a strong staff leadership team is important to the university’s future, and thus it is vitally important to expand those experiences that broaden leadership skills. Deepening the staff’s understanding of faculty governance and the faculty’s understanding of staff expertise will strengthen the collaborative work of leaders across campus. Excellent leadership in turn cultivates the excellence that is desired in all aspects of university operations whether in facilities, in offices, in our work with students or in our relationships with constituents. Over the past decade, the University Leadership Seminar has assisted





more than 80 different administrators in developing a deeper understanding of the university, their role as leaders and the development of skills that augment their work. As we enroll new and diverse student populations, leaders with familiarity and skill in recruiting, advising, educating and supporting these students will be necessary. Clarity of roles and expectations for all who work at PLU will assist leaders in implementing future strategic efforts.

#### PROFESSIONAL DEVELOPMENT

The health and vitality of any organization is sustained by those who are committed to its mission. Such commitment is best fostered when both funding and opportunities for continued professional development are available to the large number of persons who comprise the administrative and support staff of the university. When staff are welcomed into a comprehensive program of professional development, the university demonstrates its commitment

to a thriving academic community. While staff members may work in many different sectors – from facility services to constituent relations – all members of the university are called to serve and support its identity and educational mission. For some staff, PLU may be their first higher education employer, so orientation continues to be an important part of the welcoming process. A thorough introduction to PLU’s origins and educational mission and the ways in which staff members, in many diverse offices, can support that mission is a key to the organization’s vitality.

The university rightly cultivates the need for a healthy and holistic balance between work and the renewal and refreshment of its staff and faculty. Opportunities for participation in health and wellness activities, as well as workshops, retreats and seminars that advance “best practices” are to be actively encouraged among university staff. As new technologies are made available at PLU, staff

will need appropriate training to continue to offer efficient student services and effective systems of communication, data collection and budget oversight. Such an enhanced commitment to professional development will necessitate adequate funding and opportunities for all staff. Further, as the student body continues to diversify, both staff and faculty will need to be well-equipped to recognize and meet the various needs of an increasingly heterogeneous student body.

### COMMUNITY COLLABORATION

The university's mission charges us to provide leadership and care for our communities. Just as this is a call to each individual to serve local, regional and global communities, it is also a call to those of us living and working on campus to be good neighbors in Parkland and surrounding areas. The campus community has a long tradition of working as a positive force in our local community for diversity, justice and a sustainable future. In short, the university strives to be a good, sustainable neighbor.

In our most local community PLU has been an open resource for learning, recreation, rest and relaxation. The university also has been a positive, progressive neighbor in the wider Puget Sound area, offering its resources and talents to projects and programs that benefit those who live here. Building strong relations with our neighbors is a service to them and to us, as the university clearly benefits from the gifts and talents of its neighbors.

In the coming decade, PLU should continue to nurture partnerships between campus and community members as a good neighbor, a major employer and a key part of the

higher education system in Washington state. To this end, there are several steps that the university should take. The long-range facilities and grounds master plan for the university should be updated and open for discussion with surrounding neighbors. As we make selected capital investments in the area, the university should strive to partner with local developers to rejuvenate and renovate the neighborhood and business district. Our ability to support our neighbors through financial, social and cultural means will benefit the community and increase opportunities for community engagement for students, staff and faculty.

For the health and wellness of our community, and through collaboration with our neighbors in Parkland and nearby, we should continue to strive to maintain a healthy community environment through the expansion of knowledge and learning, through increased safety measures, through the reduction of our carbon footprint, and through care for the natural environment.





5

CHAPTER 5

# FINANCE, ENROLLMENT, FUNDRAISING AND FACILITIES

## AFFIRMING OUR COMMITMENTS

In the economic environment of the past several years when *PLU 2020* was being crafted, it might have been tempting for an institution less sure of its mission and less confident in its people and programs to overturn its fundamental purpose and take a radical new approach in reacting to market forces.

The Pacific Lutheran University community's confidence in our mission – a confidence that is sustained by a sound state of fiscal health – instead led the community to reaffirm the fundamental character of the institution as expressed through our mission statement and the pathways to academic distinction, and in so doing, we recognized the many things we do well that transcend short-term economic downturns.

These times, however, did serve to renew an entrepreneurial and creative spirit among many persons on campus – a spirit and perspective that recognizes our strengths, and imagines how the synergies between the compelling nature of our mission and the demands of the marketplace can serve us well as we plan for the future.

As we shape the plans for our financial future – recognizing as we must our heavy dependence on the tuition and fees paid by our students – we must acknowledge that ultimately our resources serve our educational mission and our people who make it come alive.

## SHAPING OUR FUTURE

As we shape the plans for our financial future – recognizing as we must our heavy dependence on the tuition and fees paid by our students – we must acknowledge that ultimately our resources serve our educational mission and our people who make it come alive. If we are to maintain and build upon our excellence, then adequate financial resources must be available and invested in the university. Where this means expanding the resource base and finding new sources of revenue to support our mission and to provide access to a PLU education for our students, then we must formulate those plans of action that will take us to that goal.



Most of the recommendations that appear in this long-range plan carry with them financial implications and each of these individual programmatic initiatives needs to be framed in terms of its own strategic plan with its corresponding financial implications clearly articulated.

The challenges that lie ahead for PLU in the next decade are discussed from specific programmatic perspectives in other sections of this long-range plan. Further, the many documents, papers, surveys and forum reports that comprise the record of the *PLU 2020* process are rich with specific ideas for the academic and co-curricular programs. These materials offer recommendations to specific programs and also speak to broader contextual issues, and these materials have informed the other sections of this document and should continue to serve as a resource of ideas for the years ahead.

Most of the recommendations that appear in this long-range plan carry with them financial implications and each of these individual programmatic initiatives needs to be framed in terms of its own strategic plan with its corresponding financial implications clearly articulated. For example, *PLU 2020* addresses the need for a review of our pathways to academic distinction, and this will necessarily include a fiscal perspective within a strategic programmatic plan that strengthens and broadens the defining influence of the pathways on every student's academic experience.

The same general approach holds true for other *PLU 2020* initiatives as well: academic program development; the assessment of general education; the technology initiatives for addressing academic, co-curricular and administrative needs; adequate systems for our ongoing assessment and accreditation responsibilities; faculty and staff development; compensation issues for faculty and staff; strategic enrollment planning and strategic marketing of the university; and meeting the demands of an ever more aggressive regulatory environment, to name a few.

In each case the challenge is to clearly identify the goals of each initiative, and then intelligently and strategically allocate our finite resources to address those initiatives, all the while moving forward to expand the financial resources available to the university.



# Finance, Enrollment, Fundraising and Facilities Recommendations

## FINANCIAL STABILITY

The university's financial stability through the economic downturn while this document was created is testimony to a careful and conservative approach to the preparation of annual budgets – a practice that has served the university extremely well over the past two decades. It is also testimony to the success of a continual refinement of the system by which we recruit, admit and enroll new students, and to our financial aid modeling capabilities. That we are financially stable is also complimentary of our development team as they have brought new resources to the university in difficult times.

***Recommendation:*** *The university should advance its practice of careful and conservative budgeting, implement the latest appropriate innovations in student recruitment methodologies and financial aid modeling, and strive for continued success in fund development.*

## GRADUATE ENROLLMENT

The university's commitment to graduate education is rooted in its mission and serves the need of growing markets in several professions and fields of study. Our programs serve adult learners in various stages of their careers, and they provide an opportunity for advanced study. Our commitment to graduate education well positions the university for future growth.

***Recommendation:*** *The university should selectively increase graduate and post-baccalaureate enrollments in current programs or new programs that are academically excellent, consistent with our mission and capable of generating new revenue for reinvestment in the university.*

## OVERALL ENROLLMENT GROWTH

In addition to the commitment to increase graduate student enrollments, there is capacity for enrollment growth in several areas in the undergraduate program. Ultimately, the optimal mix of graduate and undergraduate students and the size of the overall enrollment will be the objects of strategic enrollment and marketing plans that define opportunities in the context of internal capacity. The capacity that the university will be prepared to support will, in turn, be informed by a synergy of institutional strengths and market demand, as well as by the number and specializations of faculty and staff. Enrollment growth will require a high level of strategic and integrated marketing.

**Recommendation:** *The university should pursue the development of a formal enrollment growth plan for qualified undergraduates and graduates by building on existing strengths and evaluating possible new majors and programs. Part of this plan is a definition of the optimal enrollment size that is consistent with the university's mission and educational objectives and that generates additional net revenue.*

**Recommendation:** *The university should refine its recruitment strategies to admit and enroll highly qualified students of diverse backgrounds who are engaged with and challenged by the mission, educational objectives and academic programs of the university. This strategy should uplift the expertise of the faculty and expand the collaborative efforts between the faculty and the admission staff.*

We need to better position the university with the multiple constituencies that engage with and support the work of the university. Such efforts underscore the attractiveness of PLU as a place of study, teaching, scholarship and employment.

## STRATEGIC MARKETING

We need to better position the university with the multiple constituencies that engage with and support the work of the university. Such efforts underscore the attractiveness of PLU as a place of study, teaching, scholarship and employment. Beyond the areas of admission and enrollment, this effort reaches out through all channels by which the university engages with our region.

**Recommendation:** *The university should develop an effective strategic marketing program not only for the purposes of admission marketing but one that effectively portrays the university as a prominent contributor to the intellectual and cultural life in the Puget Sound area and in the Pacific Northwest.*



## FUNDRAISING

Fundraising campaigns have helped solidify the university's mission and core values, as they have also enhanced the lives of students and faculty by improving the quality of the academic program, creating new teaching and learning opportunities and renewing and building capital assets.

***Recommendation:** The university should enhance the annual giving program and undertake planning for the next capital and endowment fundraising campaign so that these essential sources of financial support in the decade ahead reflect the priorities identified in PLU 2020.*

## FACILITY MASTER PLAN

The record of achievement at PLU with regard to capital improvements during the past 20 years was made possible in part by the formulation of a long-range vision in the form of a campus facilities and grounds master plan. This master plan provides a roadmap for the improvement of facilities and grounds over a 10-year time span.

***Recommendation:** The university should review and update the current master plan in light of new demands and expectations for our teaching, scholarship, living and learning environments, and develop strategies for goals of carbon neutrality, waste reduction and energy.*

# BACKGROUND AND ANALYSIS

## FINANCE, ENROLLMENT, FUNDRAISING AND FACILITIES

### FINANCIAL STABILITY CAREFUL MANAGEMENT AND A RENEWED ENTREPRENEURIAL SPIRIT

During the three-year period when *PLU 2020* was being crafted, the university weathered a significant financial and economic downturn and now finds itself in solid financial condition. The university avoided significant program cuts and faculty and staff layoffs, no tenure-track faculty searches were canceled, all faculty searches were successful, and we have launched new initiatives in academic and co-curricular program development as cited previously in Chapters 3 and 4. Although average salary increases have been very modest in recent years, we have made strategic use of resources to address several acute salary issues and provide for faculty and staff promotions while maintaining our benefits package for all employees, including full funding of the faculty sabbatical leave program. Maintenance of facilities has continued at a steady pace during the economic downturn, and several very significant capital improvement projects are presently under way. Overall enrollment has declined somewhat during this time, but enrollment remains well within the historical range of the past decade and several academic programs are thriving at near- or above-record enrollment levels.

Looking ahead to 2020, we endeavor to supplement this established practice of careful and conservative budgeting with an entrepreneurial and innovative spirit.

This record of achievement during an economic downturn is testimony to a careful and conservative approach to the preparation of annual budgets – a practice that has served the university extremely well over the past two decades. It is also testimony to the success of our student recruitment, admissions and enrollment system and a robust financial aid modeling methodology. And this record is especially complimentary of our development team as they have brought new resources to the university in difficult times.

Looking ahead to 2020, we endeavor to supplement this established practice of careful and conservative budgeting with an entrepreneurial and innovative spirit that is consistent with our mission and which will deliver a PLU education to the more diverse student population we expect to see in the next decade.

## REVENUE

Although there are various ways of framing the issues related to university revenues (e.g., “financial aid discount rate,” “net revenue per student,” and others) the central issue is one of maximizing net revenue to the university through an optimal combination of graduate and undergraduate enrollments with additional non-tuition sources. The composition (or mix) of the sources of total revenue is an important consideration in attaining this optimization.

For the next 10 years the university should expect only relatively small increases in net revenue from facilities, endowment, gifts and grants, and conferences and events. Further, the rate by which we can reasonably increase undergraduate tuition is limited by general economic conditions and individual family circumstances. However, with careful scrutiny of costs and benefits, increasing the total revenue by increasing low-discounted graduate student enrollments would yield more net revenue and lower the university-wide discount rate.

With regard to undergraduate enrollment, there is the longer-term effect of state and federal reductions in support for public higher education and the newly granted ability that public institutions now have to raise their undergraduate tuition. While *PLU 2020* is not a forecast, it nonetheless is clear that public institutions will be moving toward a more explicit discounted tuition model in the next decade.

Consequently, even if we assume less dramatic tuition increases at public institutions, it is reasonable to expect an eventual convergence of “net cost to the student” between most public and some private institutions. This convergence would present more fertile

opportunities for private institutions to compete for undergraduates via the “value proposition,” and given the quality of our academic program and experience, PLU is in a particularly good competitive position. Therefore, if PLU’s undergraduate enrollment is to increase significantly, this “value proposition” needs to be made more explicit in the minds of this region’s prospective college-age population and their families, and that leads us to a strategic marketing program.

## ENROLLMENT

### GRADUATE ENROLLMENT

The university’s commitment to graduate education is rooted in its mission and serves the need of growing markets in several professions and fields of study. Our programs serve adult learners in various stages of their careers, and they provide an opportunity for advanced study. As noted in Chapter 2, this experience positions the university well for the future.

Historically, only a small fraction (6 to 10 percent) of the student population at PLU has been enrolled in graduate programs. However, post-baccalaureate education is becoming increasingly important for persons wishing to remain viable in their careers. PLU needs to explore educational options that can be offered to the community either through the support of current graduate programs or the development of new ones.

When considering the introduction of a new or revised graduate program, we should consider the level of academic excellence and rigor provided by that program, the market viability of such a program, the program’s consistency with our mission, and the university’s commitment to provide the resources necessary to develop and sustain

such programs. Post-baccalaureate certificate programs, additional master's programs, as well as doctoral programs should also be explored in terms of market demand, availability of resources, and alignment with the mission of the university. The strategies to make this happen should consider the viability of these programs in the marketplace, the required investment in the program, facilities and the services necessary to serve these students, and recognize the importance that these programs yield net revenue for reinvestment into the university.

#### OVERALL ENROLLMENT GROWTH

Given the declining number of high school graduates seeking higher education, our high level of dependence on tuition and fee revenue, and the ambitious university vision and agenda for the next decade, the optimal size and composition of the student body needs to be more clearly determined. The possibility of enrollment growth will require research of external opportunities and internal capacity.

Capacity and size for the student body are informed by a match with institutional strengths, market demand and the number and specializations of the faculty and staff. We anticipate that the future PLU student body will include traditional-aged four-year students, transfer students of all ages, returning veterans, international students from multiple continents and an increased breadth of graduate students. However, the optimal enrollment would be that which most effectively utilizes university resources. The identification of an optimal enrollment will need to include factors such as full-time vs. part-time students; daytime vs. evening/weekend/low-residency students; undergraduates vs. graduate students;

and academic areas of interest.

PLU will continue to recruit the most capable students interested in attending the university. Institutional fit between students and the educational mission and objectives of the university is desirous as it leads to increased satisfaction and persistence toward graduation. As noted earlier, significant changes are occurring and are expected to continue over the next decade with respect to the characteristics of students graduating from high school in PLU's primary geographical recruitment areas. More students from diverse racial and ethnic backgrounds, as well as more first generation students, will be seeking post-secondary education.

The marketplace of higher education is highly competitive and filled with many options for students and families. In the state of Washington, public two-year and four-year institutions are key competitors for PLU, as is the growing sector of for-profit and/or distance education institutions. Improving PLU's position in the landscape of higher education will be a priority. Building on the strength of our academic programs and faculty, as well as on the entirety of our distinctive educational experience, PLU needs to ensure that recruiting efforts are receptive to these new student populations. Increasingly, our recruitment plan needs to underscore the compelling value of a PLU education, while yielding the enrollment of a highly capable, diverse student body consistent with our mission and with an enrollment mix that maximizes the university's resources.

The context in which students and families will be making decisions about where to pursue college degrees is influenced significantly by financial realities and



available enrollment capacity. Currently, the community colleges in the region are very crowded while simultaneously still more students are seeking to complete a four-year degree. The transfer market will need to be watched closely as more community colleges broaden their degree offerings to include B.A. and B.S. degrees. Should this trend continue, PLU will need to think strategically about what degree programs will attract students to transfer to PLU. The diversity represented by transfer students continues to enrich the campus community, and PLU will want to continue to recruit and serve these four-year degree seeking transfer students. International students also contribute in a significant way to the global education that is a part of PLU, and recruitment of a wide range of international students will continue to be a priority. As the student body continues to diversify, faculty and staff will need to understand the characteristics of an increasingly diverse student body and how these characteristics influence their collegiate experience at PLU.

## STRATEGIC MARKETING

The university should place a high priority

on the development of a university-wide, strategic and integrated marketing process which evaluates our strengths and opportunities in the marketplace, supports increased university visibility, and which uplifts within the marketplace the quality and value of a PLU education. For this we would combine data regarding the external market with internal commitments made to supporting the optimal university enrollment.

PLU must continue to refine and develop its place in the local and regional higher education marketplace vis-à-vis our academic programs and services at the undergraduate and graduate levels. This must include addressing issues as they relate to program availability, institutional distinctions, cost and competitive dynamics. Special attention must be given to the transfer and graduate student markets. Collaboration with other institutions and state educational agencies could be important to long-term planning as well as market placement.

This understanding of institutional image and place in the higher education market must be directly tied to strategic and integrated marketing campaigns deployed on behalf of the overall university as well as the division of admission and enrollment services. The university's visibility and vitality need to be readily apparent. University marketing needs to capture national interest when possible and provide interest for investment by potential donors and external resources such as grants. Efforts need to be strengthened to position the university with multiple constituencies who can engage in and support the work of the university. Such efforts underscore the attractiveness of PLU as a place of study, teaching, scholarship and employment.

In addition, a strategic communication plan that allows the university to tailor unique messages with discreet audiences in a timely and effective medium will be a high priority. The expertise of our faculty in this regard is a valuable asset that should be employed for effective marketing and positioning with the community. Such efforts may entail the need for a new office that focuses solely on university marketing.

## FUNDRAISING

Three major fundraising campaigns have been undertaken in the past 20 years, together yielding more than \$300 million in current gifts and future resources. These campaigns have helped solidify the university's mission and core values, even as they changed the lives of students and faculty by enhancing the quality of the academic program, creating new teaching and learning opportunities and renewing capital assets.

Gifts to the university's endowment have led to the creation of three endowed chairs and two endowed professorships that bring public recognition to the university and its programs as well as provide salary support, travel, research stipends and programming funds for faculty members. Endowed chairs include the Benson Family Chair in Business and Economic History, the Jolita Hylland Benson Chair in Elementary Education, and the Kurt Mayer Chair in Holocaust Studies. In addition, we have two endowed professorships, one in Lutheran Studies, and the Svare-Toven Professorship in Norwegian and Scandinavian Studies.

Enhancing the endowment for financial support for students has been critical to

ensuring access to college for all, regardless of their economic standing. It also has enabled the university to attract a diverse group of highly qualified students, and to enrich their educational experiences through scholarships, student-faculty research grants, and study-abroad stipends.

PLU's endowment has grown from \$8 million in the early 1990s to more than \$75 million today. Deferred gifts and pledges received during three fundraising campaigns totaled over \$100 million and have helped set the stage for a future endowment of nearly \$180 million. These gifts, along with the annual fund, enable the university to provide scholarships and recruit and retain the best students, to provide faculty support for teaching and research, and to provide enhancements to the university's overall infrastructure.

A university with a strong commitment to the liberal arts must provide high-caliber facilities to support its academic and co-curricular programs. Architecturally distinctive and environmentally sensitive facilities, complete with appropriate equipment and technology, inspire students and faculty and enhance the academic vitality of the university. Over the past 20 years, PLU has enhanced its capital assets including completion of the Mary Baker Russell Music Center, South Hall (a new residence hall), and the Morken Center for Learning and Technology providing a new home for business, math and computer science. Xavier Hall, the home of the social sciences, has been completely revitalized. The University Center and residence halls have been remodeled or renovated. The Martin J. Neeb Center has been constructed providing a new home for KPLU. The renovation of Eastvold Hall is now underway, transforming it by



2013 into the Karen Hille Phillips Center for the Performing Arts. Funded by the current campaign, athletic facility enhancements will begin in 2012.

The financial resources needed to accomplish the recommendations contained in this *PLU 2020* plan will need to be prioritized in the over-arching scope of the next fundraising campaign and annual university budget.

## FACILITY MASTER PLAN

The record of achievement at PLU with regard to capital improvements over the past 20 years has been made possible in part by the formulation of a long-range vision in the form of a campus facilities and grounds master plan. This master plan provides a roadmap for the improvement of facilities and grounds over a 10-year time span.

Now, although several very significant capital improvement projects are presently under way, a new era of long-range planning for major capital improvements is upon us. In addition to the necessity of projects already identified, the next generation of students will bring heightened expectations for classroom, laboratory and overall facilities that we may not fully anticipate. Similarly, the next generation of faculty may bring expectations of teaching and research spaces that challenge our capacity to meet them. Working spaces and facilities for faculty and staff – from meeting spaces and offices to communications infrastructure – will be needed to meet the needs of tomorrow’s employees working in a world of ever-increasing connectivity.

Often times, relatively small improvements

in facilities leverage very significant improvements in the quality of program delivery and quality of life for faculty, staff and students. Examples include classroom seating, lighting and technology; upgraded student spaces; updated offices; and the general appearance of public spaces. These projects are of a sufficiently small scale so as not to require a major capital campaign to bring them to fruition, but may be considered part of maintaining an up-to-date “schoolhouse.”

How we use our classrooms and laboratories to expand thought, knowledge, and creativity is a central issue today, and it will still resonate in 2020. Our learning environments must support those pedagogical approaches that allow our faculty to bring our mission to life, and we need to articulate a response to current trends in learning environments and the physical demands on limited classroom space.

Some of our traditional lecture spaces will need to be transformed into spaces that better facilitate discussions, whether those discussions take place in person or remotely, while other traditional spaces may keep their essential form yet be upgraded in other ways. As we continue down a path of change, we cannot overlook or minimize the need for building and equipment maintenance and updating. The classroom experience requires ongoing attention to the purpose and maintenance of our current facilities.

Further, as the university has already made great progress on being a more sustainable campus, it is important to build upon that success when considering changes to the campus master plan.

# APPENDICES

## THE PLU 2020 PROCESS

In 2008, the PLU community, under the auspices of the University Long-Range Planning Committee (LRPC), embarked upon the preparation of *PLU 2020*. LRPC, comprised of faculty, staff and student representatives, devoted the 2008-2009 academic year to developing the planning proposal for *PLU 2020*. The proposal outlined the key issues to be addressed: context and environment; mission, identity and distinction; people; academic program; finance and infrastructure; and integrative themes. The proposal called for a three-year process during which time a steering committee would assist LRPC in coordinating the activities of study commissions and discussion groups. One or more writing teams would assemble and prepare drafts for community review, and a final report would be submitted to the Board of Regents by January 2012. The Board approved this planning proposal on May 2, 2009.

The 2009-2010 academic year was designated as the “Study Year,” and eight different study groups devoted the year exploring the themes of mission and identity; regional context and economic environment; market position; diverse community; technology and e-learning; graduate education; sustainable community; and financial plans and possibilities. Faculty, staff, administrators and students were represented in each study group. The Board of Regents assisted in framing the work of the study group at its October 2009

retreat. Campus-wide forums were held in the spring of 2010 to provide feedback to the study groups as they concluded their work. In addition, many academic and administrative units conducted their own studies relevant to their desired vision for their respective units. The final study group reports and the academic and administrative unit reports were posted to the *PLU 2020* website in June 2010.

The 2010-2011 academic year was designated as the “Discussion Year.” During the summer of 2010 a writing team prepared papers on the themes of “Whom shall we serve?” and “How shall we serve them?” These papers helped launch a campus-wide discussion at University Fall Conference in September 2010, and a steering committee was appointed by LRPC to oversee the process for the year. Once again, the Board of Regents, and now the congregation representatives to the PLU Corporation as well, participated in the process at their respective fall meetings by expressing their views on key questions that arose from the “Whom” and “How” papers. In subsequent months, campus-wide forums were held to advance the major topics. Between November 2010 and January 2011, more than 65 members of the faculty and staff contributed to 26 papers on topics that the steering committee identified as significant based upon the feedback from the fall discussions. These papers served as the foundation for the spring 2011, all-campus forums focused on the themes: the academic program; emerging assumptions;

and pathways to academic distinction. These papers contained many long-range concepts, as well as strategic points for consideration. As such, they will serve as important resources for future strategic planning. The final opportunity for campus feedback in 2010-11 was provided in an electronic survey directed at all faculty and staff in May 2011. The survey tested participants' views on the major ideas and assumptions that arose during the discussion year. All materials created during the discussion year were posted to the *PLU 2020* website where the community could review the materials and provide feedback.

The *PLU 2020* writing team – the group charged with preparing the draft of *PLU 2020* – was created in spring 2011 and met several times during the discussion year to review the process and the materials being generated. Its formal work began in late May and continued throughout the summer.

As the study, discussion and writing for *PLU 2020* drew to a close, the writing team sought to capture the community's best thinking on the most significant issues of the day as they affect our people and our programs. In fall 2011, the first draft was discussed at both the University and Faculty Fall Conferences and at the meeting of the PLU Corporation. Throughout the fall, campus discussion sessions and web feedback helped to shape subsequent drafts. The Board of Regents devoted a portion of their fall retreat to a review of the second draft. LRPC oversaw the finalization of the report that was submitted to the Board of Regents for consideration at the January 2012 meeting.

Hundreds of PLU community members participated in the development of this plan.



The more specific proposals articulated in many of the topic papers and received through feedback channels will serve as foundation for the future development of strategic plans arising from *PLU 2020*.

## OTHER APPENDICES AVAILABLE ONLINE OR BY REQUEST

- 2020 Steering Committee Membership
- Long-Range Planning Committee, 4 years
- PLU 2020 Study Groups
- PLU 2020 Topical Papers and Authors
- PLU 2020 Writing and Advisory Groups



