A photograph of a university campus. In the foreground, there are green trees and a bush of pink azaleas. In the middle ground, a paved walkway leads towards a large brick building with a red-tiled roof. Several people are visible on the walkway, some sitting on a bench. The scene is bright and sunny.

# Pacific Lutheran University

Tacoma, Washington  
April 16-18, 2008

## Comprehensive Self-Study Report

Prepared for the  
Northwest Commission on Colleges and Universities



# Table of Contents

<b>Preface</b>	<b>1</b>
<b>Introduction</b>	<b>7</b>
Pacific Lutheran University Table of Organization	14
<b>Executive Summary</b>	<b>17</b>
<b>Standard One – Institutional Mission and Goals, Planning and Effectiveness</b>	<b>21</b>
<b>1.A</b> Mission and Goals	21
<b>1.B</b> Planning and Effectiveness	23
Appraisal	26
<b>Standard Two – Educational Program and Its Effectiveness</b>	<b>29</b>
<b>2.A</b> General Requirements	30
<b>2.B</b> Educational Program Planning and Assessment	36
<b>2.C</b> Undergraduate Program	39
<b>2.D</b> Graduate Program	43
<b>2.E</b> Graduate Faculty and Related Resources	43
<b>2.F</b> Graduate Records and Academic Credit	45
<b>2.G</b> Continuing Education	46
<b>2.H</b> Non-Credit for Prior Experiential Learning	47
<b>Policy 2.1</b> General Education/Related Instruction Requirements	48
<b>Policy 2.2</b> Educational Assessment	48
<b>Policy 2.3</b> Credit for Prior Experiential Learning	50
<b>Policy 2.4</b> Study Abroad Programs	50
<b>Policy 2.5</b> Transfer and Award of Academic Credit	51
<b>Policy 2.6</b> Distance Delivery of Courses, Certificate, and Degree Programs	52
Appraisal	52
General Education	54
International Core Honors Program	56
Division and School Reports	61
Division of Humanities	61
Division of Natural Sciences	65
Division of Social Sciences	70
School of Arts and Communication	74
School of Business	78
School of Education and Movement Studies	82
School of Nursing	93
Academic Table of Organization	108

# Table of Contents *(Continued)*

## **Standard Three – Students** **111**

---

<b>3.A</b> Purpose and Organization .....	112
<b>3.B</b> General Responsibilities .....	113
<b>3.C</b> Academic Credit and Records .....	115
<b>3.D</b> Student Services .....	116
<b>3.E</b> Intercollegiate Athletics .....	124
<b>Policy 3.1</b> Institutional Advertising, Recruitment, and Representation .....	126
Appraisal .....	128
<b>Table 1</b> Admissions Report .....	129
<b>Table 2</b> Student Affairs Staff Profile .....	130
Student Life Table of Organization .....	131
Admission and Enrollment Services Table of Organization .....	132

## **Standard Four – Faculty** **135**

---

<b>4.A</b> Faculty Selection, Evaluation, Roles, Welfare, and Development .....	136
<b>4.B</b> Scholarship, Research, and Artistic Creation .....	141
<b>Policy 4.1</b> Faculty Evaluation .....	144
Appraisal .....	145
<b>Table 1</b> Institutional Faculty Profile .....	147
<b>Table 2</b> Number and Source of Terminal Degrees of Faculty .....	148-150

## **Standard Five – Library and Information Resources** **153**

---

<b>5.A</b> Purpose and Scope .....	153
<b>5.B</b> Information Resources and Services .....	156
<b>5.C</b> Facilities and Access .....	159
<b>5.D</b> Personnel and Management .....	160
<b>5.E</b> Planning and Evaluation .....	162
Appraisal .....	164
Information and Technology Services Table of Organization .....	169

## **Standard Six – Governance and Administration** **171**

---

<b>6.A</b> Governance System .....	172
<b>6.B</b> Governing Board .....	173
<b>6.C</b> Leadership and Management .....	175
<b>6.D</b> Faculty Role in Governance .....	178
<b>6.E</b> Student Role in Governance .....	179
<b>Policy 6.1</b> Affirmative Action and Nondiscrimination .....	179
<b>Policy 6.2</b> Collective Bargaining .....	180
Appraisal .....	180

# Table of Contents *(Continued)*

<b>Standard Seven – Finance</b>	<b>183</b>
<b>7.A</b> Financial Planning .....	183
<b>7.B</b> Adequacy of Financial Resources .....	186
<b>7.C</b> Financial Management .....	190
<b>7.D</b> Fundraising and Development .....	193
Appraisal .....	194
<b>Table 3</b> Summary Report of Revenues and Expenditures .....	198
<b>Table 4</b> Sources of Financial Aid .....	199
<b>Table 5</b> Undergraduate Enrollment, Tuition and Unfunded Financial Aid .....	200
<b>Table 6</b> Revenues .....	201
<b>Table 7</b> Expenditures .....	202
<b>Table 8</b> Assets, Liabilities and Net Assets .....	203
<b>Table 9</b> Operating Gifts and Endowments .....	204
<b>Table 10</b> Capital Investments .....	205
Net Assets by Historical Category .....	206
Finance Tables .....	207
Finance Ratios .....	208
Finance and Operations Table of Organization .....	209
Development and University Relations Table of Organization .....	210
<b>Standard Eight – Physical Resources</b>	<b>213</b>
<b>8.A</b> Instructional and Support Facilities .....	216
<b>8.B</b> Equipment and Materials .....	222
<b>8.C</b> Physical Resources Planning .....	223
Appraisal .....	224
<b>Standard Nine – Institutional Integrity</b>	<b>227</b>
<b>Glossary</b>	<b>230</b>



# Preface

*Pacific Lutheran University is pleased to present this 2008 comprehensive self-study report to the Northwest Commission on Colleges and Universities. The last comprehensive self-study in 1998, the focused interim report of 2000, and the regular interim report of 2003, along with the accompanying commission evaluations of each, have served as the beginning points for this latest self examination.*

## Process Summary

In 2006, a steering committee was formed to guide the self-study process. The steering committee has met four times throughout the process; a subset of the steering committee, the executive committee, has met extensively; and the broader campus community has been informed and participated in the process.

The steering committee was responsible for reviewing the requirements of the self-study. From the review, a self-study implementation plan was developed. It includes a timeline and areas of responsibility. In summary, the following occurred as part of the process:

### **Activity 1**

(Academic sector) Individual departments wrote unit reports following an outline including mission and goals, curriculum, faculty/staff, resources, students, assessment, analysis, and future plans. The academic unit reports are available in the Appendices to the Self-Study.

This activity took place during the 2006-2007 academic year. Using the formal university organizational structure, Provost Patricia O'Connell Killen worked with the Deans' Council for oversight of this task.

Co-chair of the self-study, Professor David Robbins, assisted the units as needed.

### **Activity 2**

(Academic sector) Working with department chairs and their written reports, deans wrote divisional/school reports.

This activity also was completed during the 2006-2007 academic year. Deans were provided the opportunity to give feedback to each other through a process organized by the provost.

### **Activity 3**

Reports written to the standards; evidence gathered for Exhibit Room.

Embarked on and completed at different times, those responsible for each of the standards pulled together information and oversaw the writing and internal review of their areas. For example, Vice President for Student Life Laura Majovski was responsible for Standard Three.

### **Activity 4**

Campus community provided information about the process and was given opportunity to respond to each section.

Accreditation was presented as one of three topics at the 2006 university fall conference for faculty and staff. Self-study co-chair Robbins provided an extensive introduction to the accreditation process, including the framework of accreditation, PLU's accreditation history, the self-study report, and the process for completion of the task.

The university's Long-Range Planning

Committee was extremely helpful in reading and editing individual reports. Committee members were presented with drafts of the reports and at committee meetings discussions of reports were led by primary authors of the individual standards.

Progress reports to the campus after that time were through the program leaders meetings. In 2003, President Loren J. Anderson developed an annual series of information sessions and discussions with the campus community through budget and program leaders. This venue was chosen to provide the campus community updates of accreditation self-study progress. Provost O'Connell Killen presented updates in February and October 2007. In both cases, program leaders asked questions of clarification. In December 2007, co-chair David Robbins and Assistant to the President Laura Polcyn used the program leaders meeting to obtain feedback regarding each of the standards. At the February 2008 meeting, program leaders were informed of the final report.

The Board of Regents were likewise included in the process. An announcement of the accreditation process was made at the 2006-2007 board meetings. The October 2007 board meeting retreat included a component on process, development of the self-study, and the accreditation visit. Board members participated in feedback sessions regarding the standards, providing excellent information for the report. At the January 2008 board meeting, co-chairs Robbins and Polcyn made a presentation regarding the self-study.

Faculty, staff and students were also given opportunities to respond to reports. Associated Students of PLU President Carl Pierce formed a student group to review

draft reports. This group worked throughout fall 2007 and winter 2008 to respond to each of the standards. The accreditation executive committee provided three campus-wide feedback sessions—one in December 2007 and two in January 2008. Here faculty, staff, and students were invited through all-campus e-mails and postings in the Daily Flyer for discussions around the drafts of the standards.

Beginning November 2007, drafts of the various standards were posted on the web at [www.plu.edu/~accred](http://www.plu.edu/~accred). A feedback mechanism was included for those wishing to provide web-based feedback. The campus community was sent e-mails in November and December 2007 and January and February 2008 reminding them of the posted drafts.

#### **Activity 5**

Report completed and mailed early March

#### **1998 Reaffirmation of Accreditation**

The 1998 evaluation visit and reaffirmation of accreditation resulted in three recommendations. These recommendations stood as basis for response and activity through the 2003 regular interim report. Two recommendations, one regarding educational assessment and one regarding library and information resources, resulted in a focused interim report and visit in spring 2000. The third, regarding faculty evaluation, resulted in a written progress report spring 2001. Strides in all three areas have been made since 1998, and the evaluators will find that evidence throughout this self-study report.

#### **Eligibility Requirements**

Pacific Lutheran University is in full compliance of the Eligibility Requirements for Accreditation as set forth in pages 5-8 of the Accreditation Handbook.

### ***Authority***

Granted authority by the State of Washington and by the Articles of Incorporation, Pacific Lutheran University may operate as an educational institution.

### ***Mission and Goals***

The succinct statement of mission was adopted by the board in 1995. It was based on the earlier 1978 statement.

### ***Institutional Integrity***

The institution is governed with respect for those who work and those who learn.

### ***Governing Board***

The 37-member board functions extremely well, balancing oversight and responsibility. The board participates in self-assessment.

### ***Chief Executive Officer***

The board appoints and oversees management by the president. The president is granted specific authorities by the board.

### ***Administration***

The university employs five vice presidents who oversee the administrative divisions of the university.

### ***Faculty***

The faculty core is full-time and professionally qualified. The faculty-student ratio is 1 to 15. Faculty members are evaluated following a system established by the faculty and contained in the faculty handbook.

### ***Educational Program***

The university offers bachelor and master's degrees across a number of disciplines in the College of Arts and Sciences and in the four professional schools. Many programs hold professional accreditation.

### ***General Education and Related Instruction***

Students graduating from Pacific Lutheran University are required to complete general university requirements (currently under review by the faculty) and also complete one of two cores (Core I or Core II). Requirements must be met by native and by transfer students alike. Transfer agreements exist for all community colleges in the state and for selected community colleges in Oregon.

### ***Library and Learning Resources***

The library and learning resources (including technology) are more than sufficient to meet the mission.

### ***Academic Freedom***

Faculty and students are encouraged to explore all subjects of knowledge. Academic freedom policies exist for faculty and students.

### ***Student Achievement***

General education learning outcomes, Integrative Learning Objectives (ILOs), are published in the PLU 2007-2008 Catalog (pages 3-4). Learning outcomes for each major and minor are included in the catalog as well as in the individual program manuals.

### ***Admissions***

Undergraduate student admission policy is found on pages 182 to 185 of the PLU 2007-2008 Catalog; graduate on pages 158 to 159 for university policies and under the specific graduate degree for program policies. This information is also found on the web at [www.plu.edu](http://www.plu.edu). The admission policy is followed.

### ***Public Information***

The university publishes a catalog covering

undergraduate and graduate programs (PLU 2007-2008 Catalog). The university also publishes a faculty handbook and student handbook. These pieces of information along with additional policies and procedures for faculty, staff, and students are available online at [www.plu.edu](http://www.plu.edu).

### ***Financial Resources***

The university has a balanced operating budget, appropriately managed debt, sound investments, and internal controls.

### ***Financial Accountability***

The financial records of the university are audited annually by Virchow, Krause and Co., LLP. The audit contains an unqualified opinion on the financial statements.

### ***Institutional Effectiveness***

Pacific Lutheran University operates with an established long-range plan (PLU 2010); yearly initiatives at the university, division, and department level; and assessment of individual goals.

### ***Operational Status***

The university is long standing.

### ***Disclosure***

The Northwest Commission on Colleges and Universities is apprised of appropriate changes at the university.

### ***Relationship with the Accreditation Commission***

Pacific Lutheran University agrees to comply with standards and policies of the Commission.

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***The members of the steering committee wish to thank the campus community for its support and ongoing feedback. The undertaking of this project has been a university-wide effort.***

## **Steering Committee:**

Chris Ferguson*	Associate Provost for Information and Technology Services; Professor, Library
Lauralee Hagen	Director, Alumni and Parent Relations
Laura Majovski*	Vice President for Student Life and Dean of Students
Erin McKenna	Chair of the Faculty; Professor of Philosophy
Phyllis Meyerhoff	Assistant to the Vice President for Student Life
Terry Miller	Dean, School of Nursing; Professor of Nursing
Patricia O'Connell Killen*	Provost; Professor of Religion
Ginger Peck	Manager, Office of Finance and Operations
Norris Peterson	Dean, Division of Social Sciences; Professor of Economics
Carl Pierce	ASPLU President
Kris Plaehn*	Registrar and Accreditation Liaison Officer
Laura Polcyn*	Steering Committee Co-Chair; Assistant to the President
David Robbins*	Steering Committee Co-Chair; Chair, Department of Music; Professor of Music
Sheri Tonn*	Vice President, Finance and Operations; Professor of Chemistry
Marie Wutzke*	Institutional Research Analyst

\*Executive Committee







# Introduction

*Pacific Lutheran University seeks to educate students for lives of thoughtful inquiry, service, leadership and care—for other people, for their communities, and for the earth.*

*— PLU's mission, from PLU 2010: The Next Level of Distinction (page 1)*

Pacific Lutheran University is located six miles south of Tacoma, in suburban Parkland, Wash., on a 126-acre woodland campus. PLU offers more than 3,600 students a unique blend of academically rigorous liberal arts and professional programs. Students develop skills in decision making, analysis, communication and reasoning that prepare them for a lifetime of success—both in their careers and in service to others.

There are a number of reasons why students, faculty, and staff choose Pacific Lutheran University, including the influence of the Lutheran faith and heritage on university culture, values, and academic program. Students are drawn to the academic rigor, the centrality of the liberal arts, the professional schools, and the emphasis on educating for lives of service. PLU provides undergraduate education through majors and minors in three divisions of the College of Arts and Sciences, four professional schools, and interdisciplinary programs. Graduate education is offered in business, nursing, education, marriage and family therapy, and creative writing.

PLU is committed to developing in all students a global perspective including an understanding of the intercultural and intellectual richness of the world. More than 40 percent of students spend time studying abroad.

## History

Pacific Lutheran University was founded 118 years ago by Scandinavian immigrants. Throughout its history PLU has remained closely affiliated with the Lutheran church and is now a university of the Evangelical Lutheran Church in America.

The school was incorporated December 11, 1890, as Pacific Lutheran University Association. Construction of Old Main (now Harstad Hall) was begun the following March. The building was dedicated on October 14, 1894, and the first classes began on October 25. Until 1918, the school operated as an academy offering four years of high school.

During World War I, students and faculty were moved to Columbia College in Everett for the school year 1918-19. The following school year neither institution was in operation. In the fall of 1920, Columbia College was merged with Pacific Lutheran Academy to form Pacific Lutheran College on the present PLU campus. In 1921 a junior college was added. In 1925 the Normal Department was accredited by the state Board of Education. A third year of the Normal Department was added in 1930. In 1939 the College of Education was established and in 1940 the college awarded its first degrees, conferring on four students the Bachelor of Arts in Education. A College of Liberal Arts was established in 1941, and the first Bachelor of Arts degrees in liberal arts were conferred in 1943. The high school department was dropped in 1944.

The Northwest Association of Secondary and Higher Schools accredited the Junior College and three-year Normal School in 1936, the

four-year education program in 1943, and the College of Liberal Arts in 1944. The college established a five-year program in education in 1949 and the following year granted its first Bachelor of Education degree. Bachelor of Science degrees in nursing and medical technology were first conferred in 1953. In 1955 the college conferred its first Master of Arts degree in Education.

In the fall of 1960 the college again became Pacific Lutheran University, with its academic program organized under the College of Arts and Sciences and the College of Professional Studies. By resuming status as a university, PLU committed itself to a wider set of purposes. Whereas it was once a small parochial school which existed primarily to preserve, in an educational setting, the ethnic and religious traditions of its Scandinavian and German forebears, it now declared its intention to address itself to all of American culture, to allow greater freedom for critical examination of all ideas, and to diversify its offerings and programs.

### **More than a Decade of Progress**

It's fitting to take a look back at the more recent successes that Pacific Lutheran University has had in both developing a long-range strategic vision and in addressing opportunities with two focused and highly successful fund-raising campaigns.

Fifteen years ago the campus community assembled to engage in a conversation about the university's future. That dialogue resulted in the comprehensive long-range plan *PLU 2000: Embracing the 21<sup>st</sup> Century*.

And then beginning in 2001, two years of collaborative work resulted in a reaffirmation and elaboration of the university's plans in *PLU 2010: The Next Level of Distinction*. These two long-range plans

have been important to progress over the past decade and a half. They have helped the university clarify its identity and mission as a Lutheran university in the Pacific Northwest.

Together *PLU 2000* and *PLU 2010* charted a course for strengthening the university's academic program, in particular its commitment to global education, student-faculty research and creative projects, and purposeful learning.

The two long-range plans also called on the community to undertake an aggressive and continuing program to complete and upgrade campus facilities and infrastructure and they set out upon an aggressive effort to build the university's fiscal structure—including the development of the endowment for faculty and student support.

Two major fund-raising campaigns were the result of that planning. One in the mid-1990s and the second concluding in 2004. Together they yielded over \$200 million in current gifts and future resources.

The campaigns helped solidify the university's mission and core values, even as they changed the lives of students and faculty by enhancing the quality of academic programs, creating new teaching and learning opportunities, and renewing our capital assets.

PLU's endowment has grown significantly in recent years from eight million dollars in the early 1990s to more than \$70 million today. Deferred gifts and pledges received during the campaigns total nearly \$100 million and help set the stage for a future endowment of over \$150 million. These gifts 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 technology infrastructure.

The university has also enhanced its facilities during this time, including completion of the Mary Baker Russell Music Center; South Hall, a new residence hall; and the Morken Center for Learning and Technology, the new home for business, math, and computer science and computer engineering. Xavier Hall, the home of the social sciences, was completely renovated as were Tinglestad, Foss and Pflueger residence halls. Just last year, the new Garfield Book Company at PLU became the anchor tenant of a commercial center on Garfield Street in which the university is a partner, and the University Center was refurbished with a new dining commons, meeting rooms, and offices.

### **The Last 10 Years**

In the years since the university's last accreditation evaluation, the long-range plan *PLU 2010: The Next Level of Distinction* was adopted by the Board of Regents in 2003. This comprehensive plan, presenting 27 recommendations in five chapters, has been the primary impetus for academic program development, resource acquisition and allocation, student recruitment, student development, and engagement with the local and broader communities. (*PLU 2010* is included in the packet and disc to evaluators, posted on the Web at [www.plu.edu/~plu2010](http://www.plu.edu/~plu2010), and available in the Exhibit Room during the campus visit.)

In *PLU 2010*, the university reclaims its position as a Lutheran university in the Northwest, and acknowledges “a future that is energized by aspirations to enhance the distinctiveness of its programs and to fulfill its mission more effectively (page 1). The unique heritage of the university, the grounding of mission, and the emphasis on exceptional education are infused in *PLU 2010* and in the initiatives and academic co-curricular programs that result.

Most notable from *PLU 2010* are three fundamental recommendations that today form the university's academic distinction pathway:

***Purposeful Learning: Wild Hope–Vocation, Identity and Educational Excellence.*** Our Lutheran heritage gives PLU a uniquely broad idea of what it means to be successful. Unlike many other universities, we believe that there is more to life than landing a good job and winning the race to the top of a career. For us success also means students develop both a deep understanding of their possible roles in the world and the tools necessary to benefit the world around them.

***Global Education.*** For decades PLU has been committed to providing study abroad coursework and research opportunities for students, helping them experience the world firsthand and gain insights and fresh perspectives on the challenges and opportunities they will inherit as tomorrow's leaders. Great progress has been made in bringing a global emphasis more broadly to the academic, curricular, and programmatic areas of the university.

***Student-Faculty Research and Creative Projects.*** Distinctive student–faculty research opportunities enhance the highly valued educational experience of students and faculty working one-on-one and in small groups to delve deeply into issues critical to disciplines across the curriculum. In the past decade endowment-supported grants for student-faculty research and creative projects have grown from 10 to more than 50.

These three themes—the foundation of PLU's mission and its commitment to academic excellence—resonate throughout this report to the Northwest Commission on Colleges and

Universities. By way of introduction, more detail on each of them is offered below.

***Purposeful Learning.*** “. . . that the university foster explicitly the development of critically purposeful learning.”

– PLU 2010 (page 25)

While many programs and activities mark the university’s commitment to purposeful learning, the most visible indication of success is the Wild Hope Project which began in 2003. Even before final approval of *PLU 2010*, the university applied for and received a \$2 million grant from the Lilly Endowment program for undergraduate campuses for “The Theological Exploration of Vocation.” Known at PLU as The Wild Hope Project, this undertaking relates directly and intimately to our mission of service, leadership, and care for the earth in ways and to an extent that few programs in the history of the university have achieved. (Extensive information about the project can be found at [www.plu.edu/~wildhope](http://www.plu.edu/~wildhope).)

The project’s over-arching purpose is to improve the quality of university reflection on vocation, by discerning meaning and purpose within the many dimensions of learning at the university. PLU aspires to become a still more intellectually rigorous, developmentally astute, theologically rich, and world-informed environment. Over the several years of the project, PLU has embraced specific component activities including curricular enhancement such as service-learning course development; additional visiting speakers, artists, and mentors; new first-year student orientation retreat; increased training for advisors, residence directors and assistants; enhanced workshops for faculty and administrators facilitating student groups; new intensive study seminars for faculty, administrators, and staff; and retreats for faculty and advisors.

The program’s success is in part evidenced by the infusion of the language of vocation— reflection on meaning and purpose in our lives—across the campus. Vocation is addressed, directly and indirectly, in lectures, courses, and co-curricular programs. Over 7,800 students, 680 faculty, and 290 staff have interacted in Wild Hope activities. This co-curricular program is fully assessed each year by the co-directors, and the results presented to the Lilly Endowment.

The following stand out as principal Wild Hope Project successes:

- Students have claimed Wild Hope and its vocational reflection activities as their own, initiating the “Meant to Live” conference and responding avidly to other opportunities for reflection.
- Wild Hope sponsored professional development opportunities have made the Lutheran heritage of seeking meaning and purpose more accessible to participants and helped them develop the practice of regular reflection on their own vocations.
- Wild Hope has occasioned a sustained conversation among faculty, academic support professionals, and student life professionals.
- The project has empowered people on this campus to ask “big enough questions,” bringing alive in a vibrant way the mission of the university in a 21st century context.

The outcomes have been so compelling that the Lilly Endowment officials have repeatedly praised the PLU project to other participants in the program as one of the top five universities for infusion throughout the campus, awareness of context, fostering student-run programs, insights of faculty and staff as mentors, and inclusion of alumni. The Lilly Endowment is now providing a “bridge” grant of \$500,000 over the next two years to assist in sustaining the Project, with the intent

that the university will fully fund critical components beginning in 2010.

***Global Education.*** “. . . that the university focus on specific activities to help it achieve distinction in international education, with the involvement of the Wang Center and the International Education Committee of the faculty, and with widespread participation from academic schools and departments.”

– PLU 2010 (page 26)

Global education has without a doubt become a major hallmark of a PLU education. With national focus on the January Term 2006 study away offerings on seven continents (repeated in January 2008), the high participation rate in study abroad by our students, and the commitment of the faculty and staff to lift up global education, this current initiative is beneficial for not only for our students but for our entire community as well.

Today at PLU, nearly 40 percent of all students participate in at least one study abroad experience. This compares to a national average of 3 percent and ranks us as one of the top 10 comprehensive masters-level universities in the country in the percentage of students studying abroad.

A strategic plan for global education, “Educating for a Just, Healthy, Sustainable, and Peaceful World,” was endorsed by the faculty and the Board of Regents in April and May 2004, respectively. This plan capitalized on PLU strengths in international education and advancing the important goals of transformation of the January Term, development of PLU global education sites worldwide, expansion of local experiential education opportunities, creation and support of a vibrant community of sojourners, and evolution of a global education research institute.

Since 2004, five gateway semester-long programs have been solidified in China, Trinidad and Tobago, Mexico, Namibia, and Norway. These programs, designed by and with our faculty, are offered through effective working relationships with cooperating institutions and/or organizations.

During January many short-term study-away courses are available and heavily enrolled. For January 2008, 400 students studied away, in 27 courses, that visited 19 countries, on seven continents for the second time in PLU’s history—and so far as we can determine, in the history of higher education.

Additional information about the Wang Center for International Programs and its many services is available online at [www.plu.edu/wangcenter](http://www.plu.edu/wangcenter).

***Student-Faculty Collaborative Research and Creative Projects.*** “. . . that the university makes student research and creative projects one of the hallmark characteristics of the university.”

– PLU 2010 (page 28)

In 2004, a planning team formed to address the recommendation above. The team presented a plan to the faculty, “PLU 2010 Student-Faculty Collaborative Research and Creative Projects.” The plan was subsequently adopted by the faculty in April 2005 and accepted by the Board of Regents in May 2005.

This plan defines student-faculty research in the PLU context as undergraduate research actively involving “students and faculty working in collaboration in an inquiry that makes an original intellectual or creative contribution to the field. The original contribution is produced with the intention of sharing the results with an appropriately disciplinary or professional community through recognized methods.”

Linked closely to *PLU 2010*, this plan contains nine key recommendations with accompanying goals for completion by the year 2010. These recommendations address the strengthening of existing faculty development programs, endowing student scholarship, providing faculty additional time and resources for scholarship and grant proposals, and recognizing faculty-student scholarship.

Student-faculty research already is widespread on campus, most often supported through specific endowments and a broad range of areas from biology to religion, from the arts to psychology. The next campaign includes an important focus on support for faculty and student research in these and additional areas.

**General Education.** In the academic arena, one more initiative ought to be highlighted—one that did not grow directly out of PLU 2010 but instead one that arose from a faculty concern that the current general university requirements had not been addressed since their inception. Following a thorough review of issues and opportunities, a process for revision was established, framed by the Integrated Learning Objectives (PLU 2007-2008 Catalog, pages 3-4) and the Principles of General Education (PLU 2007-2008 Catalog, page 4). The faculty are now in year four of the process, which entails evaluation of the current requirements and examination of alternate models. Final selection of a general education curriculum model is expected this spring.

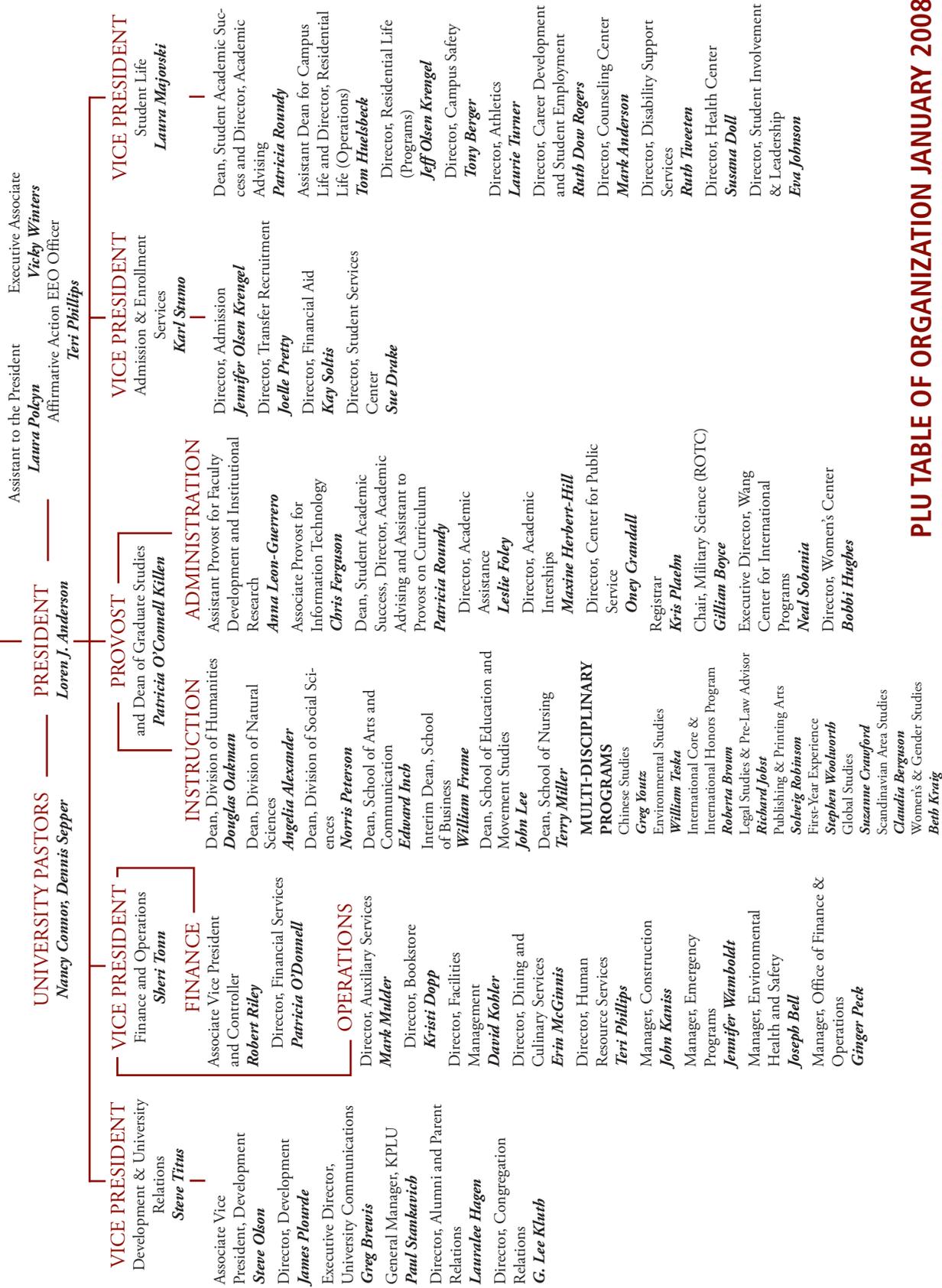
### **Notable Accomplishments**

*The following represent additional major accomplishments since the last comprehensive accreditation report and visit:*

- Initiated and completed the long-range plan *PLU 2010, The Next Level of Distinction* (2003)
- Approved strategic plans for global education (2004) and student-faculty research (2005)
- Established the Wang Center for International Programs (2002)
- Increased grants available for student-faculty research (ongoing)
- Instituted the Wild Hope Project (2003)
- Implemented phase II of the assessment plan including revised Integrated Learning Objectives adopted by the faculty (1999)
- Launched a general education reform initiative (2004 to present)
- Adopted “Principles of General Education” (2004)
- Reinstated honors program with emphasis on international education (2007)
- Administratively separated athletics and physical education (2006)
- Merged the School of Education and the School of Physical Education to form the School of Education and Movement Studies (2007)
- Added the degree Master of Fine Arts in Creative Writing (2003)
- Approved the Master of Arts in Conflict Resolution (2006)
- Instituted two endowed professor positions (2005 and 2007)
- Completed a comprehensive alumni survey program (1999-2003)
- Developed the annual university Leadership Seminar series in 2000, with over 100 faculty and staff having participated (2000 to present)
- Developed Division of Student Life Strategic Plan (2007)
- Expanded student leadership development training (ongoing)
- Moved Diversity Center to free-standing facility (2001)
- Established Ramstad Commons (2003)
- Developed Charting Your Course freshman advising system (2002)
- Developed a language-centered residence

- hall and wings in some other halls (2004 to present)
  - Developed comprehensive recruitment plans for freshmen, transfer, and international students (2000-present)
  - Successfully completed the \$100 million campaign, *The Next Bold Step*, at \$128 million (2004)
  - Board approved *Engage the World: The Campaign for PLU* \$150 million campaign (currently in silent phase) (2007)
  - Stabilized enrollment and operating budget (2004)
  - Made substantial new investments in the network and Internet access to assure effective performance of mission-critical network services (2006-2007)
  - Approved the Campus Master Plan (2006)
  - Built South Hall, a suite-style residence hall (2000)
  - Built the Morken Center for Learning and Technology (2006) and the Garfield Commons (2007)
  - Remodeled the University Center, including dining (2007)
  - Refurbished Stuen, Ordal, Foss, Pflueger and Tingelstad residence halls (1999-2007)
  - Groundbreaking for Martin J. Neeb Center (to house NPR radio station KPLU-FM and development offices) (2008)
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**BOARD OF REGENTS**







# Executive Summary

Pacific Lutheran University is an academically rigorous, Lutheran university that promises to challenge and support every student as he or she develops beliefs and values, explores life's purpose, and acquires the capacity to succeed and make a difference in the world. Our mission is made possible by the dedication of the people in our community – faculty, students, staff, and alumni. Our leadership is deliberate and thorough in engaging all constituencies in conversations about mission, in developing ambitious yet achievable long-range goals, in engaging the community in accomplishing annual work plans, and in effectively measuring progress and accomplishment.

Two long-range plans, *PLU 2000: Embracing the 21st Century* and *PLU 2010: The Next Level of Distinction*, have helped frame the work of the university.

## The Academy

Pacific Lutheran University is a globally focused, comprehensive university with a flourishing educational culture. The university serves 3,650 students through three divisions in the College of Arts and Sciences plus four professional schools. There is an abundance of majors and minors and five master's degree programs.

PLU is distinguished by a strong general education program consisting of general university requirements and two core curricula. The academic sector and student life are partners in developing an education that is dedicated to the complete life of the student, not solely focused on the classroom.

Over the past 10 years, many achievements

are evident including establishment of the Wang Center for International Programs, institution of the Wild Hope Project, implementation of Phase II of the assessment plan including the Integrated Learning Objectives, launching of the general education reform, institution of the International Honors Program, administrative restructuring, institution of two endowed professorships, and numerous student-centered programs (see the Introduction for a more complete list of accomplishments).

As a result of the accreditation self-study process and in keeping with the goals and aspirations set out in institutional long-range plans, the campus community recognizes and embraces these challenges for the future of our academic program:

1. Developing coherence and quality of student learning and program assessment
2. Ensuring adequate resources for all programs to support their development
3. Developing new, young faculty leadership
4. Instituting a durable academic administrative structure

## A Community of People

Pacific Lutheran University is a mature, well-led and well-managed institution of higher-education. The Board of Regents is comprised of leaders well-positioned to provide support for the university's mission and its programs. The president is in his 16th year at the university, and continues to bring visionary leadership to the community. Other leaders and those who work for the university and for our students are committed to the mission and the practices of the university. Students

are attuned to the mission and take advantage of a wide variety of educational opportunities including study away and volunteer service.

As a result of the accreditation self-study process and in keeping with the goals and aspirations set out in institutional long-range plans, the campus community recognizes and embraces these challenges for the future of our community of people:

1. Providing financial resources necessary for salaries and benefits, professional development, research and travel, and equipment and technology
2. Recruiting and retaining excellent faculty in an increasingly competitive market
3. Strengthening the faculty peer review process, including linking it to program review
4. Recruiting students in an increasingly diverse culture

### **A Place of Distinction**

The picturesque 146-acre Pacific Lutheran University campus provides a stimulating backdrop for learning. Over the past decade the addition of new learning and living space for faculty and students, the renovation and enhancement of academic buildings and residences halls, and the development and implementation of a comprehensive campus

master plan together have well-positioned the institution for future development.

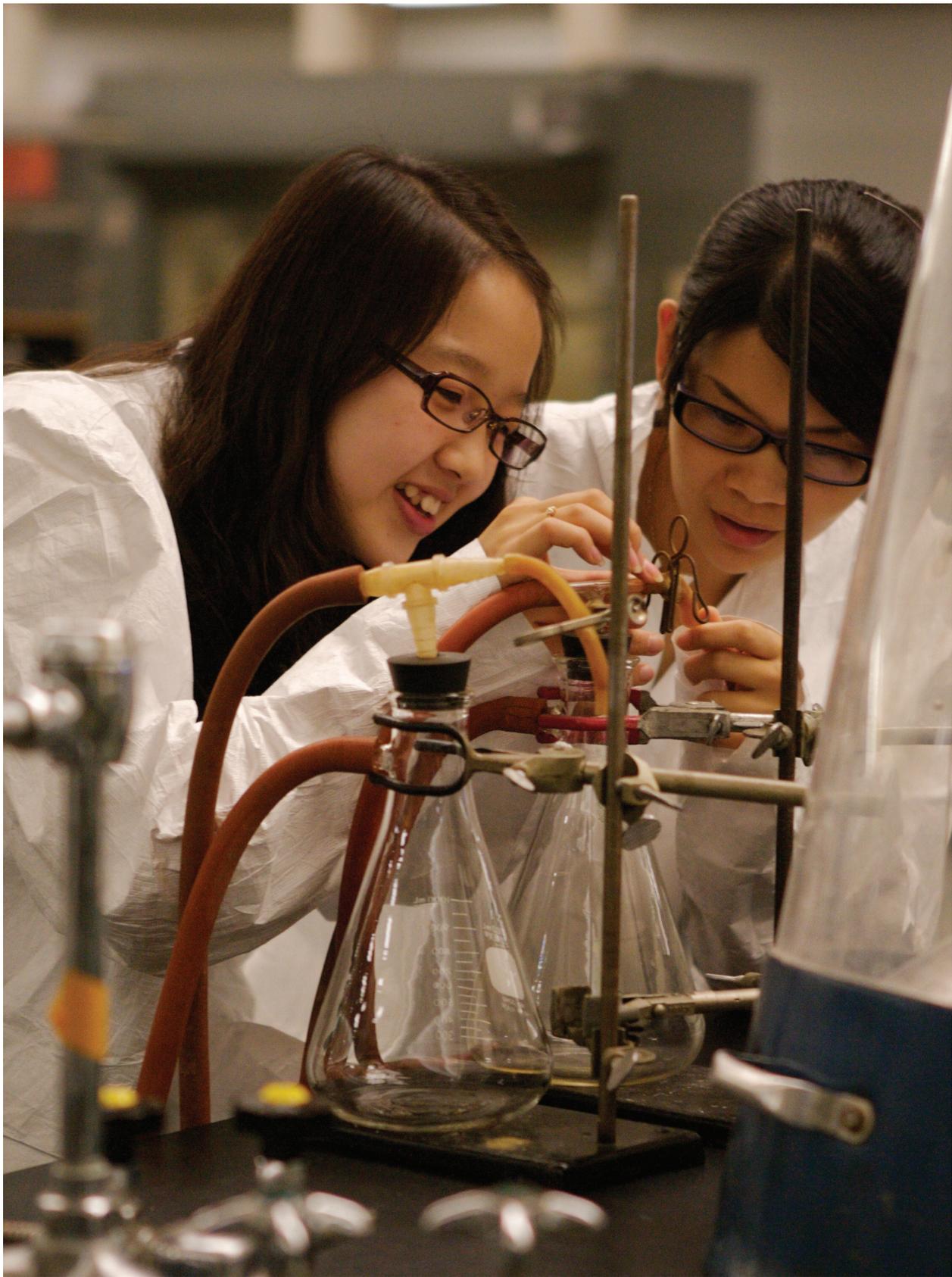
Optimal enrollment and a stable financial foundation give PLU the strength both to carry forward strong, traditional educational programming and at the same time to innovate and succeed. The infusion of new technologies and equipment have provided the tools necessary for accelerated learning and for sophisticated management.

As a result of the accreditation self-study process and in keeping with the goals and aspirations set out in institutional long-range plans, the campus community recognizes and embraces these challenges for the future of our place of distinction:

1. Continuing the work outlined by the 2006 Campus Master Plan
2. Growing the endowment through fund raising and continued investment strategies
3. Building flexibility into budgeting
4. Enhancing technology

Pacific Lutheran University stands well prepared now, and into the foreseeable future, to successfully “educate students for lives of thoughtful inquiry, leadership, service and care—for other people, for their communities and for the earth.”





# Standard One

## Institutional Mission and Goals, Planning and Effectiveness

Pacific Lutheran University is deliberate and thorough in engaging the campus community in conversations about mission, in setting ambitious goals and annual work plans, and in effectively measuring progress and accomplishments.

The two long-range plans *PLU 2000* and *PLU 2010* have helped clarify PLU's identity and mission as a Lutheran university in the Pacific Northwest and charted a course for strengthening the university's academic program, in particular its commitment to global education, student-faculty research and creative projects, and purposeful learning. (Documents for these three areas are located in the Appendices to the Self-Study.)

Effective institutional planning has also engaged the community in a continuing program to complete and upgrade campus facilities and infrastructure and an aggressive effort to build the university's fiscal structure—including the development of the endowment for faculty and student support.

The effectiveness of this planning and implementation is evaluated twice each year by every university division, school, program, and office as part of a formal, institution-wide initiative creation and review process.

### Standard 1.A – Mission and Goals

The institution's mission and goals define the institution, including its educational activities, its student body, and its role within the higher education community. The evaluation proceeds from the institution's own definition of its mission and goals. Such evaluation is

to determine the extent to which the mission and goals are achieved and are consistent with the Commission's *Eligibility Requirements* and standards for accreditation.

#### 1.A.1 Mission and Goals and the Campus Community

In 1978, the Board of Regents adopted the formal version of the comprehensive university mission statement. It is available to the PLU community through the annual catalog and on the web at [www.plu.edu/~catalog/university/mission](http://www.plu.edu/~catalog/university/mission).

When the first long-range plan under the leadership of President Loren Anderson was developed and written (*PLU 2000: Embracing the 21<sup>st</sup> Century*), what is now known commonly as the single statement of mission was constructed, "PLU seeks to educate students for lives of thoughtful inquiry, service, leadership and care—for other people, for their communities, and for the earth" (*PLU 2000*, page 36). Since the 1995 publication of *PLU 2000*, this single statement has guided the university through all aspects of planning, including prominent inclusion in *PLU 2010: The Next Level of Distinction*, where the statement is prominently displayed in the first paragraph (page 1). This statement is used repeatedly by students, faculty, and staff, but more important still is the extent to which it informs yearly programming and planning activities are informed. Academic programs, lecture series, the Wild Hope Project, and operational units of PLU use it as a basis for their missional development.

From 1991 to 1993, the faculty and Regents reexamined the comprehensive university mission statement. While the comprehensive statement has not changed from its adoption in 1978, various outcomes of the discussion were used as a basis for *PLU 2000* and then again for *PLU 2010*.

### 1.A.2 Publishing the Mission

The formal mission statement is included in the catalog each year. It is also available online for viewing. The operational mission statement, “educating for lives of thoughtful inquiry, service, leadership and care” is found in many publications used in the academic and non-academic sector.

### 1.A.3 Documenting Progress

The mission is articulated in and drives *PLU 2010*. Well before the formal adoption of *PLU 2010* in January 2003, the university community had been translating mission and long-range planning into yearly university and divisional initiatives. Each year the entire university, through the administrative divisions, has participated in this effort by developing departmental and divisional initiatives. A President’s Council review and study of these initiatives has led to annual university initiatives. (The President’s Council consists of the president, the provost, the vice presidents, the executive director of university communications, and the assistant to the president.)

Each fall the university and divisional initiatives are shared with the campus community at the fall university conference and with the Board of Regents at the October board meeting.

The divisions and then the President’s Council review initiative progress at mid-year (December). Adjustments of resources

are made as needed to work toward accomplishment of goals. A full-year review by division and by the President’s Council occurs in May. This review helps inform the process for initiative development for the following year. The Board of Regents receives annual evaluation information at its October meeting.

The initiative process has been very systematic and particularly effective for the university because planning at PLU is always tied back to the recommendations in *PLU 2010*.

A mid-point *PLU 2010* review was undertaken at the October 2006 Board of Regents meeting. The administration prepared an evaluation recommendation-by-recommendation, and the Regents discussed progress. This report to the Board is included in the Appendices to the Self-Study.

### 1.A.4 Goals Consistent with Mission

The final chapter of *PLU 2010*, “A Place of Purpose, Aligning Resources with Mission, Goals and Priorities,” represents an implementation guide for the university. “The chapter is a call to conversation and action. The university must bring the same degree of purposefulness to planning and budgeting that it brings to learning and teaching. The next level of distinction will be difficult to reach without purposeful allocation of resources in support of long-range goals and strategic plans.... The task is to translate conversation into decisions and go boldly into the future” (page 40).

The process described in 1.A.3 ensures that university resources are used appropriately and in line with the mission. The three areas of academic distinction represent a prime example. As Chapter IV of *PLU 2010* states (pages 23-29): “Pacific Lutheran University claims both a distinctive mission—a powerful

determination to awaken students to an unfolding sense of meaning and purpose in their lives—and an intellectually challenging and creative faculty. To serve that mission, PLU also claims distinction and excellence in its fundamental understanding of knowledge and learning and in carefully selected dimensions of its academic program, particularly international education and collaborative student-faculty research and creative projects.” In the years since publication of *PLU 2010*, the university has marshaled resources around these core values and programs. The Wild Hope Project was born out of the desire to implement a cutting-edge program that helps not only students, but all of us, explore vocation and meaning. While the Lilly Endowment provided the beginning resources, the university is committed to carrying forward this program and will allocate resources for those elements that have been successful over the years. Likewise, whether resources come from operations or funding through outside sources, the two remaining initiatives of international education and student-faculty research are supported in measurable ways.

#### **1.A.5 Directing Educational Activities**

As indicated earlier, both mission and the university’s long-range plan guide our activities. Chapters III and IV of *PLU 2010* specifically address academic recommendations. Chapter V addresses resources, including student demographics and financial matters. The yearly initiative process covers all these areas, including a feedback loop, and continual improvement of services to our students.

#### **1.A.6 Service and Mission/Goals**

The university is about service. Our statement of mission points to service as one of the

characteristics that explains the university, even as it defines our work with students and ourselves. From this commitment arise many markers of distinctive public service. The Wild Hope Project, where we are asked to look beyond ourselves and to the needs of the world, is one of the most striking and visible service achievements. The Center for Public Service provides a breadth of opportunities for the PLU community to live out these values. The university advocates a service-learning model of education with many courses containing a service component. Numerous student service opportunities exist through Residential Life programs, Student Involvement and Leadership, Campus Ministry and Athletics. Finally, a recent formally organized service opportunity for our students and staff is the “spring break alternative.” Organized by Campus Ministry, Student Life, and the Center for Public Service, a number of service opportunities are made available. Spring breakers in 2008, for example, will go to New Orleans, to Holden Village and Spokane in Washington, and other places to work on service projects.

#### **1.A.7 Substantive Change**

Since the last accreditation visit, PLU has not made any substantive changes. If a change were to be contemplated the Commission would of course be consulted.

#### **Standard 1.B – Planning and Effectiveness**

The institution engages in ongoing planning to achieve its mission and goals. It also evaluates how well, and in what ways, it is accomplishing its mission and goals and uses the results for broad-based, continuous planning and evaluation. Through its planning process, the institution asks questions, seeks answers, analyzes itself, and revises its goals, policies, procedures, and resource allocation.

### 1.B.1 Planning Processes

The planning process is clearly defined through the yearly initiative process. The process is consistently applied and has proven to strengthen operations and the academic program. This year's process is similar to that used in prior years.

In May 2007, units within the five divisions (academics, admission and enrollment, development, finance and operations, and student life) established their initiatives for the year. Each initiative includes those responsible for the initiative's implementation. Unit initiatives are reviewed with the appropriate vice president.

Unit heads then worked with their vice president to establish divisional initiatives. For this year, each division brought forward five draft initiatives.

In June, the President's Council held a retreat to review the divisional and unit initiatives. Discussions about initiatives, resources, collaboration, and implementation strategies were a critical part of the meeting. The meeting also enabled the council to develop five university initiatives out of the divisional initiatives.

The divisional and university initiatives were then shared back with the community and with the Board of Regents at the university fall conference and the fall board meeting, respectively.

In December, each unit, division, and university initiative was evaluated regarding progress to date. Those unit initiatives and divisional initiatives which need attention or discussion were addressed at the division level and at another President's Council retreat. This provides an opportunity to

discuss resources and personnel for initiative completion. It also provides a framework for the following semester of work. Notes from the President's Council retreat are available in the Exhibit Room.

Units and the President's Council will undertake a year-end evaluation in May. University initiative results will be reported back to the Board of Regents at its October meeting.

In addition to evaluating success and further needs, the review process also provides the opportunity to discuss possible initiatives for the next year. The process loop is thereby completed, with a year of activity informing planning.

This process of initiative development and review is well received by the PLU community. It is structured and measurable. Although the process is time consuming, the process fosters both stability and growth. It has helped us move major initiatives with continuity, transparency, and the capacity for continuous institutional growth and change.

### 1.B.2 Systematic Planning and Evaluation

As noted in 1.B.1, planning is systematic and enduring. Planning and evaluation in the academic arena includes teaching, research, and service, and is administered through the Provost's Office as well as through committees such as Rank and Tenure. Faculty orientation engages faculty on these three areas of responsibility, and scheduled evaluations address them with each faculty member. The Rank and Tenure committee not only reviews for individual accomplishments in teaching, research, and service, but also periodically reviews these standards for equity and consistency. The committee is charged with upholding the integrity and process of the rank and tenure system.

Each vice president oversees systematic planning and evaluation for their division through leadership time and regular meetings.

### **1.B.3 Participating in the Planning Process**

The initiative review process begins with staff and faculty at the unit level. For example, faculty and staff in an academic department bring their initiatives forward to the divisional level, then contribute to the formation of division-wide initiatives. Likewise, staff in non-academic units develop initiatives for their units, forward them to the divisional level for review, and participate in formation of the division's initiatives. The Board of Regents is apprised of the process and the initiatives, including final review. Students also participate in this process. The leadership of Associated Students at PLU (ASPLU) meets with the vice president for student life to coordinate their goals and objectives with those of the university and of the student life division.

### **1.B.4 Influencing Resource Allocation**

Yearly initiatives as well as external factors (such as an increase in heating costs) influence the budget process. Although "costing" isn't a part of the initiative development process, vice presidents reallocate resources within their areas to help meet initiative goals. President's Council oversees the budget building process and resource allocation. Planning and unexpected budget surpluses are directed toward additional support for major initiatives. Details regarding the processes involved in resource allocation are included in Standard Seven.

### **1.B.5 Integrated Planning Process.**

As indicated in 1.B.1, the yearly planning

process for the institution is clearly defined and consistently managed. The evaluation, whether of the yearly initiatives or long-term recommendation from *PLU 2010*, provides feedback which in turn influences continued planning. In other words, the loop is closed. This process has been highly effective for PLU.

### **1.B.6 Resources for Planning**

### **1.B.7 Integrating Research**

### **1.B.8 Reviewing Research Efforts**

Information is generally available and is disseminated as needed for planning. Research undertaken at the university level (such as student satisfaction surveys) is supported through institutional research and analysis, especially the Office of Institutional Research. There are, however, concerns about the resource base and organizational models for PLU's institutional research capability, so a consultant is engaged for spring 2008. The primary task for the first visit is to study and recommend better data and analysis structures, especially for the academic area. We also seek expertise in order to best serve planning and evaluation needs for the entire university.

### **1.B.9 Communicating Institutional Effectiveness**

Evidence of effectiveness is communicated continually through many mechanisms. Internally, faculty, staff, and students are apprised of hallmarks through Campus Voice, the weekly web-based campus newsletter; through news feeds in key locations on the PLU web; the student newspaper, The Mast; various other student media; and through meetings of the program leaders described in Standard Six. In addition, the faculty and staff community come together two times each year. For the university fall conference, the president delivers an extensive state of

the university address that is repeated for the annual meeting of the PLU Corporation and for the Board of Regents. The annual Christmas luncheon is another opportunity for faculty and staff to hear from the president and others about ongoing accomplishments. External audiences are made aware of hallmarks through the alumni and friends magazine, Scene; press releases; catalogs; and brochures.

### **Appraisal**

Available for review by the accreditation team are copies of the long-range plans *PLU 2000* and *PLU 2010*. They set out institutional mission and goals as developed in collaboration with the campus community

and wider constituency over the past decade and beyond.

Also available for review are a decade of annual work plans for reaching institutional goals (known as initiatives) that have been developed and assessed twice a year by every university division, school, program, and office.

An appraisal of the university's long-range plans and initiative development and review process makes it clear that Pacific Lutheran University's mission and goals define the institution and that our bi-annual self evaluation clearly measures our progress toward their achievement.







## Standard Two

### Educational Program and Its Effectiveness

Pacific Lutheran University is a globally focused, comprehensive university with a flourishing educational culture. The university serves a total student population of 3,650, (approximately 3,400 undergraduate and 250 graduate). Faculty in the three divisions (Humanities, Natural Sciences, Social Sciences) of the College of Arts and Sciences and in the four professional schools (Arts and Communication, Business, Nursing, Education and Movement Studies) and the library deliver the university's academic program. The faculty is responsible for the educational program, a responsibility they carry out through a faculty-wide curricular oversight process and through their leadership of departments, programs, divisions, and schools. The decentralized structure of the academic sector at PLU stimulates faculty creativity around educational programs. It also makes faculty-wide curricular and budget literacy crucial for effective faculty oversight of the educational program.

PLU provides a strong general education program and an exceptionally rich array of major and minor programs housed in the three divisions of College of Arts and Sciences, the four professional schools, and the university's eight interdisciplinary and area studies programs. The combination of excellent general education and strong major and minor programs prepares students well for whatever career and vocation they may pursue. Emphases on global education, student-faculty research and creative projects, and purposeful learning add to the distinctiveness of PLU's educational program. The university's institution-wide commitment to sustainability

provides additional distinctiveness. PLU's educational culture is distinguished as well by collaboration among faculty across disciplines and professional fields, and by collaboration between the academic sector and relevant programs and personnel in the division of student life.

The university offers select master degree programs that extend its mission outward into the community by educating professionals and writers. Master degree programs are offered through the schools of Business, Nursing, and Education and Movement Studies and through the divisions of Humanities and Social Sciences in the College of Arts and Sciences. Care has been taken to mount graduate programs for which the university can provide adequate personnel and fiscal, facility, library, and technology resources.

All undergraduate and graduate degree programs at the university are planned around student learning with clear statements of goals. Most undergraduate programs include specific reference to the university's Integrative Learning Objectives (ILOs), one means through which key general education outcomes are incorporated into major and minor programs.

Program requirements and academic policies are clearly stated in the catalog and in program manuals that are widely available. The registrar is responsible for executing academic policy adopted by the faculty. This includes policy with regard to transfer of credit and study abroad. Academic policy is established by the faculty through a process overseen by the

Educational Policies Committee. Designated academic leaders (provost, deans, chairs) play a role in establishing, maintaining, and reviewing academic policy. The registrar assists with the oversight of academic policy and with procedures for granting of continuing education credit in programs where it is offered, notably for educators and nurses.

Each major or minor program is expected to have its own assessment program designed to support ongoing improvement. Initiatives are underway to both refine the assessment process in some programs and, in others, apply the outcomes of assessment to both program and pedagogy of those programs. A process for assessment of general education currently is being instituted.

The university is committed to providing excellent academic programs that are rooted in its mission and that can be effectively sustained and selectively expanded with its current resource base. The university considers its current offerings and anticipates possible new offerings in light of its mission and its evaluation of regional, national, and global needs, market opportunities, and its own intellectual, fiscal, and facilities resources.

### **Standard 2.A – General Requirements**

The institution offers collegiate level programs that culminate in identified student competencies and lead to degrees or certificates in recognized fields of study. The achievement and maintenance of high quality programs is the primary responsibility of an accredited institution; hence, the evaluation of educational programs and their continuous improvement is an ongoing responsibility. As conditions and needs change, the institution continually redefines for itself the elements that result in educational programs of high quality.

### **2.A.1 High Standards of Teaching and Learning**

Providing an academically excellent education for our students is the driving goal of faculty, staff, and administrators at Pacific Lutheran University. This entails attending to faculty, students, the teaching and learning process, facilities, and the larger context of higher education today. Administrators, staff, and faculty take all of these dimensions into account as they make decisions about allocation of resources and decisions intended to advance the university in carrying out its mission, “educating for lives of thoughtful inquiry, service, leadership, and care—for other people, their communities, and the earth.”

The university hires faculty with excellent disciplinary and professional preparation, demonstrated teaching expertise or potential, a proclivity for service, and an understanding of and enthusiasm for the university’s mission. Commitment to teaching excellence and to improving one’s teaching across the career span is expected of faculty in all departments, programs, and schools. So too is a commitment to ongoing scholarly, creative, or professional endeavors that keep a faculty member actively involved in a scholarly/professional community beyond the university.

The university provides resources to assist faculty to develop as teachers and to continue their own lives of scholarship, creative endeavor, or engagement in their professions. Support for teaching begins with new faculty orientation, continues through the regular workshop and discussion offerings of the Center for Teaching and Learning (CTL), workshops offered through the Digital Media Center and other departments in Information and Technology Services, and department

and school workshops, retreats, and training events. The CTL also offers SGID (Small Group Instructional Diagnosis) consulting each semester. Support for scholarship comes through annual travel and research funds, competitive funding through the Regency Advancement Awards and Wang Center grants, and the university's excellent faculty sabbatical program. In addition, the university has received endowments for named professorships. Such endowments are an important part of its current capital campaign. The current campaign also is seeking funds to endow faculty development activities that were strengthened or initiated through the Wild Hope Project which was funded initially through a \$2 million grant from the Lilly Endowment under its Program for the Theological Exploration of Vocation initiative.

All departments, schools, and programs have a critical mass of tenure-eligible faculty who carry the primary responsibility for maintaining program quality. The university is committed to employing primarily tenure-stream faculty. It relies on visiting faculty, clinical faculty, instructors, and adjuncts to address fluctuating staffing needs and, in particular professional fields, the necessity for instructors who are actively engaged in a profession. These contingent faculty are committed to the university and fill important teaching and service roles.

Within the academic sector, PLU commits resources in three particular directions that cross departments, programs, and schools—global education, faculty-student research and creative projects, and purposeful learning. These were chosen as marks of distinction through the *PLU 2010* long-range planning process.

The faculty adopted a strategic plan for global education in April 2004. The Wang Center

for International Programs, established in 2002, coordinates the university's study abroad courses and programs, provides study grants for faculty and students, and regularly sponsors symposia on global issues. The Global Education Committee, a standing committee of the faculty, oversees policy for the Wang Center and promotes the global education plan.

Each division of the College of Arts and Sciences has an endowment for faculty-student research and creative projects. The program is most fully developed in the natural sciences, is quite strong in some disciplines of the social sciences, notably psychology and sociology, and is in its third year in the division of humanities. Some funds for these purposes exist in the professional schools, including an endowment in the School of Arts and Communication. The university is seeking endowment so that all units will have resources to support this initiative.

Finally, purposeful learning—a commitment to helping students consider their education in relation to their lives and the needs of the world—is promoted through a variety of programs, much of it originated or strengthened through the resources of the Wild Hope Project and other grants. These include co-curricular activities such as Explore! and Meant to Live, service-learning components in courses, practicum requirements and other curricular components in some majors (e.g., social work, communication, nursing, music, education) and through opportunities provided through the Center for Public Service, the Academic Internship Office and co-op education programs in nursing and education. In all of these ways, PLU commits resources to educating students through excellent academic programs that are enhanced by life-laboratory opportunities. Plans for these programs are available in the Appendices to the Self-Study.

The university also is distinguished by its interdisciplinary studies programs. These include Chinese Studies, Environmental Studies, Global Studies, International Honors Program, Legal Studies, Publishing and Printing Arts, Scandinavian Area Studies, and Women's and Gender Studies. The university also has an individualized interdisciplinary major that in exceptional cases is authorized for students to pursue emergent fields. PLU's First Year Experience Program also is interdisciplinary in nature.

In February 2007 the faculty adopted the International Honors Program. This decision resulted in the translation of the alternative thematic core curriculum, the International Core, into an honors program that now provides an intellectually challenging and world-engaged core curriculum for exceptionally able students. The International Honors Program was built on 30-plus years of experience with a thematic, interdisciplinary core that for the previous eight years had benefited from ongoing full program outcomes assessment. The International Honors Program enrolls 90-100 students per year.

PLU also offers pre-professional studies and advising in selected fields in health sciences (dentistry, medicine, veterinary medicine, medical technology, optometry, pharmacy, and physical therapy), in law, in military science (through Army ROTC), and theological studies (PLU 2007-2008 Catalog, pages 136-138). Acceptance rates for these students are tracked in units.

The university has made significant improvements in facilities during the past 10 years. It renovated Xavier Hall where most social science faculty offices and some classrooms are located. It built the Morken Center for Learning and Technology that now houses the School of Business, the Department of Computer Science and

Computer Engineering, and the Department of Mathematics. It improved suites of offices and remodeled classrooms in Hauge Administration Building for the Division of Humanities. While not directly instructionally related, the improvements to the University Center facilitate faculty-student interactions and the intellectual life of the campus.

The anticipated renovation of Eastvold also will enhance the intellectual life of the campus by providing a venue for major speakers and theatre productions. Upgrades to Ingram Hall are making it a more useful space for departments of Art and Communication until long-range plans to replace the building can move forward. Further capital improvement projects to ensure the health and development of academic programs include improving office and laboratory space for the School of Education and Movement Studies; providing a permanent home for the Division of Humanities, currently dispersed in five different locations; providing better office and laboratory space for the Department of Psychology; and renovating the Rieke Science Building, and Mortvedt Library, and Olson Auditorium, which houses the Department of Movement Studies and Wellness Education as well as the Department of Athletics.

The university has invested heavily in technology, perhaps most obviously in the Morken Center but also through upgrades that have improved network performance and bandwidth, the web infrastructure and design, and the many electronic services that flow through them. PLU's combined Information and Technology Services positions it nationally among a handful of schools on the leading edge of developments in library and information resources. See Standard Five.

PLU's faculty is professional and ambitious on behalf of their students and their disciplines.

As a result, proposals to improve the quality of all programs create opportunities as well as pressures on fiscal, space, and human resources. Currently the provost is working with the academic deans to clarify standards and procedures for curricular planning, staffing, and budgeting so that all programs can be adequately funded and rational decisions made about investing in the development of current programs and the inauguration of new programs.

At PLU a number of professionals in offices and centers also support students' educational experience. Librarians are collaborators in the educational project. The Digital Media Center and Multimedia Services support the educational program. A Writing Center operates under the auspices of the Department of English and Division of Humanities. The staff of the Academic Advising Office, Academic Assistance Center, Center for Public Service, and Academic Internship Office provide programming that supports the educational mission of the university. Professionals in the Division of Student Life, notably those in Residential Life, Student Involvement and Leadership, and the Career Development Office, provide services and programs that enhance the overall educational experience for students.

The university recognizes the need to support and strengthen its intellectual capital. To this end the current capital campaign has identified academic program and student access as its major components. Goals of the campaign are: 1) increasing resources for faculty scholarship and professional activity and 2) contributing ongoing allocation to the annual operating budget.

### **2.A.2 Educational Goals**

One strength of PLU is the organization's clarity about its mission and broad-based

understanding of and commitment to that mission among faculty, staff, and administrators. As a result of more than a decade of long-range planning, the mission and focus of the university functions effectively as the horizon against which consideration of new programs or changes in current programs take place.

The faculty initiates and guides the educational program at the university. This responsibility is embedded in the faculty Constitution and Bylaws most generally in article III, section 2.f: "The faculty shall, subject to the approval of the Board of Regents, formulate and enact educational policy which is the central concern of the university. This responsibility shall extend to matters which have bearing upon educational values and goals, even those concerns which are apparently physical, or mechanical, or in some manner auxiliary, but which substantially affect the total educational program." (Faculty Handbook, 6th ed, 2003).

All new educational programs and all substantial revisions in continuing programs must be approved by action of the faculty. Any proposal for a new educational program—degree, major, minor—is reviewed by the Educational Policies Committee and the provost before being taken to the floor of the faculty assembly for a vote. Substantial revisions in continuing programs are placed on the 30-day clock that is published monthly and disseminated to the entire faculty. Any revision can be brought to the floor of the faculty assembly at the request of a faculty member.

The Educational Policies Committee updated its proposal form and procedures during the 2006-2007 academic year.

At the present time, the provost is creating a calendar of regular review for each educational

program. Currently those programs accredited by outside professional bodies are reviewed on a regular basis. Four years ago a voluntary process for department review was initiated. A change in provost and preparation for this accreditation visit temporarily put that process on hold. It is now being re-instituted and regularized.

### **2.A.3 Degrees and Certificates**

Over the past decade significant attention has been given to the shape of degree programs. All four-year PLU students participate in either a discipline-based general education program (currently under review and revision) or in the new International Honors Program. The assessment plan adopted in 1999 charged units teaching courses that are part of general education to use the Integrated Learning Objectives (ILOs) as part of the assessment of student performance in those courses.

Each major, minor, and certificate program is developed with a rationale and clearly stated learning outcomes. Depending on the nature of the program, courses may be tightly sequenced with multiple prerequisites or offered within a more flexible framework. In light of desired learning outcomes and in many cases using benchmarks available from national organizations or established through research of curricula in comparable fields, programs either require or offer more internship and practical opportunities than a decade ago. Every academic major has a capstone requirement. In the capstone experience students are expected to demonstrate mastery of knowledge, procedures, and technique, analytical and synthetic thinking abilities, and the valuing, habits, and orientations that are part of that discipline or field.

Across the campus assessment of student learning outcomes goes on with regard to

programs in all majors and all certificates. This decentralized model for assessment made the most sense for PLU when the assessment plan was adopted in 1999. Since the adoption of that assessment plan, many departments and schools have experienced significant turnover due to retirements, making hiring a major focus of their attention. As well, the vice-presidential leadership of the academic sector has changed twice. Both realities make timely focused attention on assessment within each program and the university more broadly. The provost is working with the Academic Deans' Council and department and program chairs to review and update all assessment plans

### **2.A.4 Degree Designators**

Syllabi, department guidelines, and program guides for majors and minors exhibit the coherence and consistency of each degree, major, and minor. In professional programs competencies for licensure and certification are embedded into curricula.

### **2.A.5 Abbreviated Programs**

PLU offers no undergraduate programs in concentrated or abbreviated timeframes.

### **2.A.6 Credit Hours**

Pacific Lutheran University programs award semester hours of credit for its coursework. Fall and spring semester courses run 15 weeks, including a final exam period. The 15-week semester is in accordance with federal financial aid standards. Standard meeting time blocks are used in scheduling courses. January Term and Summer Term courses meet for a shorter calendar period but have lengthier, more intensive time blocks producing contact hours equivalent to those of the fall and spring terms. Credit-hour and contact-time issues are reviewed by the faculty Educational Policies

Committee as they pertain to new programs and courses. PLU departments and schools use professional judgment to determine meeting times for non-standard courses such as practica, individualized study, internships, private lessons, etc.

### **2.A.7 Curriculum Design**

Departments, schools, and interdisciplinary program committees working with the registrar and the Provost's Office carry the primary responsibility for the design and implementation of curriculum. All new curricular proposals come to the entire faculty for approval after having been reviewed by the provost and Educational Policies Committee. The Educational Policies Committee is the primary body that helps the faculty carry out its oversight responsibility regarding curricula. Final decisions on design of curriculum and responsibility for delivering it rest with the faculty. The provost provides broad oversight and holds primary responsibility for assuring effective allocation of faculty resources to all university's programs.

### **2.A.8 Library, Information Resources, and Learning**

All programs require students to use library and information resources. Librarians provide extensive library instruction services. In many cases these services are developed collaboratively between librarians and faculty for particular courses and for particular programs. Information and Technology Services has taken particular initiative in helping faculty to integrate technology into their teaching and in making sure that classrooms have necessary technology.

### **2.A.9 Optimal Learning and Accessible Scheduling**

Student learning is central in the design

of all programs at PLU. Within the limits of available space, equipment and other resources, the university allows tailoring of curriculum around explicit program purposes. All program offerings are scheduled within the confines of the weekly/daily schedule which was designed to maximize use of available space. The faculty plays the major role in setting the weekly/daily schedule and the academic calendar because these two dimensions of university life directly influence the nature and quality of the educational program. Changes to the weekly schedule are under consideration.

### **2.A.10 Credit for Prior Experiential Learning**

Pacific Lutheran University no longer provides credit for prior experiential learning. The Accelerated Undergraduate Re-entry for Adults (AURA Program) was discontinued in 2001. This program, which gave credit for prior learning, was no longer viable. With the opening of University of Washington-Tacoma and their emphasis on the adult student, the PLU adult student numbers shrank.

### **2.A.11 Adding and Deleting Courses**

The policies governing addition and deletion of courses and programs are contained in the Faculty Handbook (February 2003, 6th ed., with subsequent changes by faculty action). The Educational Policies Committee and/or other faculty can instigate review and alteration of these policies. A schedule for periodic review of these policies, procedures, and regulations has yet to be determined. Units submit annual reports to the provost. Review of these reports constitutes a potential mechanism for further review of courses or programs.

### **2.A.12 Eliminating and Changing Programs**

Clear policy and practice exists for

accommodating the needs of continuing and new students when a program is significantly revised or eliminated. The best current example of this is the provision of the necessary courses for students currently in the International Core which has been replaced with an International Honors Program. Curricular offerings planned from fall 2007 through fall 2010 will allow students who began in the International Core to complete that option for general education.

## **Standard 2.B – Educational Program Planning and Assessment**

Educational program planning is based on regular and continuous assessment of programs in light of the needs of the disciplines, the fields or occupations for which programs prepare students, and other constituencies of the institution.

### **2.B.1 Educational Assessment**

PLU's process for assessing its educational programs was established in the assessment plan adopted in 1999. (See the PLU Assessment Plan in the Exhibit Room.) Individual departments have the responsibility to collect assessment data on their major and minor programs and to incorporate that data into their planning for continuous improvement. The expectation is that each unit regularly reviews its educational program, taking into account student performance, the standards of disciplines and professions, and the mission of the university. From the inauguration of the plan in 1999 through 2003, each department provided an appendix on progress on assessment as part of its yearly report to the provost. The then-provost used those appendices to create an annual report on assessment that was distributed to the campus. That appendix was not required from 2003-2006, but was re-instituted as part

of the unit reports for 2007. (See collected appendices in the Exhibit Room.)

Departmental assessment programs vary, with some focusing on the product of the capstone experience. Others such as biology and mathematics use performance on standardized national exams as a major element in their assessment process. Departments have continued to develop and refine their assessment plans. For example, within the School of Arts and Communication, both the departments of art and of communication and theatre have researched and adopted national standard benchmarks. Within the College of Arts and Sciences, the departments of languages and literatures and of psychology are two that incorporated national standards into their assessment plans.

Some departments, schools, and interdisciplinary programs employ both regular assessment of student learning and reports prepared by outside evaluators in a process that leads to improvement in program content, quality, and instructional effectiveness (see examples in the Exhibit Room). Program assessment also takes place for particular schools, departments, and programs under the auspices of outside professional or disciplinary accrediting agencies. Business, chemistry, computer science and computer engineering, education, marriage and family therapy, music, nursing, and social work all benefit from regular review by outside accrediting agencies in these fields.

One responsibility of deans in the professional schools is to cultivate ongoing relationships with professionals in the respective field. Deans, department chairs, and faculty at PLU do this in ways that create opportunities for students and provide information useful for program review, assessment, and revision. Over the past decade, contact with

professionals across disciplines in the college have increased as well.

Assessment activities at the unit level are supplemented by university-wide sources of assessment data. The university undertook and completed a survey of alums from each program. Further, the university participates in national studies, specifically the Student Satisfaction Inventory, the National Study of Student Engagement, and Lutheran Educational Conference of North America (LECNA) sponsored surveys of Lutheran college students. Over the past decade programs, departments, divisions, and schools have drawn on this data to improve curricula and pedagogy.

With regard to the general education program, the faculty adopted Integrating Learning Objectives (ILOs) in 1999. “The ILOs are intended to provide a conceptual reference for every department and program to build on and reinforce in their own particular curricula the goals of the General University Requirements. They also assist the university in such assessment-related activities as student and alumni surveys” (PLU 2007-2008 Catalog, page 3). The ILOs are “part of a more complex statement of educational philosophy.” Many departments reference the ILOs in their syllabi and incorporate them explicitly into their major and minor programs. Work remains to be done to insure that all units regularly think through the integrating learning objectives in relation to their major and minor programs and to general education.

The faculty adopted a “Rationale for J-Term” in 2003 and the “Principles of General Education” in 2004. The former guides deployment of the university’s intensive January Term around specific learning priorities in the majors, First Year Experience Program, and PLU’s educational vision. The

“Principles of General Education” provides the philosophy for general education and the rationale for its elements. The ILOs, the “Rationale for J-Term” and the statement of Principles of General Education position PLU to improve its assessment of student learning in educational programs.

The faculty’s adoption of Principles of General Education in 2004 and the current multi-year review of the general education program are bringing sustained energy and attention to the practice of assessment as an essential and regular part of the educational project. The current review process that will result in modifications of the general education program has been deliberate and explicit about the need to incorporate regular assessment of student learning and of the program as essential practices for its ongoing cultivation and planning.

As noted previously, since 1998 PLU has collected data, notably through an alumni survey (using the ACT Educational and Social Research Alumni Outcomes Survey) and through participation in national studies, specifically the CIRP Freshman Survey (Higher Education Research Institute), Student Satisfaction Inventory (SSI), the National Study of Student Engagement (NSSE), and Lutheran Educational Conference of North America sponsored surveys of Lutheran college students. Analysis of university-wide assessment data has been ongoing. The findings from that analysis have been disseminated to deans, department chairs, and academic support professionals. Analysis and dissemination has been strongest with regard to Student Satisfaction Inventory data and have resulted in measurable improvements in Academic Advising, the Diversity Center, Residential Life, and the Student Services Center. The findings from the survey of PLU alums has

not been explored as fully as it might, in part because the survey was undertaken under one provost and completed under another. The interpretation of the NSSE data has been disseminated at the presidential and decanal level each year it was received. In the judgment of the current provost, deans together with provost need to spend more time with the findings of the NSSE, thinking through their implications for general education and particular programs. Findings from the research sponsored by LECNA has been a major topic at the university fall conference that involves faculty and staff.

The faculty's role in planning educational programs is clear and well understood. The entire faculty's role in evaluating educational programs is less so. Some review of educational programs is done under the auspices of the Educational Policies Committee (EPC). Within the past five years EPC has become more systematic in reviewing course offerings for frequency and enforcing other policies that strengthen academic program. A process for regular review of all programs needs to be developed and adopted by the faculty. Regular review of programs needs to involve the provost, registrar, deans and chairs, and faculty at large.

### **2.B.2 Learning Outcomes**

Expected learning outcomes for general education, identified at PLU as Integrative Learning Objectives (ILOs), are published in the catalog. Learning outcomes for specific programs are published in the catalog and in individual program manuals for all majors, minors, and certificate programs. As noted previously, some programs use the senior capstone experience to assess those outcomes. Other programs, such as biology, mathematics, education and nursing, use performance on standardized professional or

licensure exams to evaluate student learning outcomes.

Tracking of graduates and their performance provides useful data regarding the effectiveness of student learning and the quality of PLU programs. Individual units track their graduates and keep track of their successes on an ad hoc basis. From 1999 through 2003, PLU administered the ACT Alumni Outcomes Survey to stratified random samples of its alumni. In the four-year period, alumni from all of the academic areas within PLU were sampled. A summary of the survey instrument and data gathered is available in the Exhibit Room. Refinement and reinstitution of such systematic, university-wide tracking of graduates is a high priority of the academic sector. As the university moves forward on assessment, such tracking will be crucial to evaluating the ILOs. To that end, the university has embarked on a review of its alumni relations unit, including the hiring of an outside consultant (documentation is available in the Exhibit Room).

### **2.B.3. Program Improvement**

Units that have more developed assessment plans for their major and minor programs have provided such evidence in their annual reports; the assessment tools and usage are referenced in the unit narratives and their attendant evidence (available in the Exhibit Room). Since the capstone experience for all majors was instituted, individual departments have made changes in course requirements within their major programs, based on assessment derived from the summative and synthesizing capstone experience. Within the College of Arts and Sciences, the departments of English, geosciences, languages and literatures, mathematics, psychology, and sociology, as well as the First Year Experience Program, international core, and women's and

gender studies have done assessment in a way that has led directly to improvements in their programs.

In preparing this self-study, it has become clear that not all units are benefiting from the practice of tightly closing the assessment loop—gathering data, interpreting data, and using that information to improve educational programs. There are several reasons for this. Among the major reasons are very significant turnover of faculty due to retirements and changes in academic administrative leadership. With regard to general education, a fully developed assessment plan is being refined and instituted, as discussed in 2.B.1 and 2.B.2.

Currently the provost is working with the Academic Deans' Council, and department and program chairs to review the embedded dimensions of PLU's assessment plan and to initiate changes that will improve understanding and compliance. The provost and Academic Deans' Council are working with other administrators on ways to use PLU findings and comparative data from national studies to improve curriculum and pedagogy. This includes more regular dissemination of tables of annual assessment activities, scheduling of regular conversations about assessment findings, and more.

## **Standard 2.C – Undergraduate Program**

**The undergraduate program is designed to provide students with a substantial, coherent, and articulated exposure to the broad domains of knowledge.**

### **2.C.1 General Education**

All pre-baccalaureate students at PLU must meet general education requirements, regardless of their major program. Students who come into the university with associate

degrees, advanced placement or Running Start credits, or through other agreements have modifications to their general education requirements.

The university's general education program consists of two parts: a) General University Requirements (GURs) and b) Core I or Core II.

The General University Requirements (GURs) consist of the First Year Experience (WRIT 101, Inquiry Seminar 190, and First-Year J-Term), Mathematical Reasoning, Science and Scientific Method, Perspectives on Diversity, Physical Education and the Senior Seminar/Project (see PLU 2007-2008 Catalog, pages 6-7).

In addition to the GURs, until fall of 2007 students select Core I or Core II. Core I, which serves the majority of students, is a distributive core with some emphasis on religion and philosophy that represents our Lutheran heritage and mission. Core II is a thematic core which integrates disciplines around themes. Core II has an international focus which fits well with the global initiative of *PLU 2010*. It has served around 110 students each year. (See PLU 2007-2008 Catalog, pages 7-8.) There are transfer equivalencies for all of these requirements, though it should be noted it is harder for transfer students to enter Core II. (Core II, or the International Core, is now in the process of being transformed into International Honors and so no longer is an option for all students who enter the university.)

Requirements for the GURs and the cores are framed by the Integrated Learning Objectives and the Principles of General Education (PLU 2007-2008 Catalog, pages 3-4). The ILOs, which were adopted in 1999 provide an understanding of learning objectives for PLU

graduates and help integrate the work done in majors and minors with the GURs and cores. The Principles of General Education explain the purpose of the general education program and provide a rationale for the requirements. These principles had been implicit in what we do, but the 2004-2005 Ad Hoc Working Group on General Education formulated the principles out of our already existing documents—*PLU 2000*, *PLU 2010*, the Integrated Learning Objectives (ILOs), and the catalog—and made them explicit. They were adopted by the faculty in December of 2004.

We are presently engaged in an evaluation of our current GUR requirements and an examination of other GUR models. The Principles, along with *PLU 2000*, *PLU 2010*, the ILOs, and AAC&U documents provided the 2005-2006 Ad Hoc Steering Group on General Education with material from which they formulated the Guidelines for Pacific Lutheran University's Program of General Education. These were adopted by the faculty in May 2006 (see [www.plu.edu/~provost](http://www.plu.edu/~provost)). These are currently being used by the 2006-2008 Ad Hoc Steering Committee on General Education as they facilitate conversation about our current requirements and possible changes. Whatever other specific outcomes of the process there may be, there will be someone in charge of oversight and assessment of our general education program. Such oversight and assessment has existed for the First Year Experience program and Core II, but not for our other GURs and Core I in any systematic and sustained manner. This will be part of a position as the Provost's Office is reconfigured for 2008-2009.

The general education conversation has provided a good occasion for campus conversation along the lines of what we want a PLU graduate to look like, and what the

interaction between general education and our various majors should be.

The First Year Experience program is under new leadership as well. The FYE Committee has been reestablished and they are in conversation about how changes in that part of our general education might look in light of the possibility of more general reform.

In sum, students report great satisfaction with their general education. We included five questions on last year's Student Satisfaction Inventory and found that the overwhelming majority of students are satisfied with the quality of teaching in their general education courses and with the content of these courses. They also say they understand the importance of general education, how general education interacts with and supports their major, and its relation to PLU's mission. This is all good news. Pacific Lutheran University has a strong program of general education. We think it can be stronger. The models under consideration reorganize and/or realign specific requirements from Core I, provide rationales for both the overall structure and individual components of the models, and establishes consistent and ongoing program oversight and evaluation.

Transfer students who enter PLU as juniors or seniors are required to take one Perspectives on Diversity course that does not fulfill another requirement and one religion course (area 1 or 2) as part of their general education.

## **2.C.2 General Education Rationale**

The PLU Catalog describes clearly the rationale for the university's general education program and the elements of that program in the Principles of General Education and the Integrative Learning Objectives. General education is met through a distributive,

discipline-based core or, for a select group of students, the International Honors Program which combines distributive and interdisciplinary thematic elements. (See the discussion of General Education in 2.C.1.)

One result of the ongoing review of General Education described in 2.C.1 is that departments are articulating more clearly which of their offerings are appropriate as general education courses. As the rationales for each element of the general education program are developed more fully, the criteria for inclusion and exclusion of courses from all departments will be sharpened. Both will support stronger assessment of student learning and of the general education program.

### **2.C.3 Components**

The general education program includes courses in the humanities and fine arts, natural sciences, mathematics, and social sciences. Within International Honors these disciplines are taught in thematic courses. (See a full description of the general education program in the PLU 2007-2008 Catalog, pages 3-10, and standards 2.C.1 and 2.C.2 above.)

### **2.C.4 Transfer Credit**

All evaluation and awarding of credit is done by the Registrar's Office under policies and procedures that ensure fairness to all students. Reviews are conducted annually to ensure transfer of courses from other colleges and universities is up-to-date. A variety of resources are used by the Registrar's Office to ensure that credit accepted from other institutions will meet the PLU requirements. Credit for the major is based on individual schools and departments determining which courses are transferable and applicable. The Registrar's Office determines transferability

of courses to meet general university requirements. The university catalog contains the policies on transfer of credit from other post-secondary institutions both domestic and international, and credit from AP, IB, CLEP and ACE-evaluated military credit. The PLU 2007-2008 Catalog (pages 183-184) clearly states how credit can be earned and the maximum number of hours in each category that is transferable.

PLU has a clear set of policies for transfer and award of credit. In accepting transfer credits to fulfill degree requirements, PLU evaluation administrators ensure that the credits accepted are comparable to PLU courses.

A transfer equivalency guide for all community colleges in the state of Washington as well as the Portland, Oregon, area is maintained by the Registrar's Office. The Registrar's Office reviews all courses at each community college, prepares an equivalency table, submits to the department and program chairs for review, offers advice and additional research if necessary, and, after faculty approval, publishes a correct and updated guide. The professional knowledge of each academic department is relied upon to review courses and determine transferability based upon recommendations from the Registrar's Office. Transfer of credit from foreign universities is handled on a case-by-case basis with outside evaluation agencies used if no professional expertise in the area is available in the Registrar's Office or among the faculty. AP and IB transfer of credit also are based on faculty evaluation of the exam content and equivalency and are also published for incoming students to review. Pacific Lutheran University accepts ACE-evaluated military credit for transferable courses.

### **2.C.5 Academic Advising**

The university devotes significant resources to academic advising. The director of the

Academic Advising Office oversees 3.5 full-time professional advisers. This office works to coordinate advising for incoming students, transfer students, and students with particular challenges. The School of Business, the School of Education and Movement Studies, and the School of Nursing have professional advisers as well. Faculty serve as advisers for all students who have declared majors or minors. Some faculty also advise undeclared students.

The advising program itself is sophisticated, comprehensive, and timely. Advising for first year students begins in April preceding their matriculation and continues in June with a registration program entitled Charting Your Course. These students are assigned initial advisers in the Advising Office or in academic areas in which the student has expressed interest. Students meet with these advisers as part of Fall Orientation, a multi-day event which prepares them for college life. New transfer students receive initial advising from either the Advising Office or an adviser in a professional school. Advising after entrance is maintained and stimulated by distribution through advisers of codes required to complete online registration, by various warning systems and a required junior review. (Details of these programs are available in the Exhibit Room.)

The Academic Advising Office conducts frequent training sessions for faculty and professional advisers. Each year, prior to the beginning of the fall term, a two-hour training is offered for new advisers which also serves as a refresher for experienced advisers. One focus is on requirements: entrance, core, general university, and College of Arts and Sciences. The second focus is on advising tools and processes: CAPP (curriculum, advising, and program planning) report, which monitors students' progress in completing the above

requirements; academic planning guidebook (updated annually); PLU advising system; registration; and major and minor declaration.

Each summer, since 2003, through funding from the Wild Hope Project, the provost and the director of advising have offered a day-long workshop for advisers on large advising topics, i.e. excellence in advising, the PLU advising system, student agency, students who experience academic difficulty, and varying needs of students who transition into the university. In addition, periodic trainings on various topics are offered in the fall and spring semesters. The 4.5 professional advisers in the Academic Advising Office are accessible to answer questions from faculty throughout the year.

Academic Advising maintains a website which targets both advisers and students. An advising newsletter (Advising Updates) is produced each semester in both electronic and hard copy format. In terms of the advising system, Academic Advising creates and distributes advising files for each student. The office assigns initial advisers and updates adviser changes in the Banner system.

### **2.C.6 Remedial Work**

Pacific Lutheran University does not offer credit for remedial or developmental work.

### **2.C.7 Faculty**

In each of the educational programs the university employs full-time faculty with excellent training and requisite professional experience to be able to offer strong majors.

### **2.C.8 Pre-baccalaureate**

Pacific Lutheran University does not offer pre-baccalaureate vocational programs.

## Standard 2.D – Graduate Program

Graduate degree programs may generally be classified into two categories: those that prepare students mainly as scholars and researchers and those that prepare students for a profession. The objective of a research-oriented graduate degree program is to develop scholars—that is, students with skills necessary to discover or acquire, organize, and disseminate new knowledge. The objective of the professional graduate degree is to develop in students their competence in interpreting, organizing, and communicating knowledge and to develop the analytical and performance skills needed for the conduct and advancement of professional practice.

The current graduate programs at Pacific Lutheran University prepare students for professions—business, education, marriage and family therapy, nursing, and writing. These programs are explicitly outcomes-based and focus on developing the knowledge and competencies required for professional practice in these areas (PLU 2007-2008 Catalog, pages 158-181).

The provost serves as dean of graduate studies and chairs the Graduate Council, consisting of the deans and graduate program administrators of the various programs. The administrative functions for such programs are decentralized, with each program overseen by the dean of the division or school in which it is housed. Except for graduate programs in Marriage and Family Therapy, Nursing, and Creative Writing, the faculty teaching in graduate programs also are engaged in undergraduate education.

### 2.D.1 Nature of the Graduate Program

The university's graduate programs are at the master's level. They align with the service commitment of the university's mission by providing advanced education for service

professions and the creative art of writing. Those in the professions emphasize social responsibility, ethical leadership, service to the community, and the global context within which all professionals work today. The MBA and the MA in Education particularly emphasize the global nature of those fields.

### 2.D.2 Educational Objectives

The graduate programs are outcomes-based, attentive to licensure and certification requirements the fields, and designed to challenge students in ways that qualitatively and quantitatively distinguish these programs from undergraduate programs. The programs expect from their students a greater degree of self-direction, awareness and initiative as learners, and creative independence than do the programs at the undergraduate level. The graduate programs are described in the catalog with fuller descriptions and additional program materials available from the academic units.

### 2.D.3 Doctoral Degrees

At the present time the university does not offer doctoral degrees.

## Standard 2.E – Graduate Faculty and Related Resources

Essential to graduate education are the recruitment and retention of a faculty that excels in scholarship, teaching, and research. To provide an acceptable level of instruction for the graduate student, faculty whose responsibilities include a major commitment to graduate education are involved in keeping pace with, and advancing the frontiers of, knowledge. Successful graduate programs demand a substantial institutional commitment of resources for faculty, space, equipment, laboratories, library, and information resources.

Graduate programs at Pacific Lutheran University are small-to-moderately sized, strategically chosen to match mission and market opportunities, and vetted in terms of their initial and ongoing requirements for sustainability. The university is cognizant of how the size of graduate and undergraduate populations shape the character and culture of an institution. Pacific Lutheran University is primarily an undergraduate institution. At this point in time there are no plans to change that fundamental institutional orientation.

Control and leadership of graduate programs is decentralized. Each program is housed in its respective unit. The heads of graduate programs and their deans meet regularly as a graduate council. The provost serves as dean of graduate studies.

As graduate programs in the professions become more outcomes based and more accountable to professional communities and accrediting agencies, tensions develop between the graduate and undergraduate programs. These tensions are rooted in differing models of education. PLU, primarily an undergraduate institution, continues to address these challenges by striving to balance the competing demands in light of retaining our primary identification while supporting focused and mission-driven graduation.

### **2.E.1 Resources**

Planning for the needs of graduate programs goes on at PLU in the same manner as planning for the undergraduate programs. With three exceptions, the graduate programs are taught primarily or entirely by full-time PLU faculty who also teach in the undergraduate program. The exceptions are the programs in Marriage and Family Therapy, the low-residency MFA in Creative Writing, and the Master of Science in Nursing where

select faculty and/or adjunct faculty teach only in the graduate program. Graduate instruction primarily is on-campus. Some courses, notably in business, nursing, and education, use limited distance-delivery elements.

Those faculty who teach graduate students are expected to have the levels of teaching competence, scholarly productivity, and professional activity that are commensurate with the higher expectations of post-baccalaureate work. Equipment needs for graduate programs are handled in the same manner as for other academic programs. Units with graduate programs have enhanced library, travel, and scholarship budgets.

### **2.E.2 Supporting New Graduate Programs**

The university's newest graduate program is the low-residency MFA in Creative Writing. This program began in 2003. Its graduates and participants have distinguished themselves and the university through publication in major periodicals and anthologies. At the time of the program's approval, careful study of the institutional impact was presented (see Educational Policy Committee documents, available in the Exhibit Room), as it is with all programmatic additions to the university curricular offerings. The impact statement detailed the requirements needed to sustain the program and those requirements continue to be met. Such is the careful and detailed consideration is given to all additions to the curriculum, but especially to those involving the graduate program where issues cited above (Standard 2.E, final paragraph) heighten the consideration.

The space and technological resources of the Morken Center for Learning and Technology represent the university's commitment to its MBA program. Ongoing grant writing

activities to secure additional funding for nursing education and for programs in the School of Education and Movement Studies all illustrate the university's commitment to its graduate programs.

The university's regular process for equipment requests and needs for ongoing life-cycle replacements of technology are issues of concern for graduate programs, notably in business, education, and nursing.

### **2.E.3 Full-time Faculty**

The majority of the graduate faculty teaching at PLU are full-time employees of the university with degrees in the areas in which they teach. In nursing, education, and business, the nature of the programs requires some faculty rooted primarily in current professional practice. Hence these programs use carefully selected clinical and adjunct faculty.

### **2.E.4 Faculty Characteristics**

Each graduate program has faculty whose primary responsibility is the leadership of and teaching in the program. Even in the low-residency MFA, the program directors, who also are faculty, participate in regular processes of curricular review and policy development with the heads of other graduate programs through the Graduate Council.

### **2.E.5 Off-Campus Programs**

At the present time, all of PLU's graduate programs are delivered primarily on campus. The exception is the low-residency MFA in Creative Writing.

### **2.E.6 Doctoral Program Faculty**

The university does not offer doctoral degrees.

## **Standard 2.F – Graduate Records and Academic Credit**

Graduate admission and retention policies ensure that student qualifications and expectations are compatible with institutional mission and goals. Graduate program faculty are involved in specifying admission criteria, transfer of graduate credit, and graduation requirements.

### **2.F.1 Graduate Admission Policies**

Student qualifications and expectations for graduate admission and retention are compatible with institutional mission and goals, and are articulated both in the PLU 2007-2008 Catalog (pages 158-159) and more fully on each program's web page. The policies and regulations are also described in the individual program manuals. Admission, transfer of graduate credit, and graduation requirements are adjudicated by the graduate program faculty.

### **2.F.2 Graduate Application**

Each graduate program has a clearly worked out admissions process that includes assessment of previous educational programs, test results, submission of current work, interviews, or other faculty-determined evaluation procedures.

### **2.F.3 Admission Criteria**

The Graduate Council jointly establishes general admission criteria for graduate study. This is done cooperatively with the provost and registrar. The Graduate Council reviews the admissions criteria for each of the specific graduate programs.

### **2.F.4 Graduation Requirements**

The policies for each graduate program are available in the Exhibit Room.

### 2.F.5 Transfer Credit

Policies on transfer credit exist for each graduate program. All evaluation and awarding of graduate credit is done by the individual schools/colleges based on professional standards of the school/college.

### 2.F.6 Internships, Field Experiences, and Clinical

Course credit used for a graduate program must be at the graduate level. Further, when a graduate program requires or allows experiential learning (such as internships), these credits must be a part of the program, and may not be credits prior to matriculation to the program. When a graduate student enrolls in an internship, the faculty member is responsible for oversight and assessment. Graduate program directors and deans must approve these internships.

### Standard 2.G – Continuing Education and Special Learning Activities (Off-Campus and Other Special Programs Providing Academic Credit)

Continuing education and special learning activities, programs, and courses offered for credit are consistent with the educational mission and goals of the institution. Such activities are integral parts of the institution and maintain the same academic standards as regularly offered programs and courses. The institution maintains direct and sole responsibility for the academic quality of all aspects of all programs and courses through the management and supervision by faculty and institutional administrators. Adequate resources to maintain high quality programs are ensured.

Continuing education is a decentralized program at PLU. The School of Education and Movement Studies and the School of

Nursing offer continuing education programs. The nature of the programs vary between these two schools and within each school.

#### 2.G.1 Compatibility

The dean and continuing education directors in each unit that offers continuing education, primarily education and nursing, ensure compatibility by following policies that are aligned with the university's mission and goals. Currently the registrar is reviewing policy on continuing education offerings and is making recommendations to the provost and deans to strengthen policy in this area.

#### 2.G.2 Institutional Responsibility for Programs

PLU does not contract with any outside agencies to deliver PLU credit to our students.

#### 2.G.3 Faculty Control over Continuing Ed

The dean of each unit that provides continuing education is responsible for oversight of the offerings in that area. Each school or division providing continuing education has its own process for full-time faculty review of the offerings.

#### 2.G.4 Responsibility for Continuing Ed

The responsibility for administration of continuing education is decentralized. This is an area where ongoing review is underway. Clarification and dissemination of university-wide policies and procedures in this area likely will result. The Provost's Office and the registrar provide oversight to maintain consistency and adherence to policies.

#### 2.G.5 Distance-delivery Programs

The university does not deliver programs or courses through electronically-mediated or other distance delivery systems.

### **2.G.6 There is an equitable fee structure and refund policy.**

The fee structure is equitable. The university applies the undergraduate and graduate refund policies to continuing education. As part of an overall review of continuing education policies, the university is considering creating refund policies specific to continuing education, both for credit and non-credit offerings.

### **2.G.7 Credit for Continuing Education**

Current practice has involved application of a limited amount of credit for continuing education courses to select master degree and certificate programs, notably in education. The registrar is reviewing the policy for granting of credit for continuing education courses and special learning activities.

### **2.G.8 Approving of Course Credit**

The monitoring of these activities resides with the deans of the units that offer them.

### **2.G.9 Prior Experiential Learning**

### **2.G.10 External Degree-completion Programs**

### **2.G.11 Credits Awarded for Outcomes**

The university does not offer any of these programs or ways to earn credit.

### **2.G.12 Travel/study**

PLU study away courses are approved through the same mechanism as all other courses, overseen by chairs, deans, and the Educational Policies Committee. In addition, such courses also are vetted by the Global Education Committee. PLU has well-developed policies for approving and awarding credit for study away courses offered through another university or program.

## **Standard 2.H – Non-credit Programs and Courses**

Non-credit programs and courses, including those that award Continuing Education Units (CEU), are consistent with the mission and goals of the institution. These offerings are characterized by high quality instruction with qualified instructors.

### **2.H.1. Institutional Policies and Administration**

The School of Nursing provides approximately 20 non-academic credit programs annually to health professionals in the region, as well as to nursing faculty and students. Continuing education units are approved by the Washington State Nurses' Association, and the most recent review was completed in 2005. The programs are administered by a director who holds a tenured position in the School of Nursing.

Likewise, the director for continuing education in the School of Education and Movement Studies has an extensive background in administration, curriculum development, and implementation. The School of Education and Movement Studies is an approved provider of continuing education for teachers and administrators by the Washington State Office of the Superintendent of Public Instruction and the Washington State Professional Educators Standards Board.

Institutional policies and practices are followed and outside agencies also provide guidelines which are carried out in each case. Please see the Appendices for the Self-Study for reports from each area.

### **2.H.2. Records**

As externally approved providers for continuing education programs in the State of

Washington, the respective program directors can provide audits and reports.

### **2.H.3. Guidelines for Credits**

In nursing and in education, guidelines are followed regarding allocation of credit: In nursing, one CEU = 10 contact hours; in both units, one academic semester hour = 15 contact hours and 1 contact hour requires 60 minutes.

#### **Policy 2.1 General Education/Related Instruction Requirements**

The items in this policy have been addressed in section 2.C.

#### **Policy 2.2 Educational Assessment**

In 1999 PLU adopted a comprehensive assessment plan that incorporated both institutional and academic assessment (See “PLU Assessment Plan” in the Exhibit Room). That plan committed the university to an “embedded” rather than a “discrete and distinct” structure for assessment (“Focused Interim Report”, April 2000, page 4). The university’s judgment that such a plan would better provoke “deep and long-range improvement” in achieving educational mission has been borne out in the past decade. PLU’s educational programs are stronger, its educational climate more vigorous, and its institutional clarity and focus more refined. Briefly, the plan for academic assessment included the adoption of the Integrative Learning Objectives (PLU 2007-2008 Catalog, pages 3-4) that are the basis for assessment of student learning in general education and in dimensions of major programs, a comprehensive and continuing alumni survey, creation of assessment plans and processes by individual units, participation in national studies, and

assignment of assessment responsibilities in the Office of the Provost, and to deans and chairs. The elements of the plan remain in place. All dimensions of it have been carried through. Still, thoughtful reflection on the plan in preparing this self-study document has made clear that the effectiveness of implementation has varied over the past decade. Two changes of provost with concomitant restructuring of the Provost’s Office, massive faculty turn-over due to retirements, and changing personnel in academic leadership positions in schools, divisions, and departments have come together in ways that have contributed to this unevenness.

In 1999 the university faculty adopted the Integrative Learning Objectives (PLU 2007-2008 Catalog, pages 3-4). The then-provost added “Appendix C”—a statement of assessment activities for that year—to each department’s, program’s or school’s annual report. This requirement was intended to keep assessment clearly at the center of the work agenda for academic leaders and faculty. In addition, for those schools, departments, and programs accredited through professional and or licensure organizations, assessment work moved forward guided by those particular requirements. These reports were pivotal in coordinating PLU’s decentralized academic assessment plan. Between 2000 and 2003 the then-provost provided annual reports on assessment in the academic sector incorporating these appendices.

In 2003 a new provost chose to modify the plan for educational assessment. Since the academic sector had long recognized the need for review of all academic units and programs through a process that includes outside peer assessment and consultation, the provost instituted IDEA (Intentional Design for Excellence Assessment). This model provided

for departments and programs without outside disciplinary/field accreditation the benefits of external peer review. Departments were invited to apply to participate. Among those that participated, philosophy and psychology found the process particularly helpful. The current provost is working with deans to establish a recurring cycle for such reviews, to refine review procedures, and to allocate the necessary fiscal and personnel required to maintain an ongoing review cycle. While IDEA is a valuable addition to the assessment plan, it supplements but should not replace the ongoing work of units on assessment. Hence the current provost has re-instituted Appendix C for the annual unit reports.

Within the academic sector a review of the current academic assessment plan is underway and some revisions in addition to institutionalizing the IDEA process will result. Four areas stand out for attention. First, given very significant turnover of faculty, effective education about PLU's academic assessment plan and the role relevant faculty and administrators in it is needed. The provost is working with deans and chairs on that during spring of 2008. Secondly, the multi-year review of general education and the guidelines under which it has been carried out highlights the need for careful consideration of how general education assessment will go forward. Third, departments, schools, and interdisciplinary and area studies programs need better assistance in learning how to utilize the data and feedback in assessment more efficiently and effectively. Faculty investment in assessment is directly related to its producing real results. Fourth, attention needs to be given to improving deans', chairs', and faculty members' consideration of data from university wide surveys and other instruments that provide a fuller picture of a student's entire educational experience at PLU.

A major element in the plan for formal assessment of general education now being discussed involves using the senior capstone project required of all majors to assess students' learning in relation to general education goals as well as in relation to the learning outcomes for those programs. This assessment initiative is being coordinated with the ongoing process of general education review in which important decisions will be made during April and May of 2008.

The strongest element of academic program assessment to date has been in major programs. The materials provided by individual departments make clear that many have been engaging in regular assessment of student learning outcomes and have altered the curricular requirements, and in some cases pedagogy, of their programs to improve student performance. Some departments use both capstone projects and student performance on standardized exams to drive their program assessment. Some also look at graduate school admission rates and the quality of the programs into which their graduates are accepted. Other programs track employment rates and follow up with employers. Sustained coordination of or support for these activities is a recognized need and high priority.

The university has for some years participated in NSSE, the National Survey of Student Engagement. The data gathered through NSSE has been reviewed each year and discussed in the Academic Deans' Council, President's Council and in relevant committees. More sustained interpretation and application of this data to program assessment is a high priority in the academic sector. As noted earlier, results from the Student Satisfaction Inventory have been used to successfully modify and improve the academic advising program, Diversity Center,

Residential Life, Campus Safety, and Student Services Center.

The university regularly collects student information. It established the Student Success and Retention Task Force (SSRTF) in 2000 that attends carefully to trends in student retention. The Junior Review process entails a mid-program assessment for students in every major. Some units have particular program-based mid-program assessments of student progress. End-of-program assessment data is collected. Tracking and analysis of that data is done on a project basis, generally when an issue of concern arises. Data and findings from particular programs doing end-of-program assessment have not been collected in a systematic manner. Outside review goes on regularly for schools and programs accredited externally: business, chemistry, computer science and computer engineering, education, marriage and family therapy, music, nursing, physical education, and social work.

One complete cycle of alumni surveys was completed between 1999 and 2003 for each school and division. The data was shared with the deans and through them with the respective academic units. While PLU committed to ongoing surveys of alums, no formal process for ongoing data collection from alumni and analysis of that data was put into place.

Data from two surveys of ELCA colleges and universities done during the early 2000s was shared with deans and chairs as well as with the entire university at a fall conference. The university tracks attrition rates and students leaving the university complete a brief survey. The SSRTF reviews the trends. In addition, a First-Year Student Questionnaire is administered twice each fall in the First-Year classes and the data is shared with President's Council, SSRTF and the First

Year Experience Program Committee. Each fall, the new Transfer Student Survey is sent electronically and the data is reviewed by the SSRTF. Information on employment statistics for graduates is tracked. Some programs have kept close contact with employers of their graduates, but formal reports of data collection from employers are not yet part of a university-wide assessment process. In summary, PLU's assessment plan and practices is aligned with Policy 2.2 "Educational Assessment." Issues of consistency and effectiveness of assessment, of allocation of responsibilities and resources to improve assessment, and of cultivating the cultural habit of deploying assessment findings fully for improvement of educational programs and practice remain.

### **Policy 2.3. Credit for Prior Experiential Learning**

The university does not award credit based on prior experiential learning.

### **Policy 2.4 Study Abroad Programs**

*PLU 2010* identified global education as one of its marks of distinction. This identification built on the university's already considerable track record with international study. The challenge of educating students in the 21<sup>st</sup> century as noted in *PLU 2010*, "demands that the international study experiences it offers involve not only considerable immersion in other cultures but challenging examination of the largest most difficult global issues" (page 26).

Since then resources and personnel have been focused explicitly on the global initiative. The Wang Center for International Programs coordinates the activities for study abroad. It is overseen by the provost and by the appropriate faculty committees, Global Education and

Educational Policies. The executive director of the Wang Center sits on the Academic Deans' Council. Study away is an integral part of PLU's educational program and so falls very directly under the faculty.

The Wang Center coordinates the cycle of study away offerings. They are of three types. Gateway programs are designed by and with faculty so they speak to the quality of the educational experience embedded within an on-campus conversation. To date, PLU has five gateways. The earliest of these—in Chengdu, China with Sichuan University, in Trinidad and Tobago with the University of the West Indies and the Ministry of Community Development, Culture and Gender Affairs—have been strengthened. More recent additional Gateway programs (in 2004 and 2003 respectively) have been added in Oaxaca, Mexico, with the Instituto Cultural Oaxaca (ICO), and Namibia and Norway, in a tripartite program in cooperation with the University of Namibia (UNAM), Hedmark University College, and the Namibia Association of Norway (NAMAS).

Short term study away courses are primarily offered in J-Term, although a few summer courses are also offered each year. Support for these faculty-led J-Term courses is given in the form of annual workshops on how to run an effective short-term course, which draws significantly on the resources of faculty members who have previously run successful study away courses. Similarly, two significant workshops (2005 and 2006) were conducted for faculty and administrators on methods to effectively advise students to plan for a successful study away experience.

The Wang Center also monitors approved brokered programs in which PLU students participate.

The university has clear and well-established policies for how students may receive academic credit for study away. These are overseen by the registrar in collaboration with the Wang Center, deans, and department and program chairs.

A Teagle Grant and participation in the American Council on Education's lab enabled the university to develop an important document on learning outcomes specific to study abroad. The document defined outcomes such as knowledge and intellectual skills; cultural knowledge and skills; values perspective regarding world issues; and personal engagement with world issues. These learning objectives are connected to distinct "phases" of achievement: introductory, exploratory, participatory, and integrative. Rubrics have been identified for each of these achievement phases, and Gateway program directors and faculty off-campus course leaders are being asked to design learning goals that include each outcomes category and to identify which "achievement phase" their program or course is designed to address. This clearly will be an ongoing process but with the tools in place PLU has given direction to how it wants to focus student learning in global education.

PLU's short term goal is to put into use an instrument that can help us to develop a longitudinal profile of students and alumni that enable us to measure the impact of study away in the future. In this fashion we would assess whether our graduates, as they move from job to job and establish a career path, have indeed been educated for lives of thoughtful inquiry, service, leadership, and care.

### **Policy 2.5 Transfer and Award of Academic Credit**

The Registrar's Office at Pacific Lutheran

University is responsible for enforcing academic policy on transfer of academic credit. All evaluation and awarding of credit is done by the Registrar's Office under policies and procedures that ensure fairness to all students. Reviews are conducted by academic departments of Washington community college coursework to ensure transfer of courses from these colleges is up-to-date. Coursework from other colleges or universities is reviewed as necessary based on professional judgment of the Registrar's Office. Credit for the major is based on individual schools and departments determining which courses are transferable and applicable. The Registrar's Office determines transferability of courses to meet general university requirements. The PLU 2007-2008 Catalog (pages 183-184) clearly states how credit can be earned and the maximum number of hours in each category that is transferable.

PLU policy on transfer of credit from other regionally accredited colleges or universities is in the PLU 2007-2008 Catalog (page 184). Credit from other institutions, including foreign college or universities, is awarded on a case-by-case basis based on consultation with the appropriate academic departments, use of outside credit evaluators (for some foreign colleges or universities), and the professional judgment of the Registrar's Office.

### **Policy 2.6 Distance Delivery of Courses, Certificate, and Degree Programs**

The university does not deliver courses, certificates or degrees by distance education.

### **Appraisal**

The university offers excellent educational programs. Its programs are sufficient in number and varied enough to meet the needs of a wide array of students. All educational

programs benefit from their clear grounding in the university's mission. The expertise, energy, and imagination that the large numbers of new faculty bring to PLU are strengthening academic programs across the campus.

Four challenges face the university with regard to its educational program: assessment, resource allocation, leadership for academic programs, and effective administration in the academic sector.

***Challenge One: Assessment.*** Significant and high quality work in assessment of student learning and assessment of programs is underway at PLU. With the Principles of General Education and ILOs in place, and the positive effects of the multi-year general education review in which the faculty has been engaged, now is an opportune moment to improve the overall coherence and quality of assessment at PLU. Hence, completing, strengthening and connecting the array of student learning and program assessment activities now underway is a major agenda item. The provost and vice president for student life are working to review the assessment plan and its implementation. The goal is to have all its dimensions fully understood, their interrelationships exploited for maximal benefit, and its management done as efficiently as possible.

***Challenge Two: Resource Allocation.*** PLU's faculty is ambitious, imaginative, and committed to excellence in each program. High quality education, especially education that advances study abroad, artistic performance and production, student-faculty research, service-learning and internships, field work, and other kinds of life-laboratory learning, requires sustained allocation of resources. Ensuring adequate resources for all programs so that they can continue to develop

and improve is essential. The provost and Academic Deans' Council are in the process of developing formula for articulating faculty load, costing programs, and establishing the criteria for allocating resources and personnel to programs.

***Challenge Three: Leadership for Academic Programs.*** PLU is welcoming large numbers of new faculty in the face of waves of retirements. The faculty's extensive and robust leadership structure and responsibility for educational program requires broad-based, competent, effective, and committed faculty leadership. The structure and requirements of leadership roles in departments, programs, and schools need to be clear and reasonable. Faculty who lead programs and committees need training and ongoing support. At

the present time the provost, Academic Deans' Council, and chair of the faculty are discussing ways to support cultivation and rewards for faculty leadership of the academic program.

***Challenge Four: Effective Administration in the Academic Sector.*** In order to carry out its educational mission effectively, the academic sector needs an effective, durable academic administrative structure to support program chairs, department chairs, deans, and committee chairs. Clarifying the structural responsibilities of roles and offices, and regularizing and disseminating procedures and policies related to the work of the academic sector is one of the top projects of the Provost's Office this year.

## General Education

During the past decade, Pacific Lutheran University's general education program consisted of:

General University Requirements (GURs) and  
Core I or Core II

The General University Requirements (GURs) consisted of the First Year Experience (FYEP, which includes WRIT 101, Inquiry Seminar 190, and First-Year January Term), Mathematical Reasoning, Science and Scientific Method, Perspectives on Diversity, Physical Education and the Senior Seminar/Project (see PLU 2007-2008 Catalog, pages 7-9).

In addition to the GURs students selected Core I or Core II. Core I, which served the majority of students, was a fairly standard distributive core with some emphasis on religion and philosophy that represents our Lutheran heritage and mission. Core II was a thematic integrated core which integrated disciplines around themes. Core II had an international focus which fits well with the global initiative of *PLU 2010*. It served around 110 students a year. There were transfer equivalencies for all of these requirements, though it should be noted it was harder for transfer students to enter Core II.

All of these requirements were framed by the Integrated Learning Objectives (see PLU 2007-2008 Catalog, pages 3-4) and the Principles of General Education (see PLU 2007-2008 Catalog, page 4). The ILOs, which were adopted in 1999, provide an understanding of learning objectives for PLU

graduates and helped integrate the work done in majors and minors with the GURs and Cores.

The Principles of General Education explain the purpose of the general education program and provide a rationale for the requirements. These Principles had been implicit in what we do, but the 2004-2005 Ad Hoc Working Group on General Education formulated the Principles out of our already existing documents—*PLU 2000*, *PLU 2010*, the Integrated Learning Objectives (ILOs), and the catalog—and made them explicit. They were adopted by the faculty in December of 2004.

Last year, by vote of the Faculty, Core II was converted to an International Honors Program. That program continues to be under the direction of a chair and appointed committee. In its first year, with no lead time for advertising, 100 students were accepted to the program and 82 enrolled in the new International Honors Program. With this change PLU now has an Honors Program and a General Education Program—students must be invited into the Honors Program and we now have a single General Education Program for all other students at PLU. This has done a great deal to simplify and clarify the presentation of requirements and the advising of students.

We are currently in year four of an evaluation of our current general education requirements and an examination of other models. The 2004-2005 Ad Working Group on General Education formulated the Principles of General Education at PLU.

The 2005-2006 Ad Hoc Steering Group on General Education conducted a great deal of research: faculty survey, student survey, and gathered information about programs at other universities. This information, along with the Principles of General Education, *PLU 2000*, *PLU 2010*, the ILOs, and AAC&U documents provided the 2005-2006 Ad Hoc Steering Group on General Education with material from which they formulated Guidelines for Pacific Lutheran University's Program of General Education (see [www.plu.edu/~provost](http://www.plu.edu/~provost)). These were adopted by the faculty in May 2006. These are currently being used by the 2006-2008 Ad Hoc Steering Committee on General Education as they facilitate conversation about our current requirements and possible changes.

This Committee created six models of general approaches to general education, along with an extensive evaluation of each model. They held forums and conducted an online survey of faculty. As a result, in May 2007 the Ad Hoc Steering Committee on General Education was directed to develop specific plans along the line of a distributive model and distributive model with themes. During the summer of 2007 the Committee worked on framing language for the program and on the specifics of the plans. In the fall the Committee began working with various units to arrive at language that articulates the rationale for clusters of requirements and for specific requirements themselves. The Committee also held forums on the framing language for the program as a whole. In December 2007, two distributive models with revised framing language were distributed to the campus community for further consideration. We are a faculty deeply and passionately engaged in our disciplines. A disciplinary approach to general education is an affirmation of our history, mission, and commitment to excellent scholarship and teaching.

Whatever other specific outcomes of the process there may be, there will be someone in charge of oversight and assessment of our general education program. Such oversight and assessment exists for the First Year Experience Program and Core II (now Honors), but not in any systematic and sustained manner for our other GURs and Core I. This will be in the job description of someone in a reconfigured Provost's Office.

The general education conversation has provided a good occasion for campus conversation across lines about what we want a PLU graduate to look like, and what the interaction between general education and our various majors should be. We held forums at the 2007 Faculty Fall Conference asking people to discuss their goals and objectives for courses in the GURs in their areas, and capstones in their majors. Each group included people from a variety of disciplines. These conversations were very helpful.

The First Year Experience Program is under new leadership as well. The FYEP Committee has been reestablished and they are in conversation about what changes in that part of our general education might look in light of the possibility of more general reform. The Ad Hoc Steering Committee on General Education believes a strategic investment in this program could add a thematic element to our requirements.

In sum, students report great satisfaction with their general education. We surveyed students two years ago on their experience with general education courses and their recommendations for changes. We included five questions on last year's Student Satisfaction Inventory and found that the overwhelming majority of students are satisfied with the quality of teaching in their general education courses and with the content of these courses. We

held student focus groups last spring seeking feedback on their experience with general education courses and their thoughts on how to improve the program. We went into first-year and senior classes this fall to get input on the framing language. They also say they understand the importance of general education, how general education interacts with and supports their major, and its relation to PLU's mission. This is all good news. Pacific Lutheran University has a strong program of general education and it has served students well. But we think it could be stronger. We have now adopted an honors program, we are working on reorganizing and realigning the specific requirements in the general education program, and establishing consistent and ongoing program oversight and evaluation. This spring two plans for our general education program will come before the Faculty Assembly for a vote. After that vote, the person in the Provost's Office who is charge of curriculum and assessment will coordinate ongoing assessment and modification of the program, as well as faculty development opportunities connected to teaching in the program.

## International Core/ Honors Program

### *Integrated Studies of the Contemporary World*

In Spring 2007 the faculty voted to take appropriate steps for a two-year transformation of the International Core: Integrated Studies of the Contemporary World into a new international honors program. The Honors Program, which welcomed its first freshman class in Fall of 2007, is similar in structure and content to the former International Core; the information

provided below is therefore based on our experience and success with the International Core over the past decade.

### **Mission and Goals**

In 2001, faculty voted to shift PLU's self-selective Integrated Studies Program to the International Core: Integrated Studies of the Contemporary World. Through a Title VI DOE grant directed by Professor Ann Kelleher of Political Science (Fall 2001-Spring 2003), support was garnered for the creation of new courses, the establishment of clear program goals and objectives, and ongoing program assessment. This shift and other internal administrative improvements since have lent to a steady increase in quality and number of students in the program. Throughout these shifts, the seven-course incremental structure and many individual courses of the original Integrated Studies program have remained intact, though redesigned.

Following is the official statement of the INTC program rationale, which includes mission and goals: "The challenges of the twenty-first century are global in scope, complex in character, and vexingly resistant to singular analyses or simple solutions. General education aimed at preparing people to live creatively is best done through a curriculum that engages the issues of the twenty-first century and helps students to develop the complexity of consciousness required to address those issues. The International Core: Integrated Studies of the Contemporary World provides effective general education through a comparative, multi-disciplinary approach to international issues. This multi-year core program is designed to develop the mutually reinforcing knowledge, skills, and perceptions that will enable students to interact effectively and ethically in the changing contemporary world. The International Core's design—international,

comparative, multi-disciplinary and purposely focused on the development of cognitive skills and affective sensibilities—will enable students to become critical inquirers, to track their way through complex and contradictory information, and to draw appropriately on the concepts and fundamental questions of multiple disciplines in order to lead lives of thoughtful engagement and inquiry.”

Following is the official statement of program student learning objectives: “Students completing the seven courses of the International Core Program work with faculty to develop a comprehensive knowledge and understanding of the rich and diverse traditions of the human past, an appreciation for the thoughts and actions of significant individuals and groups in history, an enduring curiosity about perennial and contemporary problems, an understanding of human dilemmas that is both empathetic and intellectually rigorous, and an ability to contemplate analytically their own position in the world. Towards these goals, students should learn:

1. To describe the contemporary world in terms of its origins in major historical trends within philosophy, religions, science, politics, economics, and aesthetics.
2. To situate their own ideas, values and practices in both an historical and a contemporary global context.
3. To analyze problems in the contemporary world through the application of knowledge, theoretical frameworks, and methodologies of multiples disciplines.
4. To employ a multi-disciplinary analysis in order to formulate suggested responses to world problems which are coherent in intellectual, ethical, and practical terms.”

## Curriculum

In addition to making the program more intentionally international, an intent of the DOE grant was to provide a sufficient number of course offerings so that faculty could teach on a rotational basis. Of the new experimental courses that grew out of this initiative, the following five have become permanent program offerings:

- INTC 211, Twentieth-Century Origins of the Contemporary World.
- INTC 243: Conservation and Sustainable Development (This course has an additional weekly laboratory and service learning component.)
- INTC 248 – Twentieth-Century Mass Movements
- INTC 251 – Social Globalization
- INTC 327 – Identity, Commitment, and Perspectives (In this values-based course, students learn a variety of philosophical/religious/cultural approaches to analyzing specific twenty-first century problems and determining appropriate ethical responses.

Through grant support, certain Language 301 courses were redesigned to meet INTC 200-level course objectives, and now counted as one option for meeting the four required 200-level courses.

## Faculty

The program continues to draw some of PLU’s most outstanding and actively involved faculty, dedicated to undergraduate teaching and the liberal arts. A sense of community exists among participating faculty thanks to the continuation of some team-taught courses, three annual workshops, guest speaking in one another’s classes, and ongoing informal conversations. In terms of representation from schools and divisions, all but one faculty member (from the School of Education and

Movement Studies) are in the College of Arts and Sciences, with the majority from the Humanities Division.

The number of course offerings has steadily increased to meet the growing number of students in the program, but it has become increasingly difficult to find tenure track faculty either willing or able to teach in the program, this in spite of the opportunity to teach on a rotational basis. Factors contributing to this difficulty include the call for faculty to teach other general education courses such as first-year writing and 190 courses, and opportunities to teach the swelling number of J-Term offerings abroad. A consequence has been the need to staff many INTC courses with part-time and visiting faculty.

### Resources

The program benefits from an adequate library purchase budget. Due to its cross-disciplinary, general educational nature, the program does not need physical resources. It is sorely in need, however, of clerical support (presently none) as well as top administrative coordination to assure adequate faculty involvement.

### Students

International Core students constitute an outstanding living-learning community. With a reputation for being academically tough, stressing critical thinking and writing, and demanding active student engagement, INTC courses attract the sort of students who wish to lead “lives of thoughtful inquiry, service, leadership, and care.” A survey of the cumulative GPA of students completing their final 300-level Core II course from 2001 to 2006 reveals a cumulative GPA considerably above that of Core I seniors during the same years. The distribution of Core II majors

during those same years reveals representation from the Humanities, the Social Sciences, the Natural Sciences, and the Arts, with fewer from Education and Business, and virtually none from Movement Studies or Nursing. Many program instructors speak of experiencing a qualitative difference in their INTC courses, in that students have come to know one another, are generally open to and respectful of the views of others, and expect to work hard and to be challenged.

The inauguration three years ago of Hong International Hall has lent to the strength of the INTC living-learning community. One wing of the residence is set aside for INTC students; and students in other wings dedicated to specific languages gravitate toward Core II as well. As INTC students mix with other wings to practice their language(s) of study, they help to weave the Residence together into what has become a rich on-campus international experience. As the program transitions into the International Honors Program, every effort will be made to maintain the same outstanding learning-living community, both in courses and on campus.

### Assessment

Two forms of annual program assessment and the dedication of faculty workshops to the serious analysis and follow-through on results, have lent to steady course and program improvement. The first involves students who have completed the first year, and the second involves students completing the final course in the program.

***First-Year Student Focus Groups.*** Beginning in Spring 2003, first-year students in INTC 190 (112) representing all sections and varying levels of personal satisfaction with the program, participate voluntarily in focus groups each of seven to eight persons and representing different course sections.

Facilitated by upper class INTC students and faculty members who do not teach first-year INTC courses, the 90-minute sessions are recorded and then summarized by a faculty member not teaching first year courses and with expertise in assessment. Students are asked to respond to the same set of general questions each year, including: Why did you pick INTC; What were your expectations in terms of content, teaching style, class dynamics, fellow students; what did you think the term “international” implied; what did you think the term “integrated” implied; how have your INTC courses influenced your first-year at PLU, in terms of ways of thinking, learning skills, awareness of and care about the world about us; have your INTC courses helped you think about your own values, challenged them, and how have you felt about that; have the courses helped you reflect on your own position relative to the larger society, as an individual or member of a larger social/religious group or economic class; knowing what you know now, would you recommend INTC to others. Overall, groups have reflected a resoundingly positive reaction to being in Core II and appreciated this opportunity to participate in the ongoing formative process of the program. The highest value that emerges year after year is the experience of belonging and contributing to the vital, closely knit INTC learning community. For the most part students also speak of the sense of engagement and meaningful education that results from the choice of content, high expectations and the heavy workload in the courses.

The main criticism of 2003 was insufficient international scope of courses; of 2004 was insufficient team-teaching and resulting multi-disciplinarity; of 2005 was incongruity of topics from one section of the same course to another. In addressing these avowed weaknesses, instructors have introduced additional international dimensions, and

the term international has been defined as involving an in-depth study of two or more countries, thus distinguishing it from the term global. With the inauguration of the new Honors Program, teachers of first-year courses are working assiduously to better coordinate topics, provide a smooth transition from 111 to 112, and incorporate the disciplinary expertise of one another primarily through guest lecturing, while we continue to seek a greater number of team-taught courses.

***Measuring Achievement of Learning Objectives.*** During a Faculty workshop in Fall 2000, supported by the Title VI DOE grant, over twenty program instructors participated in the formulation of learning objectives for the International Core. Subsequent to the advice of a professional consultant on program assessment, a decision was made to use a major student writing assignment in the final, 300-level course, as a means for measuring the degree to which students in the program are achieving these objectives, the assignment itself designed to reflect program objectives. Faculty were then trained in the assessment process known as “Holistic Scoring of Writing” as a means for measuring the outcome, and the same strategy with some minor changes has since been used annually to this effect.

The procedure is as follows: A group of six faculty members, none of whom taught the particular course, are generally involved in the day-long assessment. They first determine a list of measurable criteria for assessing the papers in line with the assignment and program objectives; they then read and score individually, on a scale of one to six, a set of representative papers (names replaced by colors), compare and discuss rationale for their scores until consistency of scoring and consensus on interpretation of criteria is reached; they then break into groups of

three each to read, individually, a portion of remaining papers (names replaced by letters). Scores are then tallied on a grid. Those for which there is little agreement among readers are discussed and if necessary, read and discussed by an additional person, until agreement on scoring is reached.

Student achievement the first two years was disappointing, due in part to the nature of the assignments being assessed. Since then final course papers have been more intentionally designed to reflect program objectives, students have received additional guidance, and the outcome has improved substantially, reflecting as well increased academic strength and improved design of 200 and 300-level courses.

As example, assessment of a final paper in INTC 329 Personal Commitments, Global Issues, taught spring 2007, proceeded as follows: The group agreed on the following six criteria, each of which received a score of one to six: 1) clearly defines and situates a contemporary issue and its complexities; 2) demonstrates command and appropriate incorporation of resources; 3) articulates different perspectives related to the issue; 4) analyzes the issue using one or more ethical and/or theoretical frameworks; 5) situates student's own values and practices in relation to the issue without trying to solve the issue; 6) adheres to the mission and goals of PLU inasmuch as it evokes conversation, communicates thoughtfulness, demonstrates an opened mind and intellectual maturity. The group agreed on the value of scores for each criterion: "1"—criterion lacking; "2"—criterion recognized and attempted but not met; "3"—criterion met minimally; "4"—criterion met adequately; "5"—criterion met very well; "6"—criterion met with excellence. So long as the variance among readers of each paper was four or less out of the possible total of 36,

scores were averaged; it turned out that readers fell within one to three points of one another with the exception of four instances in which the difference of five was quickly narrowed through discussion and a second reading. Of the 28 papers assessed the low score was 19 (2 papers) and the high score was 33 (two papers). No paper fell below a score of 12, implying that no student completely failed to meet the criteria as a whole; 17 papers scored within a range of 19 to 23, indicating they had met the criteria; 11 papers scored between 25 and 33, indicating they had met the criteria very well or with excellence. The average was 24.4, just .6 below what the readers considered "very well". The greatest weaknesses were in the criterion of analysis using one or more theoretical frameworks and the criterion of situating of one's own values, though only six papers received below a 3 on one or more of these criteria.

### **Analysis/Future**

The catalyst provided by the Title VI DOE grant and subsequent shift to the International Core, further buoyed by PLU's increasing emphasis upon international education, has given a new life to PLU's alternative core. Regular communication with students through class visits and added office hours on the part of the program chair, out-of-class program activities, and the bi-annual distribution of detailed descriptions of upcoming courses, have all lent as well—it is believed—to the increased number of students entering and remaining in the program. The inauguration of the International Honors Program offers occasion for yet further improvement including greater tenure-track faculty involvement. Focus during the upcoming years will be upon revising the mission, goals, and learning objectives to meet the expectations of an outstanding liberal arts honors program, coalescing the rich number

of offerings while incorporating more Arts and Natural Sciences at the 200-level, and more intentionally assuring that each student is exposed to methodologies, perspectives, and knowledge representative of a wide range of liberal arts disciplines. PLU's Integrated Studies and International Core Program have provided the experience to assure the university a unique and successful honors program.

## Division and School Reports

### Division of Humanities

#### Mission and Goals

The Division of Humanities is central to the university's liberal arts educational mission. Indeed, the division contributed substantially to the *PLU 2000* and *PLU 2010* long-range plans, Integrated Learning Objectives, and Principles and Guidelines for PLU's General Education Program. The division also devotes significant energy to the initiatives of global education, student-faculty research, and purposive education ("asking big enough questions"). The division energetically and in various ways supports the Pacific Lutheran University motto—educating for lives of thoughtful inquiry, service, leadership, and care—and urges that the adjective "thoughtful" apply to all four nouns.

Several years ago the division adopted its own mission statement, including emphases on the teacher-scholar ideal, engagement with a living past, interaction with diverse cultural traditions, and concern for the global challenges of today. The various departments and programs of the division aim to form critical and flexible minds—such that faculty and students together are able to "embrace

complexity and ambiguity; engage other peoples and perspectives; appreciate the living past in the present and future; engage traditions creatively and critically; link theory and practice, and the public with the private; seek connections among diverse cultures and academic disciplines; understand themselves and consider what makes life worth living." Through its website, the division publicly advertises its mission, programs, and faculty expertise.

The division mission statement and other supporting material are available in the Exhibit Room.

#### Curriculum

Humanities teaching largely serves the general undergraduate student, although each department supports a modest yet thriving major program. Each department has an explicit mission statement, intentionally linked to those of division and university.

*English Department* offerings focus around literature and writing; as well, the Publishing and Printing Arts program provides opportunity for practical entry into the publishing world. The new Writers Series has associated the department with public readings by some of the best regional writers. The Writing Center, directed by a member of the English Department, offers valuable support for student writing across campus. The *Languages and Literatures Department* emphasizes language learning, cultural immersion, and the treasury of related world literatures. The languages offered are suitable to a university like PLU: Latin and Greek, essential for work in the Renaissance- and Reformation-traditions; French and German, the two major Enlightenment-era languages; Spanish, bridging the old and new worlds; Norwegian, language of the school's heritage; and Chinese, important

for the Pacific-rim emphasis. The Hong International Hall provides for intensive language practice as students live and study together. The Language Resource Center offers additional instructional enhancements. Last year, outside reviewers commended the *Philosophy Department's* strengths in applied philosophy and applied ethics. The large *Religion Department* is unique in the Pacific Northwest and allows broad coverage of the field (including biblical studies, Christian thought and history, and world religions). The Center for the Study of Religion in the Pacific Northwest offers academic resources to church bodies of the region.

In addition to department programs, Humanities faculty participate vigorously in interdisciplinary programs, including Chinese Studies, the First Year Experience, Global Studies, the International Core, and Women's Studies. Two key divisional faculty acquired the major Lilly Foundation grants and have directed the Wild Hope program; numerous division faculty have participated in Wild Hope seminars. Student-Faculty research in the Humanities is now supported through the Kelmer Roe Fellowships. The \$325,000 endowment currently provides for three fellowships annually of about \$16,000 each.

Each department and program will provide a more thorough and detailed account of curricular scope. An MFA in Creative Writing program, proposed by English Department and approved by faculty in 2003, has already established itself among top programs in the United States.

## Faculty

The division faculty, like the university's generally, is in the midst of a generational transition. Many new colleagues have been hired since the last accreditation report.

In 2005-2006, the division housed 67 undergraduate faculty, or 44.75 teaching FTE, who offered 268.5 sections and 20,985 credit hours. This is an average of 469.5 credit hours/faculty annually. 42 faculty (63 percent) were tenured or tenure-track; 25 (37 percent) are non-tenured. The division has maintained a steady average of 18,650 credit hours over twenty years. It has been challenging, however, to distribute those credit-hour loads evenly among all faculty teaching.

Nearly all division faculty have Ph.D.'s from a wide variety of national and international degree-granting institutions. All adhere to a teacher-scholar ideal, e.g., embracing notions that the best university teachers are also excellent scholars or that teaching and scholarship cross-fertilize one another. The division houses excellent teachers and scholars indeed, as attested by course evaluations and student enthusiasm for classroom experience. Scholarship is also amply attested. In 2002, a division-wide inventory of scholarly achievements included: 30 published books, 40 edited or co-edited books, 11 edited collections, 6 translations and critical editions, over 300 peer-reviewed articles, over 120 book reviews, and over 500 selected presentations. Since then, many new faculty publications have been added.

In addition to the regular faculty complement, there are three divisional fellows who contribute to Publishing and Printing program, Classics, and Chinese Studies. The MFA faculty is largely separate from the undergraduate faculty, as will be detailed in that report.

## Resources

The Fiscal 2008 annual salary budget for Humanities amounts to \$3,839,939 (not including the MFA). Division resources

provide \$800 per full-time faculty for professional activity and \$60,230 for operating expenses. Salaries for associate and full professor rank are, as a rule, below AAUP II averages. Moreover, it is demoralizing to senior Humanities faculty when junior faculty in other units are paid at a substantially higher rate (particularly in Business and Computer Science). Most in the division see university support for professional activity as inadequate.

The MFA program is a revenue-generating program; its budget is based on a cohort pricing model and amounts to \$186,000. Room, board, and tuition are included at a single cohort price. Besides the Kelmer Roe Fellowship endowment, several other restricted funds support things like the Elliott Press, Religion Lectures, Harstad Lecture, or Hong International Hall. English seeks permanent funding for the Visiting Writers Series.

## Students

Division programs in May 2007 included 125 graduating and 253 continuing majors, 127 graduating and 155 continuing minors. Humanities students receive a well-grounded and well-rounded education, and are encouraged to think outside of the box. Despite pressures to find “useful employment” after graduation or to repay increasingly costly student loans, many majors pursue work in social service or NGO’s, or go on to seminary or graduate school. An institutional survey in 2002 and recent surveys of the General Education Taskforce allow us to gauge the extremely positive attitudes of graduates toward the Humanities courses in their PLU education.

The Humanities Chairs’ Council oversees the distribution of a number of scholarships as well as the Kelmer Roe funds. These monies

allow academic recognition and some financial support for our best and brightest, although it is frequently impossible to grant more student financial aid since institutional rules cap total-award amounts.

## Assessment

Program assessment has been on-going in each divisional department since the last site visit. Individual department accreditation reports and the “Appendices C” to annual department reports will indicate specific achievements, concerns, and reservations. In general, major programs and the International Core (Core II) have achieved higher integration of goals and outcomes from first classes through capstone. Core 2, however, has now been transformed into the International Honors Program. More difficult to achieve in the Core I curriculum are content and skill sequences that ensure even outcomes for all students. This problem must be addressed in the ongoing general education reform; the dean of humanities is concerned, moreover, that the next general curriculum for all PLU students remain sufficiently grounded in the liberal arts.

Students today are often bright, but increasingly illiterate (both in terms of grammar and historic culture). Their study habits are not entirely well formed, and computer technology makes it increasingly easy to hand in plagiarized work. Student culture offers too many elective activities, and student study time often suffers. A previous provost estimated that many students study only five hours per week! Students are often forced to choose between work or study. Student careerist attitudes toward education often compete against “useless broadening requirements.” Thus, normal college classroom learning challenges are exacerbated by poor study discipline, and the content areas of Philosophy, Religion, and Literature contend

with narrowly utilitarian views of the educational process.

In relation to skills and content: All division courses incorporate significant levels of writing, and faculty devote substantial time to writing comments on student work. Since the last accreditation site-visit, all departments have implemented capstones in the major (a faculty-wide mandate). These take place each term and are published through a flyer in advance so that guests and interested university colleagues (students, faculty, and staff) may attend. Given the liberal arts nature of the undergraduate curriculum, division assessment tends to focus around research, advanced reading abilities, writing, and public speaking (in the capstone presentations). The stress on global or problem-oriented education can lead to content shallowness and even antipathy toward the classical Western disciplines and traditions; nevertheless, division colleagues continually come up with interesting ways to engage students around these valuable traditions and to show their relevance for an internet age.

### **Analysis/Future**

Numerous challenges need to be faced. It will be important in the revised general curriculum to ensure a healthy role for the Humanities and effective instruction in the verbal liberal arts (grammar/clear writing, logic/critical thinking, and rhetoric/persuasive writing). Student and university cultures also need better to underscore the cohesiveness of PLU's educational mission and program as well as the enduring significance of liberal arts requirements for a pragmatic age. Despite some of the slogans about excellence emanating from PLU 2010, faculty generally seem to be ambivalent about academic excellence as evidenced in the difficulty of establishing honors programs at PLU or a

curricular depth that would support a Phi Beta Kappa chapter (the Areté Society still continues this fond hope).

The lack of a permanent home for the Humanities division remains a major concern. We are currently housed in three suites in the Hauge Administration Building and a cluster of satellite office suites (Blomquist, Eastvold, Harstad, Hong)—facilities that do not provide the office space or common areas necessary for a unit of our size and centrality, and leave our faculty dispersed around campus. The recent decision to remove the Humanities from planned renovations to Eastvold means that there is now no provision for a new (or renovated) Humanities building in either the Campus Master Plan or the upcoming Capital Campaign. The process of incorporating a new home for the Humanities in the Campus Master Plan has been initiated. The realization of such a home, however, remains a long-term proposition, and steps must now be taken to provide the division with adequate working space for the intervening 10-15 years. Recent faculty relocations from Knorr House into renovated suites in Hauge and Blomquist have enhanced the visibility of the division, provided some improved space for work with students, and strengthened a sense of professional *elán*. However, the amount and quality of our total office space is still insufficient—especially given the anticipated loss of spaces in Eastvold and Harstad. Options for addressing these needs are also being discussed with the provost and vice president of finance and operations.

Resource straits continue to present real impediments to the teacher-scholar ideal. There is need to increase salaries as well as improve morale through better salary equity. There is also need to improve resources for professional development. An effective grant-writing office would be most helpful. The

divisional dean has urged the administration to give fiscal priority to: 1) funding for a new (or renovated) Humanities building 2) professional travel monies, 3) endowment of sabbaticals, 4) resources for professional development, 5) selective endowment of chairs. These strategies promise to provide appropriate accommodations, salaries, and resources befitting the stature of the Humanities faculty.

Besides provision of financial resources, teaching loads are sufficiently heavy to impair time available for teaching innovation or scholarship. The PLU 2010 Faculty Resolution advised work toward five-course loads, but the endowment and resources do not seem in place to achieve that goal any time soon. Moreover, support staff for 60 faculty remains absolutely minimal. Workloads for our exceptionally able staff—two full-time and one half-time administrative assistants—are sufficiently heavy to prevent necessary office-support, let alone support for faculty scholarship. Increasing our third assistant from half-time to full-time status remains a pressing need.

The Humanities historically stand at the heart of the liberal arts. In an age of pluralism when the need for understanding across cultures is patently evident, the division remains vital for the twenty-first-century mission of a comprehensive, liberal arts university. With its excellent faculty, strong record of professional achievement, and clear sense of educational purpose, the Division of Humanities at Pacific Lutheran University anticipates continuing success for the future.

## Division of Natural Sciences

### Mission and Goals

The Division of Natural Sciences includes the following departments: Biology,

Chemistry, Computer Sciences and Computer Engineering (CSCE), Geosciences, Mathematics, and Physics. Our mission is to provide a high-quality learning environment in which all our students can prepare to live in our complex society with an understanding of scientific thought. We also provide strong preparation for those students whose vocations involve science, including those who will do research and those who work in medicine, dentistry, other health careers, environmental protection, business, and public administration. We emphasize the interrelationship of the scientific disciplines. Strengthening our abilities to accomplish our mission involves maintaining the high quality of our programs, publicizing our quality, keeping our curricula current, providing appropriate computer and non-computer equipment, and supporting our faculty members in their professional development.

We also show strength in undergraduate research. We have done so, particularly in chemistry and biology, since at least the 1960's. Approximately 10 faculty members and 20-25 students participate in summer research each year, with many projects extending through the academic year. In addition to the students who participate in the undergraduate research program, our students also enter national and international mathematics and computer science competitions—usually with high standings as a result.

We support the Tacoma/South Puget Sound MESA Program (Mathematics, Engineering, and Science Achievement for K-12 students) by sponsoring the Tacoma/South Puget Sound Center. We provide space and equipment for Upward Bound. Each department lists examples of community outreach.

We believe that the sciences touch our lives in all three dimensions cited by the university's mission statement—serving other people as

individuals, communities, and the earth as a whole. Skill in using scientific inquiry and conceptualization supports whatever kinds of work our graduates do, not only as leaders within their careers but also in their communities.

## Curriculum

Our departments offer both Bachelor of Arts and Bachelor of Science degrees. We also contribute to the first year writing and discovery seminars and several interdisciplinary programs. Our major programs provide laboratory and practical field experiences and cultivate higher order thinking skills.

All departments offer courses to meet the needs of students who major in other disciplines. These courses may support the students' own majors in other science programs, e. g., chemistry, mathematics, and physics courses needed for the other sciences. Other course offerings serve units outside the division, e. g., nursing and business. In addition, each department offers courses that are designed to enrich the general education experiences of students who are not required to take science courses otherwise.

Two important structural changes have occurred in the division since the last accreditation report. In June of 1998, the PLU faculty dissolved the Department of Engineering and its program in electrical engineering. The Department of Computer Science became the Department of Computer Science and Computer Engineering (CSCE), continuing a computer engineering program, which was given an initial ABET review in the fall of 2006 (final result expected in late summer 2007). Some students participate in our 3-2 engineering program, directed by Physics faculty, and complete their educations

at Columbia University or Washington University in St. Louis, with whom we have formal agreements.

Since 1997, the university faculty added an Environmental Studies Program, which offers both a major and a minor. Several faculty members from the division typically serve on the Environmental Studies Committee and teach courses in the program, and the chair of the program has frequently been a member of the science faculty.

Although we have had a modest program in the history of science in the past as well as an interdisciplinary introductory course in the natural sciences that involved physics, chemistry, and biology, we are not offering these courses at this time.

## Faculty and Staff

Forty-four full-time tenured or tenure-track faculty members and four clinical faculty members comprise the division. In contrast to 1998, when nearly all the faculty members in the division had been here more than seven years, one-third of the current faculty members have been here seven or fewer years. At least one-third of the tenured faculty members will retire within the next five years, most of whom have been here more than 30 years. Sabbatical replacements are usually full-time visiting faculty, and we employ very few faculty members who teach only a single course. Approximately two-thirds of our faculty members are active in research, a number that will increase as retirees are replaced with new faculty members who are all expected to be active researchers—in contrast to expectations prior to 1990, when service to the university could outweigh research.

At this time, eight staff members work in the division: two computer and network

specialists, one instrument technician, and three office staff members, a laboratory manager in chemistry, and a laboratory manager in biology (new position in summer 2007). There is a serious need for an equipment/computer engineer with the skills to operate, provide training, and maintain the major pieces of sophisticated equipment in the division—a job that is currently shared among faculty members.

## Resources

The university provides modest funds (\$650 each) for faculty and staff for professional travel and advancement; the funds are managed at the divisional level in our case. Priority is given to faculty who are presenting papers, who seek specialized training, or who are officers or committee members in professional organizations. Research start-up funds are available at a level comparable to other schools in our region (\$10,000-20,000 per year). In addition, the university pays for part of the division's undergraduate research program, through which faculty and students receive stipends for summer research. This program also provides money for students and faculty to travel to other laboratories to use sophisticated equipment. About 60 percent of the \$180,000 for the program is from regular university funds; 40 percent is from research grants, annual gifts, and restricted endowment accounts.

The Kresge Equipment Endowment provides for some computer equipment and for about half of the non-computer equipment purchased each year. Regular university equipment funds pay for computers for faculty members' offices, CSCE classrooms and laboratories, and the remaining half of the non-computer equipment. Research and program enhancement grants provide funds for equipment purchases, especially in

chemistry. In 2006, the Biology Department received a substantial, unsolicited gift of laboratory equipment from a local hospital that discontinued a research laboratory.

The Rieke Science Center, opened in 1985, houses the Biology, Chemistry, Geosciences, and Physics Departments and laboratory courses in Environmental Studies. Computers for students' use during laboratory periods and at other times are available throughout the building. We have printers for production of single sheet posters for presentations at scientific meetings and maps. Computerized projection equipment is available in nearly all classrooms. Shifts in program emphasis toward undergraduate research and project-focused laboratories in regular courses have changed the usage patterns for spaces in the building. The university has recognized that renovations are needed. Planning for renovation has begun and will continue into 2008, and funding for the renovation will be part of the university's next major development campaign.

The Departments of Mathematics and Computer Science/Computer Engineering (CSCE) are housed in the new Morken Center for Learning and Teaching with spaces for technology-rich classrooms, laboratories, and student workrooms. The new electronics laboratory in Morken is supplemented by a laboratory space in Rieke Science Center for CSCE students' use for capstone projects and network security projects. The Morken Center also houses the divisional offices.

Library holdings appear to be sufficient but not extravagant. We have enriched journal holdings through on-line subscriptions, although some important journals are available in the library only in print form. The addition of Sci-Finder, an information source for chemistry and biochemistry, has been a

major enhancement. Students rely heavily on on-line retrieval of articles and the interlibrary loan system.

## Students

About 120 entering students each year identify biology or health sciences as their area of academic interest. Around 50-60 of these students will complete a biology degree. Some of these students will major in chemistry, environmental studies, or mathematics. Most change their minds about health sciences and move into majors outside the sciences. A smaller number of students arrive at PLU intending to study chemistry, mathematics, computer science, engineering or physics. Major numbers in mathematics and chemistry are increasing. Half of the students who begin engineering will graduate either with degrees in computer engineering or through the 3-2 engineering program. In contrast, nearly all the students who choose geosciences and environmental studies are attracted into those majors during their experiences in the 100-level geosciences or ecology courses; they seldom arrive with these interests. These patterns are similar to those seen at other colleges and universities. About 15 percent of science majors are non-traditional students (older than age 22, with families, part- or full-time jobs, in mid-life career changes).

Our majors consistently become involved in the performing arts (especially music), sports, and campus leadership. A significant subset study outside the U.S., and an equally significant group are involved in the sustainability movement on campus. Students also volunteer off-campus, for example the Mathletes coaches who work with middle school students and students who participate in environmental or community service work. Overall, about 70 percent of those who continue to hold an interest in

the health sciences are successful applicants to medical, dental, pharmacy, and physical therapy programs, with dental and pharmacy school acceptances at nearly 100 percent each year. All of our departments place students in Ph.D. programs at major universities in which they are highly successful. Many others directly enter careers in the computer, environmental protection, and biomedical research industries. A relatively small number become K-12 teachers.

## Assessment

Assessment strategies used in the division include a variety of formative and summative approaches and vary among the departments. Biology, CSCE, and Mathematics have used the ETS major field tests to measure student knowledge; the physics department intends to use something comparable in the very near future. Chemistry relies on the American Chemical Society's standardized organic chemistry examination. In all cases, the results are at high percentile levels. All departments use senior capstone projects as a measure of students' accomplishment in their abilities to analyze information, use concepts in their major fields, and present their work. In addition, Chemistry uses a comparison of capstone performance with evaluation of projects done in their analytical chemistry course, which is usually taken by sophomores or juniors.

Formative assessment is strong in both Mathematics and CSCE courses—through frequent computer-assisted evaluation of students in CSCE and web-based evaluation in calculus courses. Several of the CSCE faculty do research on assessment of student learning and have presented their findings at national conferences. In beginning chemistry courses, quick checks of student understanding are done during lecture

sessions using electronic “clicker” technology. Other formative assessment processes are less formal and vary from course to course. The Geosciences faculty intend soon to create assessment rubrics for all of their non-majors’ courses.

All departments use surveys of graduating seniors or alumni to determine students’ perceptions about the value of our major programs. Biology and Mathematics have used formal surveys, learning that graduates in biology believe that courses should include more mathematical foundation and adjusting courses contents in mathematics based on graduates’ recommendations. Other departments have relied on self-reporting by graduates. Formal procedures are being developed to strengthen this type of assessment.

CSCE has the unique requirement, because of ABET accreditation, that they assess faculty professional activity and development for their group as a whole. This measures professional publications as well as their participation in national and regional professional organizations—both of which are strong.

## Analysis/Future

### *Strengths*

The division’s strengths lie in the excellence of the faculty and the programs that we offer. The large size of the Biology Department (faculty and student numbers) means we have faculty members from a wide variety of sub-disciplines whose courses can meet the needs of students with a variety of goals ranging from molecular biology and medicine to outdoor biology and ecology. The rigorous program combines high standards with deep concern for students’ success. The program in Chemistry is also rigorous, preparing students well for post-baccalaureate education as well

as technical careers. They have considerable commitment to undergraduate research, exemplified by their frequent, successful grant proposals for top-level equipment that is used in courses and research. Their program is accredited by the American Chemical Society.

The Geosciences Department is outstanding in two ways: (1) capturing students’ attention with 100-level courses that connect concepts, facts, and scientific method to real issues such as volcanoes, earthquakes, and sustainability, and (2) presenting a full geosciences program for their majors as well. Their substantial involvement in the Environmental Studies program provides science-based grounding for that program. They serve a large number of beginning students. The CSCE program also serves a large number of students through introductory courses, especially business majors. Enrollments in the major are strongly influenced by trends in the job market. Majors are well prepared for entering careers in the profession or graduate school; the placement rate is high. The computer science program has been examined for re-accreditation by ABET; we await the final result.

Physics faculty members are best characterized as highly skillful teachers who have solid understanding of their discipline coupled with excellent communication skills. Their beginning courses effectively serve other science majors, and they reach non-science students through two courses: astronomy and musical acoustics. Their majors’ program is very strong in theoretical physics, but their students receive enough laboratory opportunities to make them competitive for technical positions, graduate programs, and the 3-2 engineering programs.

The Mathematics Department faculty members show strengths in both teaching and research (winning university teaching and research awards). They collectively and

individually reach students in order to help some students overcome math anxiety and to allow others to achieve deep understanding of the field. They prepare students well to teach and for other mathematics-related fields of work. They have most recently collaborated with business and economics faculty members to propose a major track in mathematical finance. They also emphasize mathematics preparation for K-12 teachers.

The biology, chemistry, and mathematics departments offer courses outside the US, and service learning is a feature of courses in biology, mathematics, and geosciences.

### ***Challenges***

Burgeoning enrollments in beginning courses in all our departments offer challenges as well as opportunity because of the need to assign more faculty members to teach these courses or, conversely, to allow the enrollments in each course to grow to unwieldy numbers, comprising the quality of education. As faculty time shifts to the lower division courses, some department have had to cancel upper division offerings or are prevented from offering enough upper division courses in spite of growth in the number of majors (e. g. Biology and Mathematics). In other cases, enrollments in certain upper division courses in the major are very low—an ongoing characteristic for some courses in chemistry, physics, and computer engineering. We are challenged by the need to recruit more students in some majors, which will create more demand in prerequisite courses. Student dissatisfaction will become a real possibility if support for the best learning environment we can create is not made a high priority at the university.

Facilities deficiencies in the Rieke Science Center are apparent due to the trend toward research-intensive curricular programming and more faculty involvement in laboratory-

based research. This affects biology, chemistry, physics, geosciences, and computer science/engineering. Research in the sciences has become increasing equipment-intensive, requiring sufficient space and structural capacity for large, complex instruments. Although the renovation of the science center has been recognized as important, there is a need to keep this project moving without delaying the detailed planning. Fund-raising will be impossible without the specific plans for the renovation.

Many equipment items in chemistry and biology are on the verge of becoming obsolete or are already so. A more consistent and workable replacement schedule is needed. This is also true for classroom computers, and there must be a cleaner separation of replacement policies and funding for classroom and laboratory computers as compared to the purchase of non-computer equipment. Of course, there are seldom enough funds to meet all of our equipment needs.

There are some stresses in the integration of transfer students into programs in the division, in part due to the variety of levels of preparation with which these students arrive. We must become more deliberate about creating ways to welcome these students into our programs and help them belong to our community of teachers and learners.

## **Division of Social Sciences**

### **Mission and Goals**

As stated in the Constitution of the Division of Social Sciences, the shared mission of the faculty and staff is to support the mission of the university through their service as professionals consistent with the highest standards of excellence in teaching, research, and service. Under the guidance and direction

of the divisional dean, department chairs meet regularly to coordinate activities, maintain information flows, and build programs consistent with the university's mission, long-range plans, and the integrated learning objectives.

In January 2007, the Chairs' Council met with the goal of formulating a concise mission statement to reflect these goals. As adopted by the Council, the mission reads: "The Division of Social Sciences fosters a community of active scholars. Supported by staff, students and faculty work collaboratively within and across diverse disciplines to seek, build, and apply empirically driven knowledge about human, social, and institutional interaction."

### Curriculum

The division offers undergraduate degrees through the departments of Anthropology, Economics History, Political Science, Psychology (both BA and BS degrees) and Sociology and Social Work. Complementary majors in Women's and Gender Studies as well as the minor in Legal Studies are administered by faculty in the division. In addition, the Marriage and Family Therapy department offers the Master of Arts degree. Both the MFT and the Social Work professional programs are accredited by their respective national associations (Accreditation documents may be found in the supporting documentation for the respective programs.) Each unit is responsible for developing its own curriculum, subject to review by the faculty Educational Policies Committee.

Many division faculty also teach courses in the university's First Year Experience program, the International Core program, and Statistics. All other courses are offered under the auspices of a particular department. While virtually all the undergraduate courses may be used in support

of the general university requirements, many of the division's courses also provide support to students in education, nursing, business, and others.

### Faculty

There are currently 50 full-time faculty in the division. Of these, 27 are tenured (and 5 of whom are currently on leave), 14 are untenured (2 on leave), and 9 are visiting. In addition, the division is served by 7 part-time visiting faculty, one half-time tenured professor, and 2 tenured faculty in phased retirement for a total of 60 faculty. Among the 44 tenure-stream faculty, 15 hold the rank of assistant professor, 12 are associate professors, and 17 are full professors. Among all division faculty, 9 are persons of color and 26 are women.

All tenured and tenure-eligible faculty in the division have their PhD in their relevant field and are actively engaged in teaching, research, and service. The average annual course load for full-time faculty in the division is 24 equivalent credit hours and the average credit hour production is 515 credit hours per FTE, excluding summer term. (MFT faculty have annual contracts with a 32 credit hour equivalent load.) In 2005-06, division faculty produced 2 books, 2 revised editions of books, 9 chapters in edited volumes, 10 technical reports, 9 short articles, and 11 book reviews. Twenty-one faculty published peer-reviewed journal articles. Almost 40 conference presentations were made. The typical faculty member served his or her colleagues through membership on more than 2 university committees and task forces. The faculty exhibited similar scholarly productivity in 2006-07. Please refer to the Division's 2006-07 Annual Reports, including individual faculty activity reports.

The division is blessed with a young and

energetic faculty: of the 44 tenured and tenure-track faculty, 23 have been at PLU for 10 years or less; 14 have been here 5 years or less. 3 new tenure-track faculty joined the division in Fall of 2007.

Division faculty are sought for leadership roles: 3 of the 8 persons who have held the post of faculty chair since the university's new governance system went into effect in 1992 have come from the division, a number matched only by the Division of Humanities. Division faculty have also chaired numerous standing and ad hoc committees, task forces, and programs. In recognition of their exemplary work, divisional faculty have been honored with the university's faculty excellence awards far in excess of their share of total faculty: Since 2001, 3 of the 6 teaching awards, 2 out of 6 advising awards, 2 out of 11 research awards, 1 out of 4 mentoring awards, and 1 out of 2 service awards have gone to DSS faculty. Prior to 2001, 11 out of 33 of the university's general excellence awards were given to DSS faculty. A complete listing of these is provided in the supporting materials.

### Resources

The division is ably served by an Assistant to the Dean, two Administrative Assistants, and two student workers. While 2 of the 3 full-time staff have been with the unit for less than year, both were capably trained by their predecessors in all aspects of their responsibilities and are performing well.

The physical resources include Xavier Hall, totally remodeled in 2001, which has office space for 47 full-time faculty, two moderate-sized classrooms and a large lecture hall, all equipped with sound, video, and internet capability, and an anthropology lab. The MFT program is housed in East Campus,

an aging facility on the outer edge of the campus, while 3 faculty in the Psychology Department occupy office space in Ramstad Hall; Psychology also maintains lab and observation facilities in Ramstad and Harstad Halls. Within two years, we are hopeful that Psychology will be fully consolidated in Ramstad Hall with the projected move of Advising staff into the library.

The divisional budget supplements travel funding for faculty and students presenting at professional meetings, but strains under the cost associated with increasing numbers of such presentations and the internationalization of the faculty. Detail may be found in the individual unit reports and supporting evidence.

Each faculty member is provided an office computer, which is upgraded on a regular basis. Shared printers and photocopiers are sufficient for the needs of the faculty. However, as increasing numbers of faculty are engaged in statistical analyses, the division will soon need additional software licenses.

### Students

In academic year 2006-07, the programs in the division served 568 undergraduate majors, 167 minors, and 54 graduate students. 184 students received their bachelor's degree with a major in the social sciences (excluding Global Studies and Women's and Gender Studies) and 90 with a minor. Additionally, the MFT program graduated 16 masters students. In support of its majors and other programs, the division generates about 20 percent of the university's credit hour production each year, leading the university in all but one of the last 5 years. Excluding independent study, practica, or other special classes, the average class size is 26.5 students. For details, consult the charts in the division's supporting materials.

In keeping with the *PLU 2010: The Next Level of Distinction* goal of increasing student/faculty research, funding for student research is provided by small stipends from the division's budget and supported by a number of funded scholarships, including the Severtsen Forest Foundation Research award and the Lemkin paper competition. 16 named scholarships serve to both attract students and reward excellent scholarship to students in the division. In addition, two undergraduate awards and one graduate honorary award are made in recognition of excellent scholarship. (A complete list is included in the supporting materials.)

As part of its community outreach, the division holds a number of public lectures, including the Walter C. Schnackenberg Memorial Lecture, the Dale E. Benson Lecture in Business and Economic History, and the Rafael Lemkin Lecture. A newly created endowment will fund an annual Holocaust Conference. The Assistant to the Dean coordinates the annual visit of the Washington Agriculture and Forestry Leadership program. Details are included in the supporting documents.

### Assessment

The division maintains an active assessment program:

- Majors, minors, credit-hour production, and other records are maintained by divisional staff with the assistance of the university's Office of Institutional Research.
- Department and program chairs monitor their services and purchases budgets, while divisional support staff track all travel and research budgets, student worker budgets, and other expenditures.
- All faculty conduct formal student evaluations at the end of each course, which are reviewed by the provost, dean,

and department chair. The dean maintains summary statistics for each faculty member, each department, and the division.

- All divisional faculty prepare an annual report that documents their course and advising loads, professional activity, service, and plans and goals for the future year. These are read and evaluated by the dean, who prepares an annual report for the division. The last two years' reports are included in the supporting materials.
- In keeping with university policy, department chairs review all untenured faculty annually, conduct a formal pre-tenure review in their third year of credit towards tenure, and another, in conjunction with the dean, during the 6<sup>th</sup> year as part of the tenure review process. The reviews cover performance in teaching, research, and service, providing feedback to the candidate's progress toward tenure. Tenured faculty are formally reviewed every seventh year or upon their return from sabbatical leave, whichever is earlier. The dean formally evaluates each chair annually; the dean is evaluated by all members of the division as well as by the provost.
- Each department is responsible for assessing its own curriculum in consultation with the dean. The department chairs, working with the dean, have held on-going discussions this fall regarding the courses the division contributes to the general education curriculum. To this end, we have a draft statement of the rationale for studying social sciences as part of a general education curriculum: "The social sciences investigate individual and collective human behavior, and the history, development and variation of human culture and institutions. In order to assure sufficient exposure to the wide variety of social science concepts, theories, and methods, students must select at least two courses chosen from different disciplines." Should PLU adopt a revision

to its core curriculum, social science courses to be selected for inclusion the core must meet these implicit criteria.

### Analysis/Future

The strength of the Division of Social Sciences is its faculty and staff, who work for below-peer pay for the intrinsic rewards associated with their respective positions. Comparison of annual reports over the past ten years shows consistently high teaching evaluations, increasing scholarly production by both faculty and students, and excellent placement of students in the workplace and selected graduate programs. The popularity and utility of the division's programs is attested to by its consistently high credit-hour production.

One task in which the division has fallen short is making known the good work of the faculty in the division. Another related task is to integrate a large number of relatively new faculty into the work and culture of PLU. To this end, we have several plans in place:

- The Assistant to the Dean has begun to track new publications and professional accomplishments of division faculty as they occur, rather than waiting until the end of the year and each faculty member's annual activity report. This is accomplished by solicitation of "good news" at the bi-weekly Chairs' Council meeting.
- Economics faculty have joined with the School of Business in a new monthly research forum on the topic of risk. Faculty in Psychology have been invited to join as well. Last year, economics faculty presented three papers and one paper was presented by a psychologist.
- New faculty are especially encouraged to present their on-going research at the monthly Division Lecture Series.

A sample of presentation topics is in the appendix materials.

In the near future, one of the university's most successful grant writers, political science professor Ann Kelleher will retire. Lack of time and support for effective grant writing has been a perennial difficulty for the division, and her retirement will only compound this difficulty. With the relatively low funding levels attendant a small, tuition-driven university, successful grant writing in support of research and curriculum development is a critical need and must be pursued. To this end, the dean will ask that all new tenure-track search advertisements beginning next year will include "interest in grant writing and program development" as a desirable candidate characteristic.

Relatively low salaries have allied with salary compression to increase the difficulty of both attracting and retaining quality faculty in a number of departments in the university. We are thankful that the division is home to the university's first endowed chair, the Benson Family Chair in Business and Economic History, currently held by historian Dr. E. Wayne Carp. Further, Prof. Robert P. Ericksen has been named the Kurt is R. Mayer Professor of Holocaust Studies, the university's first endowed professorship. Attracting funding for more such endowed chairs and professorships is a critical piece of the strategy to alleviate the salary problems.

## School of Arts and Communication

### Mission and Goals

The School of Arts and Communication (SOAC) is a community of artists and scholars—students, faculty, and staff—dedicated to the fulfillment of the human spirit through creative expression and careful scholarship. SOAC offers professional education to

artists and communicators grounded in the framework of a liberal arts education. The School encourages all of its members to pursue their artistic and scholarly work in an environment that challenges complacency, nurtures personal growth, and maintains a strong culture of collegial integrity.

SOAC is dedicated to building and enhancing community through the study, practice, and understanding of artistic expression. Our goals are to:

1. Prepare students for careers and community participation in the visual, communication, and performing arts in an increasingly diverse and technologically complex world;
2. Help build community by providing venues for arts in process as forums for the exchange of ideas, values, common concerns, and aesthetic achievement that enrich our region and our world; and
3. Develop among non-majors and community members a creative understanding and appreciation of the role of arts in society and culture.

The mission and goals of the School serve to underscore the design of the curriculum and community outreach. For each program within SOAC, the curriculum is defined by three interactive spheres: classroom instruction, studio and guided learning, and public performance and display. Each sphere is defined by its objectives and is designed to help move learners from concept to practice to performance and display. The programs and curricula of the School focus on the following principles and outcomes:

1. SOAC's curricula and programs should help our community understand and appreciate the arts and communication. Specifically, we seek to:
  - a. Enhance learners' professional

- abilities and professional understanding of the arts and communication;
    - b. Offer courses, programming, and experiences designed to support the university and provide our community with skills and knowledge to understand and appreciate the arts and their role; and
    - c. Foster arts education practices and research across the boundaries of the arts, schools, and divisions.
2. Programs and curricula should support the connection with our regional and global environments including:
  - a. Embracing diversity through the encouragement of the study of the arts in a variety of cultures, contexts, and values;
  - b. Providing a forum for multi-cultural artistic expression; and
  - c. Offering a "gateway" for global study that connects our community arts with those of other cultures.
3. Recognizing artistic and communication education are unique with respect to studio and guided learning, the programs and curricula are developed around collaborative opportunities that involve faculty, staff, students, and the broader community by:
  - a. Providing members of the community with opportunities to advance knowledge and creative research in the arts through encouraging excellence in art-making, performance, researching and writing by students and faculty in local, regional, national, and international venues;
  - b. Enhancing the collaboration among the arts and artists to provide a learning environment that encourages a diverse student population to develop meaningful

- interactions across the arts disciplines;
- c. Working with university and community constituents to develop the cultural life of our community through exhibitions, public performances, and educational programs designed to promote engagement with the arts;
  - d. Developing partnerships with other university programs and departments with similar goals and objectives;
  - e. Promoting partnerships between the School of Arts and Communication and the community; and
  - f. Recognizing the significant contributions and commitment to the arts by members of our community.

## Curriculum

Each department in the School of Arts and Communication shares common design principles for its curriculum. First, the departments offer a liberal arts degree program in their respective Bachelor of Arts curriculum. And, second, each department offers a professional degree program that builds on the liberal arts foundation and supports professional development and application. The professional degree tracks are based on a three-part model: conceptual and critical foundations, studio and guided learning, and public performance and display. Degree programs are in a table at the end of Standard Two.

Some departments, notably Music, have specialized capstone and performance programs. Beyond these, however, the School offers common capstone and internship programs designed to support cross-disciplinary learning and professional

development. These include (syllabi are attached):

### ***SOAC 295 and SOAC 395 Pre-Internship.***

Provides first and second year students with an opportunity to apply curricular theory and practice to professional and social arenas. Students work with the School of Arts and Communication internship coordinator to design and plan an internship, its learning goals and contract. This course is required for all majors in Communication and is elective for all other degree areas.

### ***SOAC 299 and SOAC 399 Keystone.***

The “Keystone” course introduces first and second year students to the process of educational assessment and program competencies. The focus is on integrating student learning objectives with student experience through initial development of portfolio projects and other assignments. This course is required for all majors in Communication and is elective for all other degree areas.

***SOAC 495 Internship.*** The internship course provides junior and senior level School of Arts and Communication students with an opportunity to apply curricular theory and practice to professional and social arenas. Students work with the School of Arts and Communication internship coordinator to design and complete an internship, its learning goals and contract. This course is required for all majors in Communication and is elective for all other degree areas.

***SOAC 499 Capstone.*** The capstone course is for undergraduate degrees in the School of Arts and Communication (Art, Communication, Music and Theatre). The course focus is on integrating student learning objectives with student experience

through development and presentation of portfolio projects and other assignments. Departments and programs within the School may substitute their own capstone course for particular needs.

### **Facilities**

A chart about facilities is found at the end of Standard Two. With the scheduled replacements and upgrades for our facilities, we hope to centralize the Arts and cultural core of campus into Eastvold, Mary Baker Russell, and a new Ingram.

### **Staffing**

Please see the charts on staffing at the end of Standard Two.

### **Resources**

Available resources have allowed the programs and departments within the School to be successful and grow over recent years. However, more students and community involvement stress available resources and the incremental budget increases have not kept pace with rising demand, increased costs, and needed infrastructure and equipment repair and replacement. The result is that available resources are barely adequate to support the mission and goals of the units. It has been a challenge to find time and energy, in the midst of fully scheduled lives of teaching and artistic/scholarly production, to develop grants to these ends. Work has begun with the development unit of the university to identify donors to establish endowments to these ends.

### **Assessment**

As a professional school, the School of Arts and Communication support and employ the professional standards of the national arts accreditation bodies. Music is

accredited by the National Association of Schools of Music and is the only accredited department in SOAC. However, reviews of Art and Theatre have employed the National Association of Schools of Theatre (NAST) and the National Association of Schools of Art and Design (NASAD) standards to assess and focus programs and resources in those areas. Communication does not have an accrediting body; however, it is reviewed using the standards developed by the National Communication Association for schools of communication.

Four years ago, the School developed and passed a common capstone program, SOAC 499 Capstone as well as its companion program SOAC 299/399 Keystone, to provide school-wide assessment data. For all non-accredited programs, Art, Communication, and Theatre, students are now beginning to enroll in these courses. These courses develop and use portfolio assessment and professional peer review to determine how well students meet departmental and school learning objectives.

### **Analysis/Future**

The School of Arts and Communication has been well served by a dedicated faculty of long service to the units and the institution, averaging over 20 years per full-time faculty member prior to the year 2000. That longevity and commitment has resulted in a significant number of retirements since 2000, thereby creating a significant sea change in the SOAC faculty. Mentoring and developing these new faculty members is therefore a high priority for the school.

Funding and facilities challenges remain, as articulated in the following unit reports. However, the commitment of the university administration to the school and the alignment of the School of Arts and Communication mission and goals with those

of the larger university bode well for future success.

## School of Business

### Mission and Goals

The purpose of the PLU School of Business is to be a bridge connecting students with the future by integrating competency-based business education, engaging a diverse, globalized society, utilizing technologies that improve learning, exemplifying lives of service, and fostering faculty development and intellectual contributions.

The School of Business mission statement is the result of a continuing process of self-reflection that involves the School's faculty, staff, students, Executive Advisory Board members, alumni, and other constituencies. It focuses on the strengths of the School and on the demands its graduates will face in the future. The bridge metaphor captures the role of the School in making many connections between students and alumni, businesses and community stakeholders.

The four themes of integration, globalization, technology and service were identified in this process of self-reflection. These themes reflect the School of Business interpretation of the University mission to "educate students for lives of thoughtful inquiry, service, leadership and care—for other people, for their communities and for the earth." The mission provides the School with a purpose and a strategic direction. We have begun a series of discussions envisioning our future. These will continue for some time and will result in updates to the mission and goals.

### Curriculum

The School has been continuously accredited

by the Association to Advance Collegiate Schools of Business International (AACSB International) for its BBA program (since 1971), MBA program (since 1976), and undergraduate professional accounting program (since 1982). The School's programs, faculty, administration and resources comply with AACSB criteria which call for accreditation of member schools based upon mission-centered continuous improvement and outcomes-based programs and processes. The accreditation of the business school and all of its programs was reaffirmed in 2005.

The faculty has adopted the following educational objectives for the BBA program:

1. To prepare students for positions in commercial and not-for-profit organizations by providing them the basic knowledge of how these organizations function and equipping them with the necessary competencies to work effectively. These competencies include: leadership, critical/creative thinking, effective written and oral communication, team effectiveness, and taking initiative and managing change.
2. To help students see the interconnections among the many aspects of their world by integrating the liberal arts with professional business education.
3. To identify and challenge students to adopt high standards for ethical practice and professional conduct.
4. To prepare students for lives of service to the community.
5. To prepare students to use contemporary technologies and to embrace the changes caused by technological innovation.
6. To inculcate a global perspective in students

The faculty has adopted the following educational objectives for the MBA program:

1. To prepare students to advance in professional management and leadership roles by: (a) applying sophisticated, practical, discipline-based knowledge in a holistic fashion; and (b) developing competencies in critical thinking, communication and teamwork.
2. To equip students to: (a) cope successfully with uncertainty and environmental dynamics; and (b) drive innovation and change within organizations.
3. To imbue students with: (a) a global perspective; (b) an appreciation for the strength and utility of diversity; and (c) a sense of integrity and ethical responsibility.

Newly redesigned BBA and MBA programs were launched in Fall 2006. The purpose of the curriculum redesign was to provide an improved educational experience for students with better learning outcomes. These revisions were informed by program assessment activities over a multi-year period, benchmarking against other AACSB International accredited business programs at Associated New American Colleges member institutions, and review of national trends in business education.

A key feature of the new design is a heavy emphasis upon three-credit courses within that portion of the overall curriculum that is delivered by the School of Business. This shift to three-credit courses addresses the breadth versus depth across the accreditation-required core body of knowledge while providing more freedom for students to pursue elective interests within and outside the School of Business. A fundamental change in is the requirement to earn a concentration or pursue additional electives beyond the core. The number of concentrations within the BBA was reduced from seven to four in order to

focus faculty efforts and thereby strengthen the remaining concentrations of Professional Accounting, Finance, Human Resources and Organizations, and Marketing. Clarification of an individualized concentration option is pending approval.

The MBA curriculum was redesigned to (a) better integrate the principles reflected in the mission of the University and School into the curriculum and to advance the initiatives in the PLU 2010 plan, (b) bring greater intentionality within the curriculum to those competencies and core values deemed to be essential in a PLU MBA graduate, (c) make the program itself more distinctive in a competitive and crowded MBA marketplace, and (d) to increase the opportunities for synergies between the MBA program and other graduate programs at the University. Consistent with the University initiative to increase the international exposure of our students, the redesigned curriculum highlights the global and diverse nature of business activity. It includes a required international experience with alternative options available for students who cannot travel abroad. The redesigned curriculum is more deliberate in incorporating ethical decision making and recognizing that business has social responsibilities as well as economic ones.

MBA elective courses were re-examined and redesigned to provide students with a better-focused menu of electives that can and will be offered on a regular basis. Students may, by combining specifically identified electives, get an in-depth exposure in a particular area of emphasis. The curriculum continues Technology and Innovation Management as an emphasis and adds areas of emphasis in Healthcare Management, and Entrepreneurship and Closely Held Business. The selection of the emphasis areas is intended to build upon competencies and resources

already developed in the University as a whole and the school in particular, including existing programs and faculty, and the support of existing constituencies such as PLU-MBA alumni, the Executive Advisory Board members, and participants in the School's Family Enterprise Institute.

The School of Business curricula and contribution to cross-disciplinary programs create significant interaction with other parts of the University. BBA foundation courses are taught by faculty in Economics, Computer Science and Computer Engineering, Mathematics, Philosophy, and Communication and Theatre. There is a new cross-disciplinary program in Financial Mathematics housed in Mathematics. In addition, the School participates in the First Year Experience Program. At the graduate level, the School of Business and the School of Nursing have created a joint MSN/MBA degree. The program will begin accepting students in summer 2008.

### **Faculty**

The School of Business 2006-07 faculty of 21 is as follows: Management (4); Accounting (4); Operations/Information Systems (4); Law and Ethics (1); Finance (2); Marketing (3); two on sabbatical (Management and Accounting); and one vacant (Finance). Of this faculty group, 11 are tenured, four are tenure-track, and five are non-tenure track. Part-time faculty teach in the School especially in conjunction with sabbatical leaves. In 2006-2007, part-time faculty equated to 0.76 FTE. Professional accreditation standards are very precise and stringent regarding faculty qualifications and performance in terms of teaching, scholarship, and service. As per AACSB standards, faculty are classified as academically qualified, professionally qualified, or not qualified. The standards are based on intellectual contribution or

current professional expertise. All full-time Business faculty are currently academically or professionally qualified.

The School of Business presently meets all professional accreditation standards regarding teaching qualifications. All courses are taught by terminally qualified full-time and adjunct faculty with perhaps only two or three courses per year as exceptions. Exceptions occur when business professionals with highly specialized areas of expertise are asked to teach. All faculty and adjuncts are evaluated each semester.

Faculty governance committees exist to explore policy and provide leadership, review curriculum, facilitate research, and improve teaching. The School of Business provides an annual planning process in which the dean and faculty member engage in a verbal and written annual review regarding past performance and mutual expectations for the coming academic year. Clearly defined and faculty designed criteria exist for this review. The self-reported annual reports of all faculty are available to other faculty. Approximately 55 percent of all 2006-07 regular full-time, terminally-qualified faculty taught in the MBA program. No faculty member teaches exclusively in the MBA program. Every effort is made to differentiate course content between undergraduate and graduate programs.

Over the last five years the faculty produced over 50 distinct peer reviewed journal articles, published nearly 60 proceedings papers, and presented papers at over 60 conferences. Other scholarship included book chapters, textbook supplements, and case studies with teaching notes. Faculty are encouraged to work collaboratively with colleagues in the School of Business and externally. Co-authored scholarship is only counted once in the above totals but each co-author receives credit toward maintaining academic qualification.

We forecast significant staffing needs and there is a shortage of business faculty nationally which also results in escalating salary expectations. A finance position has not been filled after two years of searching; accounting lost one and a half positions with the retirement of one faculty and another faculty reduced to half time. Faculty vacancies have resulted in some cancelled classes, with faculty being deployed to deliver the core curriculum and essential electives but not providing the choice of electives that students need to be successful upon graduation. An area to note is that the School currently has five non-tenure track full-time faculty. Ten years ago we had no non-tenure track faculty except for one year visitors. While we appreciate the opportunities of non-tenure track such as for an Executive in Residence, it also affects engagement in university governance, and continuity. We are aware of and see both the opportunities and challenges of having seven of our faculty 60 years and older.

## Resources

**Facilities.** In February, 2006, the School moved to the new Morken Center for Learning and Technology (MCLT). The building provides impressive improvements in both physical facilities and in the technology available to faculty and students. It also makes it possible for the administrative offices and all the faculty offices to be in the same location.

The School has taken steps to better integrate the use of technology into the classroom, taking advantage of the facilities available in the Morken Center. For example, some MBA classes and guest lectures are pod cast through Sakai to accommodate the needs of working adults. Laptop carts are frequently used in accounting, operations and other classes.

**Financial.** In 2006-2007, private gifts and grants to the School totaled \$69,031,

and included a significant grant from State Farm. In addition, total funds received and available from the business unit endowment were \$140,904 with about 80 percent of this designated for student scholarships.

We are greatly concerned about resources available to market the newly redesigned MBA program. Our competitors have both increased in number and far outpace our marketing investment. Even with an exciting curriculum, we cannot meet expectations of growth without appropriate investment.

## Students

A formal declaration of major upon meeting certain criteria is now required to enroll in upper division BBA courses.

A chart at the end of Standard Two summarizes student enrollments for the last seven semesters. In 2006-07, there were 127 Bachelor of Business Administration degrees awarded, and 34 Master of Business Administration degrees awarded. This totals 17.1 percent of the degrees awarded by the university.

Faculty continued efforts to expand the interpretation of student-faculty research by integrating hands-on problem solving projects into the classroom. The marketing research class continued its collaboration with small or not-for-profit businesses to apply marketing research principles to solve real business problems. An experimental marketing and the arts course connected in unique ways with the community. The operations classes also analyzed real system/operations issues.

## Assessment

The School is engaged in ongoing assessment leading to continuous improvement with a

written plan. A triangulation of assessment approaches are used to evaluate achievement of learning goals. Framework for assessment type is (a) direct behavioral evidence, (b) self perceptions, and (c) third party perception. The purpose of these assessment measures is to provide a data-rich feedback loop for continuous improvement. Student course evaluations are an ongoing part of the assessment process. Assessment data stream from design, collection, analysis, review, reflection, and redesign. Primary responsibility for continuous improvement of learning goals rests with the program curriculum committees.

Significant progress has been made in conducting systematic assessment measures. These include the ETS Field Content Test, the EBI Student Satisfaction Survey, BBA Exit Employment Status, and alumni surveys. An area for improvement is in collecting employer feedback. We are making improvements in course-embedded outcomes measurements of objectives and competencies. The success of this varies from course to course, and from faculty member to faculty member.

Assessment data greatly informed the major redesigns of the BBA and MBA curricula. However, there is still more progress to be made in identifying themes and patterns emerging from the assessment data leading to “closing the loop” of continuous improvement.

### **Analysis/Future**

The biggest challenges the School face center around recruiting a dean for the SB and recruiting qualified faculty to fill vacancies in finance and accounting and to fill other vacancies as existing faculty retire in increasing numbers in the next five years. Turnover in the dean’s position has had an impact but

we are moving forward. The ongoing dean search is seeking leadership, respect for AACSB International accreditation, alignment with PLU, global focus, interest in cross-disciplinary programs, and leading us through a time of probable faculty transition.

We struggle with the resource needs of the School (especially in relation to salary and MBA marketing) as part of the larger university’s resources. The three credit curriculum meets educational needs but greatly complicates faculty load issues. The School is engaged in envisioning for our future in context of what we most want to achieve and the understanding we cannot be all things.

Working with Development, the School has developed a preliminary plan to raise \$10 million to endow the School. At this point the plan is not part of a campaign. The funds would be targeted for named chairs, endowed professorships, faculty and student-faculty research funds, centers of excellence, and possibly school naming rights. Such financial support is urgently needed in order to be able to attract qualified faculty. In addition, it is imperative that the School of Business continue to build relationships with its alumni and to expand its outreach to the community and the business community. These relationships provide opportunities for current student projects, the placement of our graduates, and development opportunities.

### **School of Education & Movement Studies**

The faculty of the School of Education and Movement Studies come together representing two disciplines, highlighting both their distinctiveness and overarching similarities. The School of Education &

Movement Studies (SEMS) was established in spring 2007 with the merger of the School of Education and the School of Physical Education. SEMS consist of two departments—the Instructional Development and Leadership (IDL) and Movement Studies and Wellness Education (MSWE).

The degree programs delivered within the two departments, and the communities each serves, are diverse and expand well beyond the traditional conceptualization of public school education with regard to both the locations for service and age of the learner. However, both programs maintain a philosophy that education is the unifying element within each discipline. Further, both disciplines require students to develop the knowledge, values, skills and competencies central to educating others for lifelong learning across a wide range of educational environments within society.

The programs offered within both departments seek to prepare individuals for “lives of thoughtful inquiry, service, leadership and care-for other people, for their communities, and for the earth (*PLU 2010*, page 1). The students who complete our programs are competent in their knowledge and skill as appropriate for their discipline, seek to care for, support, and nurture equitably the diverse individuals they serve, and provide leadership as stewards of their communities and professions. The notion of education as lifelong learning, critical to focused and sustaining lives, is a fitting constant across the shared work of these disciplines.

## **Department of Instructional Development and Leadership**

### **Mission and Goals**

As part of our preparation for national

and state accreditation, the Department of Instructional Development and Leadership (IDL) identified five core values that describe the qualities and commitments that should be at the center of powerful teaching and leading: care, competence, difference, leadership, and service.

***Competence.*** The competent educator is characterized by well-developed knowledge and skills, understands how children learn and the central concepts and tools of thoughtful and open inquiry, the use of technology and multiple forms of assessment, and is a reflective practitioner and life long learner.

***Care.*** The caring educator values respect and trust, is child-centered, nurturing, and a facilitator of personal growth and self-esteem. The caring educator provides a caring environment for students, an environment in which risks can be taken and understandings explored openly.

***Differences.*** A caring and competent educator values differences by seeking to understand differences and being willing to confront and challenge systems, structures, and practices that disadvantage students because of their race, class, religion, gender, or sexual orientation. The caring educator pays special attention to issues of discrimination related to any sort of exceptionality and is especially sensitive to and supportive of students with special needs.

***Leadership.*** Educational leaders pursue the goals of powerful learning and positive student achievement, using collaboration and supportive interaction within the classroom, the school and the community. He or she holds a rich vision of settings that foster efficacy and excellence, communicates

this vision to constituents, and leads them in the construction and implementation of a shared vision of good schools.

**Service.** The educator who is committed to service views teaching as an opportunity to make a positive difference in the lives of others and is willing to take action on behalf of others even if such action requires a measure of self-sacrifice. This type of educator is committed has a disposition toward and sense of civic and social responsibility to the local community, the nation and even to the world.

As is evident throughout these five core values, the IDL has attempted to build upon and be congruent with the university's mission of "lives for thoughtful inquiry, service, leadership, and care."

## Curriculum

Over the course of the previous five years, the IDL faculty have carefully developed its curriculum to support four foundational themes. The themes, which also support our assessment system, are as follows:

- **Classrooms as Communities:** The teacher understands variables that influence classroom communities.
- **Formal Learning and Assessment:** The teacher understands current practice and use of educational standards, learning targets, and assessment as they relate to instructional design.
- **Planning for Powerful Learning:** The teacher understands all aspects of planning and design in effective instruction including technology, motivation, content, and various modes of instruction.
- **Professional Development:** The teacher understands aspects of professional growth including reflection, inquiry, collaboration, goal setting, and subject area specialization.

These themes run across all of our programs, including undergraduate and graduate. The programs we offer include: BA and BAE in teaching, MA with teaching certification, MA for practicing teachers, MA with principal certification, and two certification only programs for teachers and administrators. In each program, specific course work has been developed to support the above themes and candidates must submit narrative responses to specific questions that have been constructed to aid in their development. These responses, known as documented entries, will be discussed under the assessment section.

## Faculty

The Department of Instructional Development and Leadership faculty currently totals 15 during the 2007-2008 year: five at Professor (Gerlach, Lee, Lewis, Reisberg, Williams); three at Associate Professor (Byrnes, Hillis, Leitz); four at Assistant (Thirumurthy, Weiss, Woolworth, Yetter); one Visiting Assistant (Nelson); and two at clinical (Jacks, Hassen).

This year, again, showed significant transitions in leadership roles across the faculty. Two years ago, four faculty members (Hillis, Lamoreaux, Leitz, Lewis) moved into half-time administrative positions as the "Dean Team" to fill Lynn Beck's role as Dean. With a failed Dean search, last year, two faculty members (Hillis, Lewis) took on reduced teaching responsibilities and increased administrative work as Acting Co-Deans. With the hiring of the new dean (Lee), the Acting Co-Deans have taken on the roles of Associate Dean (Lewis) and Director of Graduate Studies (Hillis).

The IDL faculty continue to grow in their scholarly and service accomplishments. The lists of accomplishments from the faculty's

annual reports (2005-2006) demonstrate the breadth and depth, as well as the important connections and contributions, of the IDL activities. While the complexity of the educational context at this time is important to note, it also helps to highlight the work of both individuals and the collective group within the school (2 books, 10 articles, 4 book reviews, 20 peer-reviewed presentations). It is also critical to note the growth of the emerging pattern of collaborative work within the faculty (6 presentations). Also highlighted is the increasing focus on international connections to education by IDL faculty (7 projects with stable international connections), as well as the increasing number of grant monies awarded to IDL faculty for a wide variety of education-related study (8 grants). Department of Instructional Development and Leadership faculty are well represented in pan-university committees, both ad-hoc and elected; faculty take leadership roles across the university and within both the local, national, and international community.

## Resources

Over the past three years, the department's budget has remained fairly stable. See the chart at the end of Standard Two for the budget.

While we continue to desire greater spending flexibility for our programs, we remain well supported by the university and do not have any current budgetary concerns. We remain a solid revenue producer for the university and, consequently, we are generally provided what we need to maintain high quality programs. The biggest concern we have right now is the issue of working space, which will be alleviated in the future as new academic buildings are completed or remodeled. Although every faculty member currently has

her/his own office, computer/work station, and adequate supplies, we need additional room for our expanding continuing education programs and for the staff and faculty who support this work.

## Students

IDL's current enrollments are:

- Undergraduate: 176
- MA with Certification: 40
- Alternative Routes: 29
- MA: 9
- Principal: 16

Additionally, the Department provides five sections of first year writing, one course in the International Core, two sections of 190 for first year students, and two sections of an alternative perspectives course focusing on education. During the 2008 J-Term, we contributed to three courses offered overseas (Namibia, New Zealand and Trinidad).

We maintain a solid record of recruiting students who have completed their undergraduate program at PLU into the graduate programs. This speaks highly of the university's overall reputation and specific reputation of the IDL within the educational community.

## Assessment

The Department's assessment system was developed with numerous partners including National Board Certified Teachers, PLU faculty from across campus, and with community members who are part of our Professional Education Advisory Boards (PEABs). The assessment system reflects our core values (care, competence, difference, leadership, and service), the university's Integrated Learning Objectives (ILOs), and professional and state standards. As noted

earlier, one specific part of our system, documented entries, has been recognized by the broader educational community as an innovative approach for assessing the development of candidate proficiencies. The documented entries were modeled after two processes: the National Board for Professional Teaching Standards and Washington State's Professional Certification (the process that all newly certified teachers must complete within five years of program completion). Consequently, the alignment between these two established models and the documented entry process strengthens the content validity of this approach.

The basic premise of the documented entry process is that teacher and administrator candidates should be able to provide evidence of their developing competency and to reflect on how those competencies will have a positive impact on student learning. Comprised of four major sections—Classrooms as Communities, Formal Learning and Assessment, Planning for Powerful Learning, and Professional Development—the documented entry process requires candidates to respond to a number of questions throughout their program of study (typically 10-15 questions per term). As candidates progress, they are asked to increase the complexity of their responses, which was modeled on Bloom's Taxonomy. For example, in the undergraduate program, candidates are asked to demonstrate competency at the knowledge and comprehension levels in their first term and by their final term they are being asked to synthesize, analyze, and apply their understanding. Although the documented entries are not the totality of the unit's system, they are the most important indicator within our system due to the depth of responses that candidates must provide and the ongoing feedback that is provided to them by the unit's faculty.

The richness of the data from the DE process supports the additional data we receive through employee surveys, student teaching evaluations, formalized self-assessments, and surveys from alumni. Formal reports for these various assessments are compiled in September, January, February, and June. Following this data aggregation process, the unit then has specific program review meetings each November and May (these are in addition to the weekly faculty meetings of the unit which inevitably include a discussion of program data) to review the data to examine the validity of the instruments and to make modifications to both the system and the programs. For example, in our most recent review held in May, we decided on two changes to the documented entry process that reflected problems in the candidates' responses: 1) We collapsed the three question prompts to two because the data showed that candidates did not fully understand how we were trying to differentiate between a listing of the evidence and its relationship to the specific question. We now have candidates respond to the question first through a narrative response and then have them support this narrative with an indication of what evidence supports their positions; 2) We also determined in the spring that we were receiving some redundancies in the data from the various questions under each category of responses. As a result, the faculty worked to address this issue by either deleting questions that were too close to one another or combining questions that had a similar intent. The result is that we will be receiving the same data content with fewer required responses. These changes were implemented in the summer of 2006 for our new cohorts in the graduate programs. Furthermore, we continue to explore the options available to us through the LiveText data management system. For example, we have recently discovered how we can both aggregate data while maintaining the richness

of individual responses that allow for more specific analysis on individual candidates.

### **Analysis/Future**

The Department has undergone significant changes in recent years. The departure of a dean, the death of another valued administrator, the merger of the previous School of Education and School of Physical Education into a School of Education & Movement Studies with two departments—Instructional Development and Leadership and Movement Studies and Wellness Education—and the hiring of a new dean.

With the hiring of a new dean, the IDL Department has been engaged ongoing improvement of program coordination, expansion of assigning cohort faculty across all programs to continue to strengthen program cohesion and coordination, enhancing Documented Entries and accompanying rubrics so as to better capture the positive impact of PLU teacher and principal candidates' impact on improving student learning and achievement, and strengthening partnerships with local school districts in the recruitment, preparation, and placement of candidates.

The Department has committed to strengthening the leadership program via hiring a new tenure-track faculty. Other areas of growth being weighed include a new masters program in comparative/international education. This would be a program that could positively support the university's global mission while also providing a degree option that might prove to be highly attractive to prospective students. To address the shortage of special education, math, and science teachers in Washington and beyond, the Department is also in the process of streamlining the Alternative Routes

to Certification Programs for career changers seeking teaching careers.

With our commitment to the process of continuous improvement via collaborating with our key partners (such as local school systems, Office of Superintendent for Public Instruction, Professional Education Standards Board), the Department is currently in a solid position and anticipates a promising and strong future in the near and distant future. With a committed faculty and a strong reputation in the area, we believe that we will continue to maintain our role as an important place for teachers to be prepared for educational institutions.

### **Department of Movement Studies & Wellness Education**

#### **Mission and Goals**

The primary mission of the Department of Movement Studies and Wellness Education (MSWE) is to provide quality academic professional preparation for undergraduate students in areas related to the study of human movement, especially as it supports the pursuit of lifelong physical activity and well being (i.e. health & fitness education, recreation, exercise science, pre-physical therapy, pre-athletic training and health & fitness management). We strive to prepare future leaders who will positively impact the health behaviors of individuals and of society through the education and promotion of life-sustaining and life-enhancing pursuits. The successful completion of our majors demands a strong integration of the liberal arts and sciences with thorough professional preparation in light of respective state and national standards, accrediting bodies and certification programs. Internship experiences are an integral and required element of all majors in the department and allow

for students to further develop and apply their education and training in real world, professional settings. The department of Movement Studies and Wellness Education embraces the intersection of liberal arts education with professional studies and supports the university's mission to educate students for lives of thoughtful inquiry, service, leadership and care—for other people, for their communities and for the earth.

In addition to the professional degree programs, the Department of Movement Studies and Wellness Education provides a diverse array of physical activity instruction for students as part of the General University Requirements (GUR) of the university. Students must take 4 different 1 credit activity courses, one of which must be PHED 100. All students are encouraged to try new activities and to begin or continue a lifetime commitment to active living. Activity instruction is provided in over 30 different activities spanning from traditional fitness activities such as aerobics, weight training, and yoga to an array of sports such as basketball, tennis, bowling and badminton, to a variety of activities uniquely suited to the Pacific Northwest such as mountaineering, sailing and scuba diving as well as a variety of dance courses.

The goals of these classes are to:

1. develop in each student a fundamental respect for the role of physical activity in living, including the assessment of physical condition and the development of personally designed, safe, effective and functional fitness programs with attention to lifetime activities and
2. expose students to a diversity of physical activities and experiences in a manner which enhances understanding of their educational, social, spiritual, ethical and

moral relevance. The program provides opportunities for all participants to develop and apply a knowledge base regarding physical activity and psychomotor and behavioral skills, which encourages the development of lifelong health and wellness.

Additional statements about the department are found in the University Catalog and in the department's Activity Program Manual, both are included in the evidence file for the unit.

### Curriculum

Ongoing curriculum study by the department and faculty appointed to the MSWE Curriculum Committee ensures that courses are meeting current needs of students, and the goals of the MSWE and the university. The faculty's commitment to the curriculum is shown by the regular revision of courses and program requirements with attention paid to the important alignments with relevant accreditation standards and professional certification programs.

The department offers three degree programs: B.A. in Recreation; B.A. in Physical Education, primarily serving students who seek teacher certification; and the B.S. in Physical Education offers majors in Exercise Science, Pre-Physical Therapy, Pre-Athletic Training, and Health and Fitness Management.

In recent years (since 2000) every major and minor degree program offered by the department has undergone significant revision. Changes have been made to reflect recommendations offered by professional organizations associated with each degree program (National Association of Sport and Physical Education (NASPE), American College of Sports Medicine (ACSM), National Strength and Conditioning Association

(NSCA). The subsequent changes that have been made in recent years have been done to insure that students can be viable candidates for the graduate and professional opportunities they are interested in pursuing after graduation. The BAPE program has added and strengthened several new courses and specific sections of existing courses to increase student competence in meeting certification standards established by the national governing body (NASPE) and State Certification Mandates (Washington Office of the Superintendent of Public Instruction). In 2005 the BAPE program was again successful in meeting NCATE accreditation requirements, and in 2007 the program successfully responded to changes made in state requirements. The BSPE degree has been changed to reflect the latest recommendations from the American College of Sports Medicine (ACSM) and the National Strength and Conditioning Association (NSCA). Changes have also been made to insure that our students have satisfactorily completed pre-requisite course work to be competitive in their applications for post baccalaureate professional opportunities and graduate schools in Exercise Science, Health and Fitness Management and Promotion, Physical Therapy and Athletic Training. The BA in recreation program has consolidated what were formerly three degree concentrations (Administration, Programming and Therapeutic Recreation) into a single core of classes reflecting current professional trends, which seek individuals with programming and administration expertise.

Over the past 12 months the department also significantly revised its minor offerings (updating two, dropping seven and adding three). These changes provide for cohesive and applicable training in content areas relevant to today's market. Changes to the Coaching Minor in 2006 (the largest enrolled minor)

now align with certification standards for the Washington Interscholastic Athletic Association and qualify students to sit for certification exams by the Positive Coaching Alliance and the National Association for Sport and Physical Education. The current curriculum is summarized by major and minor in the evidence file for the unit.

### **Faculty and Staff**

Currently forty-two people are involved in delivering all aspects of the programs offered through MSWE that generated credit hours for the university. The breakdown of full time faculty and staff for 2007-2008 is as follows: eight full time faculty comprising five tenured faculty and three visiting faculty (Briseno-Wendel, Evans, Hacker, Kerr, McConnell, Moore, Stringer and Wood), along with one part time instructor (internship coordinator). Thirteen full-time coaching staff, 10 part-time instructors and 10 part time coaching staff contribute to teaching physical activity classes. One full time administrative staff (Joanne Davis) and two part time student workers support the administrative functions of the department.

Faculty members in the department make significant contributions to scholarly and creative work and service. The accomplishments of current faculty are noteworthy and include numerous national and international presentations, publications (articles, book chapters, books and curriculum), and service to professional agencies including journal editing, and leadership in professional organizations. Faculty members have also been recipients of prestigious awards such as the Broten Young Scholars Recognition Program Award and the Presidential Citation of the American Psychological Association. The faculty contributes significantly to service

both on and off campus and has played key participatory and leadership roles in faculty governance. A summarized list of significant faculty accomplishments for the unit is provided in the evidence file.

## Resources

In order to continue to deliver our existing curriculum in each of the areas indicated above the department must maintain the current number of full time and part time faculty. Each of the academic classes (majors, minors, Pan University classes) is taught by one of the eight full time faculty members. All of the physical activity classes that contribute to the PHED GUR are taught by a combination of full and part time faculty as indicated in the faculty and staff section of this document. Although the MSWE is currently able to meet its commitment to provide excellent educational experiences for students in the areas indicated above, the department has pursued the addition of a full time instructor position to teach physical activity classes in the GUR. The department believes this would improve the quality of the physical activity program by providing for clearer oversight and consistency in the program. The department is currently searching for two full time tenure track positions to fill vacancies currently occupied by visiting faculty.

All full time faculty have their offices located in Olson Auditorium. It is very important for faculty offices to be closely located to other places in which they do their work e.g. classrooms, gymnasiums, laboratory space and outdoor facilities. Last year two faculty members (Hacker, McConnell) sat on the Olson Task Force headed by Vice President Sherri Tonn. Plans for the renovation of the building emerged and include improvements to office size, location and number as well as

numerous other improvements to necessary spaces such as equipment storage rooms and the MSWE lab facility (Human Performance Lab).

The department has unique instructional resource needs. The physical activity classes are facility and equipment intense, e.g. tennis courts, fields, rackets, balls, etc. and major degree courses require specialized laboratory equipment such as bicycle ergometers, motor learning equipment, computer software applications and other specialized resources, as well as access to traditional activity equipment for effective instruction in teaching methodology courses. Funding for such equipment was non-existent in previous years. This year funding was provided to the department and significant acquisitions have been made. These equipment upgrades help to ensure the safety of students participating in activity courses and provide adequate resources to ensure high quality major courses. The department maintains a complete inventory of all equipment (activity, lab and other) and inspects equipment regularly. All full time faculty have relatively newer office computers and the classrooms and lab spaces used for instructional delivery have fully integrated technology (computers, projections systems, Internet access). In that past year the department requested and received three new computers for the Human Performance Lab.

## Student Demographics

Consideration of student demographics in the department is done in the context of total credit hours generated by students enrolled in classes that include GUR (activity classes) as well as classes in which students enroll to satisfy both major and minor requirements. MSWE generated 5472 credit hours in the 2005-2006 academic year, and 5451 credit

hours in the 2006-2007 academic year. This represents an 8.2 percent increase over the previous seven-year average of 5056 credit hours. The number of declared majors enrolled in the BAPE (36), BSPE (64), and BARec (15) programs was 115 at the close of Spring 2006. The number of declared majors enrolled in BAPE (40), BSPE (80), and BARec (16) was 136 at the close of 2007. This number represents a 32 percent to 36 percent increase over the previous seven-year average of 87 majors. The department is well positioned, with its current degree programs, to address the increasing need for well prepared professionals interested in the promotion of lifelong physical activity, health, fitness and recreation.

There continues to be a strong interest by students for the majors and minors offered by the department. As one considers national health and fitness trends reported by various government agencies such as the National Center for Health Statistics(NCHS), the Public Health Service(PHS), the National Institutes for Health (NIH), and the Centers for Disease Control (CDC) and national reports such as Healthy People 2010, it will continue to be very important for institutions of higher education to prepare well educated students who can go on to participate in life vocations that include health and fitness promotion and disease prevention. The department believes our recent and future graduates are well positioned to make contributions to society in these areas. Graduates of the department's major programs have been regularly and successfully accepted into graduate programs in Physical Therapy, Exercise Science and Sport Psychology and have excellent success in finding entry level positions in schools, hospitals and other health, fitness and recreation settings. The department is beginning to track and compile these placements as we work toward creating

a strong alumni database and networking structure. Progress to date is included in the evidence file for the unit.

### Assessment

Assessment in both the majors, minors and activity program are ongoing. Objectives and global outcomes for each class involved in these programs are identified in the course syllabi and competency assessments for the different classes are indicated. All current and recent past syllabi are kept on file in the department's main office. In addition to the specific knowledge and skill assessments included in all classes the standard student evaluation of faculty is also conducted. Some segments of the curriculum such as student teaching, internships, professional practicums, coaching practicums and Independent Studies have assessment instruments that are different to other classes in the curriculum.

All students graduating from one of the three degree programs must complete a final outcomes assessment. These are done as part of the final capstone or internship experience. Students in the BAPE degree must complete a comprehensive portfolio and oral defense that meets all state and NCATE standards as well as addresses both the Integrated Learning Objectives and the Principles for General Education established by the University. Both the ILOs and Principles are also a part of the final oral presentation and reflective summary that is required by all BSPE and BARec students. Faculty attend these functions and also use them to gather feedback from students (objectively based on student performance, and subjectively based on student comments) about the programs. Curricular changes and improvements have been spurred by these discussions.

The department is also undergoing the process

of creating stated learning outcomes for each of the major degree programs by level (100-200 courses, 300, 400). This effort will take time but will help to identify areas of strength and weakness and will help to inform future curricular changes.

Standard student evaluations of the activity program are conducted each semester. These ratings have generally ranged from excellent to very good. Based on student feedback, continuous adjustments and curricular enhancements are made in the activity program. All activity classes are graded A, Pass, or Fail. Faculty and staff in the MSWE are united in a commitment to provide specific, measurable, and identifiable evaluative criteria for grading regardless of the system used. Balancing both the need and desire to recognize excellence in performance by students and a philosophical commitment in our unit to encourage students to pursue physical activity areas in which they are not yet proficient is at the heart of the discussion.

A new programmatic assessment is currently underway in the program. The assessment involves an online survey that explores student perceptions and experience in the program relative to the program's stated goals and objectives. The first round of assessments and evaluation will be completed at the time of the accreditation visit and will be in the evidence file for the unit. With approximately 700 students enrolled in activity courses this Fall, this constitutes a significant, albeit initial, assessment effort for a GUR based program.

### **Analysis**

The department of Movement Studies and Wellness Education at PLU is strong. The current faculty includes individuals that are nationally and internationally recognized

leaders and scholars in their fields, and student interest and enrollment is excellent. Student achievement and satisfaction as evidenced by Senior Capstone projects and presentations is solid. The department is benefiting from strong leadership, a new relationship within the reconfigured School of Education and Movement Studies, a dynamic and rigorous curriculum, new equipment and modest facility upgrades, and a continually growing recognition of the importance of physical activity, health and fitness by corporations, government agencies, grant funding sources and society at large.

The future opportunities for students and faculty in the department to engage in collaborative programming and applied research and educational opportunities are exceptionally strong, and to a degree overwhelming. The expertise of faculty, and student involvement in programming, are regularly sought out by the Division of Student Life at the University. Continued dialogue around faculty and staff wellness programming as well as student wellness education efforts is rich and the potential for service learning and practicum experiences for students in these areas is growing. Challenges exist due to the political elements of bridging curricular and co-curricular opportunities. However, the department welcomes these conversations and opportunities to create truly win-win solutions. Pursuing a jointly held staff position for campus wellness programming with the Health Center and the Department of Athletics is one such potential. Opportunities for collaborative efforts with local schools, agencies and community partners are also abundant. The University's involvement with the Hope Center project of the Boys and Girls Club, and the seemingly endless possibilities for creating work study, internship placements and service programs there is one such example, of many. The

challenge to the department is not in a lack of opportunity for growth and impact, but rather in carefully discerning which partnerships and opportunities will provide the highest quality education for our students and the most authentic and quality research and service opportunities for our faculty. Opportunities for interdisciplinary work on campus also exist. The natural fit for potential collaborations with the School of Nursing around senior wellness programming is one such example.

As with any parallel department at any university, we struggle with making our identity and programs clear to outsiders. Our field is relatively young and exceptionally dynamic. Exponential growth in the past two decades has completely changed the face of the field and has sprouted discipline specific specialties and sub-specialties. This has challenged the cohesiveness of the field as a whole. Even our national organizations are currently undergoing changes to their names and identities as they struggle to present a cohesive picture of what is inherently a multi-disciplinary, multi-professional field. The department, formerly the School of Physical Education, re-aligned last year with the former School of Education to create the new School of Education and Movement Studies. This reconfiguration and renaming has both helped to highlight the range and scope of our work, and also has left us needing to articulate the current status of our field. Many still view us as coaches or gym teachers, and not as active and vigorous scholars and professionals in an exciting, relevant and growing field.

We view this as an opportunity to educate others and not as a threat. We must increase our public relations both on and off campus to ensure that others fully understand the quality of our work and its direct relevance to the mission of the university as it relates

to leadership, service and care for self, others and the world. We also must work to further align our curriculum and our role in creating informed global citizens. It is fair to say that we do not currently have a consistent cultural or global focus in our major curriculum, even though we do contribute to study away courses and instruct courses that fulfill the perspective in diversity requirements within the First Year Experience Program. Engaging in a fuller integration of cultural studies within our major degree programs is something that would further increase our ability to fulfill the University's principle mission, and remains a challenge for us with our current faculty expertise the very real curricular limitations that exist in response to external accreditation and certification demands.

## School of Nursing

### History

The Pacific Lutheran University School of Nursing has offered the Bachelor of Science in Nursing (BSN) degree since 1951 and the Master of Science in Nursing (MSN) degree since 1990. The School also developed and implemented an entry-level master's degree program for students entering nursing with non-nursing baccalaureate degrees in 2003. The School of Nursing (SoN) has modified existing programs and developed new ones in fulfillment of its essential mission of service to others in the Lutheran tradition. The degree programs in nursing are defined as the Basic BSN program, the LPN to BSN program, the RN to BSN program, the Master of Science in Nursing program (MSN), and the Entry-Level MSN (ELMSN) program. The graduate degree program, regardless of entry (MSN or ELMSN), offers two concentrations: the Family Nurse Practitioner (FNP) and the Care & Outcomes Manager (COM). To date

the BSN program has educated over 3,500 graduates ready to enter practice as new registered nurses and over 300 nurses with MSN degrees ready to enter advanced nursing roles.

Through the undergraduate and graduate nursing programs, the nursing faculty and staff endeavor to develop and enhance the learner's knowledge of professional standards, promote values and attitudes in the learner that are consistent with professional nursing and state law, and insure professional accountability and responsibility for their practice that is evidence-based and externally validated. Development of all program outcomes, regardless of degree objective (BSN or MSN) are based on the *Essentials of Baccalaureate Education for Professional Practice* (AACN document) or the *Essentials of Master's Education for Advanced Practice Nursing* (AACN document), as appropriate.

### **Mission and Goals**

The university's mission is to "educate students for lives of thoughtful inquiry, service, leadership and care—for other people, for their communities, and for the earth." The liberal arts are viewed as "providing the necessary and essential foundation" for professional education. The intellect is cultivated "as a tool of conscience and instrument for service." (PLU Course Catalog: Undergraduate-Graduate 2006-2007, p. 3)

The School of Nursing (SoN) affirms this mission through its programs that combine "nursing science with a strong foundation in natural sciences and the liberal arts. It prepares undergraduate students for generalist nursing practice; builds upon undergraduate educational experiences to prepare nurses for advanced practice in designated specialties; and responds to the

education needs of practicing nurses to remain current, competent practitioners or revise the focus of their practice." As further stated in the catalog, "The School exemplifies the university's mission of educating for lives of service and care in an environment that encourages inquiry, diversity, lifelong learning, and spirituality as vital elements in the human quest for wholeness" (p. 114). Evidence in Handbooks

The School reaffirms the tradition of Lutheran higher education through its focus on learning which is intellectually free, offering programs that are based on the liberal arts and natural sciences, being attentive to spiritual heritage and values in a complex society, and pursuing excellence in all our endeavors. The focus of educating for service and care is manifested through the School's programs for preparing professional nurses and through the operation of the School's Wellness Center, which includes a nurse managed clinical support program. The School demonstrates its commitment to diversity through courses that specifically focus on cultural diversity, requirement efforts and programs aimed to be inclusive of diverse groups and faculty development programs. Nursing faculty and students teach and learn in multiple practice environments truly representative of the region's diversity in terms of race, religion, age, gender, culture, education, and socio-economic class.

### **Curriculum**

The undergraduate and graduate curricula within the School of Nursing are designed to meet the varied learning needs of basic nursing students (persons without prior nursing background), LPN (licensed practical nurse) and RNs (registered nurses) seeking a baccalaureate degree (BSN), and both experienced BSN-prepared nurses and

inexperienced non-nursing baccalaureate prepared students seeking a master's degree in nursing (MSN) for the advanced roles of care manager or nurse practitioner. The highly selective BSN degree program is a four year program of full-time study with admission typically occurring in the student's sophomore year. The graduate nursing programs of study are designed to be completed in two academic years of full-time study for the BSN-prepared graduate and three years for the non-nursing baccalaureate graduate, although some students attend part-time.

The undergraduate curriculum was significantly revised in 2001-02 to address the needs of professional nurses in the changing health care environment. The revised curriculum focuses intensively on critical thinking, leadership, and community-based practice. The first courses of the new curriculum were implemented in the fall semester of 2002. There are special sequences within the curriculum for licensed practical nurses (LPNs) and registered nurses (RNs) which address their unique learning needs and acknowledge their prior education and experience. The two concentrations of the graduate program also have recently been updated, again to address health care changes.

With the significant change in requirements at the undergraduate level and minor changes in the graduate program, appropriate arrangements are in place for enrolled students to complete their program in a timely manner and with a minimum of disruption. At the undergraduate level, students sign an Academic Program Contract immediately following enrollment in the first courses of the major that delineates specific program requirements for graduation. Graduate students work with their faculty advisor to develop a plan of study before program enrollment. Accommodations are made to

assure that all currently enrolled students are provided the opportunity to complete graduation requirements.

Program objectives are current and measurable for all programs. They are published in the Undergraduate and Graduate Student Handbooks. All clinical and theory courses also have measurable objectives that are congruent with program objectives and clearly specified in the syllabi. There are 19 undergraduate nursing courses with each course offered two times per year, and 15 graduate courses offered at least once per year.

Students in all programs are given the opportunity to observe, practice, and master psychomotor skills in the Learning Resource Center or the School of Nursing Wellness Center before applying those skills in a clinical setting. Teaching and learning strategies include required readings, demonstration/return demonstration, video and interactive video, computer assisted instruction, and independent learning modules.

Both thesis and non-thesis options are available to graduate students. Students who choose to do a master's thesis are given very clear, specific guidelines for thesis preparation and are assigned to faculty thesis adviser for individualized guidance. The thesis guidelines and Scholarly Inquiry Course Syllabus serve as evidence.

School of Nursing admission policies for undergraduate and graduate students are provided in the university catalog and pamphlets distributed by school personnel to all prospective students requesting information, and are included in the nursing student handbooks provided to all students. Those policies are consistent with the admissions policies of the university and

the expectations of the nursing accrediting organizations. Information sessions are held for both undergraduate and graduate programs throughout the year and the days and times are varied to offer scheduling flexibility to attendees. Admission packets are the evidence as well as the Recruitment, Admissions, and Progression Committee minutes and annual reports.

Faculties teaching in the nursing programs are involved in establishing the admission criteria, as well as recommending applicants for admission. Graduation requirements for the BSN and MSN degrees are determined by the nursing faculty and are congruent with the University policies and procedures. Transfer of credit from other undergraduate or graduate nursing programs is evaluated by faculty, the admission coordinators, and the dean. Non-nursing courses are typically referred for review by the department or program representing the disciplinary focus of the course. Evidence is the membership and minutes of the School's Recruitment, Admissions, and Progression Committee.

Undergraduate and graduate students' academic records are maintained in individual files by the admissions coordinators with responsibility for undergraduate and graduate program support. The files are comprehensive and locked securely in the School of Nursing office. Only appropriate parties are permitted access to the records.

Courses at the undergraduate level are scheduled primarily during the day, Monday through Friday. Clinical experiences are scheduled on weekdays during the days or evenings, with occasional weekend rotations. Graduate-level (MSN) classes are scheduled on Fridays and after 4:00 pm on weekdays, also to meet the needs of working professional nurses. Clinical placements for graduate

students are arranged individually and may be held during the day, evening, or on the weekend. Printed class schedules and the clinical placement grids that are kept in a database serve as evidence.

The Continuing Nursing Education (CNE) department/office offers continuing education programs that are designed, approved, administered, and evaluated as required by the Washington State Nurses' Association, the approval agency. All programs are compatible with the University's and the School's mission and goals. The mailed calendar for course offerings, the accreditation report to WSNA, and participant evaluations of offerings serve as evidence.

The fee structure for CNE's offerings is based on the anticipated cost of delivering the program. The fee structure and refund policy is published in the calendar of events that is mailed twice annually. The granting of academic credit for continuing education courses is based upon the university's policy. Programs offered for academic credit are approved in advance by the CNE director and the dean.

Appropriate policies and procedures guide the placement of students in courses and programs based upon their academic and technical skills. Such placement ensures a reasonable probability of success at a level commensurate with the institution's expectations. Special provisions are made for "ability to benefit" students.

Faculty in the School of Nursing actively participate in teaching courses across disciplines. Nursing faculty have taught four sections of Inquiry Seminar-Writing seminar and three sections of Inquiry Seminar 190 since 2002, as well as an honors seminar, and an organizational behavior course in

business. One nursing faculty member is cross-appointed to the Division of Natural Sciences in the Biology department. In addition, students whose major is not nursing may enroll in nursing courses such as Human Pathological Processes (NURS 280), Culturally Congruent Health Care (NURS 365-meets university-wide requirements as Alternative Perspectives-a general education course) , and Pharmacology and Therapeutic Modalities for Nursing (NURS 330). Nursing course offerings not required for either the BSN degree or the MSN degree, have been practically eliminated since 2006 because of robust demand and course enrollments exceeding capacity for classroom size, faculty appointments, and clinical placements.

## Faculty

The School of Nursing, including its undergraduate and graduate programs, Continuing Nursing Education (CNE), and the Wellness Center (WC), are under the administration of Dr. Terry Miller, who was appointed Dean on August 1, 1998. Institutional and community support for the nursing programs are clearly evident and documented in the accreditation report completed by the Commission on Collegiate Nursing Education (CCNE)—the national accrediting body for baccalaureate and higher degree programs of nursing, as well as the Washington State Nursing Care Quality Assurance Commission. Dean's CV serves as evidence.

There are adequate numbers of faculty to meet the teaching needs of the School of Nursing at both the undergraduate and graduate levels, although teaching loads are heavy. Currently there are 14 full-time and 10 part-time faculty in the School of Nursing. The faculty represents every major

specialty area of nursing, including medical, surgical, obstetric, pediatric, psychosocial, and community health. The nursing faculty and administration are committed to teaching excellence, and employ innovative strategies for student learning in clinical, laboratory, and classroom settings. Eight faculty members hold certification for advanced practice. Additionally, faculty members have expertise in gerontology, ethics, critical care, cardiac, emergency, chronic illness, leadership and management, and death and dying. All but one faculty member hold master's degrees in nursing. Six faculty members have earned doctorates in nursing or education, and three faculty members are in nursing doctoral programs. As a whole, the nursing faculty represents over 700 years of successful professional nursing practice, in addition to their role as educators. Faculty CVs and annual self-appraisals serve as evidence.

Part-time faculty are often hired to teach clinical courses or graduate level courses requiring current, highly specialized skills, atypical of most nursing faculty who are not active clinical roles. These faculty members also meet the requirements of the nursing education accrediting agencies, as well as the expectations of the University and the School. The expertise of these faculty members optimizes the students' clinical learning experiences and is a tremendous asset to the School. Faculty CVs serves as evidence.

Full-time, tenure track faculty members are expected to meet the requirements for tenure and are rewarded for their scholarly efforts by promotion. They are encouraged to maintain a program of professional growth including research, publication, attendance at professional meetings and conferences, presentations, and clinical practice consistent with the university's mission. Similar to nursing programs across the country, the

School of Nursing is challenged by the nursing faculty shortage in that it struggles to find and keep qualified, tenurable faculty who are doctoral prepared, current, and will earn less than \$85,000 per academic year. Annual reviews, third year reviews, and tenure reviews serve as evidence.

Information on conferences and requests for abstract submission are made available to faculty on a regular basis. University travel funds provide some support for faculty development and scholarship; the School of Nursing sets some of those funds aside to provide additional support to faculty who are presenting at professional conferences. Faculty workloads are adjusted whenever possible to allow sufficient time for conference attendance and colleagues frequently cover classes and clinical for one another.

Regency Awards have supported the research, scholarship, and creative efforts of a number of School of Nursing faculty over the last few years. The sabbatical leave policy and unpaid leave policies are very liberal and supportive of scholarly efforts. A number of nursing faculty members have taken unpaid leaves to complete work on doctoral degrees or to do postdoctoral study. Since 2003, nursing faculty have been given schedules conducive to pursuing doctoral study as demonstrated by the five faculty who have enrolled and completed their doctorates.

The School of Nursing highly values clinical practice. Administrative support is evidenced by continuing attempts to arrange faculty teaching schedules so that eight hours per week can be set aside for scholarly activities, and/or relevant clinical practice.

Faculty accomplishments are also rewarded informally; announcements of recent publication or presentations are made at

faculty meetings, and notices are placed on School bulletin boards and in PLU publications. Additional formal recognition of outstanding achievement has come in the form of the PLU Burlington Northern and Faculty Achievement Awards. Two School of Nursing faculty members have achieved these high honors in recent years. Copy of awards is evidence.

## Resources

The School of Nursing is housed on the second and third floors of Ramstad Hall. The facility is adequate for office space but less than adequate for classroom space, computer space, and nursing laboratory space.

The nursing administration is located in a pleasant spacious suite on the second floor with adequate space for offices of administrators as well as support staff. Faculty offices are on the third floor and are quite adequate in size. All full-time faculty have individual offices while some part-time faculty members share offices. Each office houses at least one computer with printing capability through two networked printers.

Nursing classes are held in classrooms on the second floor of Ramstad Hall as well in other rooms across campus. Some of the rooms are adequate and comfortable; others need updating of furniture to meet the needs of students. Additionally, there is a need on campus for larger classrooms that can facilitate groups of 60 or more students.

The School of Nursing Learning Resource Center (LRC) is located on the third floor of Ramstad Hall, adjacent to the area for faculty offices. Both the health assessment lab and the nursing lab are filled to capacity almost every hour of the school day. Additional students or programs requiring the use of either lab will necessitate more space in the future.

The practice laboratory has recently been updated and is sufficiently equipped to meet the students' needs; lab fees cover the cost of disposable and small equipment purchases, as well as standardized testing via Assessment Technologies Institute (ATI). Equipment is maintained in proper operating condition, inventoried and controlled, and replaced or upgraded as needed. Audiovisual equipment is marked via engraving and inventoried through the LRC.

Computer hardware and related equipment is purchased, inventoried, maintained, and disposed of through the University's Computing and Telecommunication Services. Basic software is loaded by the Computing and Telecommunication Services at the time of purchase. Other software is purchased by the LRC Coordinator with input from the faculty regarding specific needs.

Library and informal resources are readily accessible to all students and faculty. These resources and services are sufficient in quality, level, breadth, quantity, and currency to meet the requirements of the educational program. A tremendous effort by faculty to update library holdings in recent years has resulted in a collection of high quality, appropriate level, sufficient quantity, currency and breadth, specifically in the areas of primary care, women's health, and gerontology.

Numerous abstracts and indices in nursing, medicine and related fields are available through the library. Computer searches such as CINAHL are available online and are widely used by students and faculty. The university library is augmented by the resources of several other libraries (including the medical libraries of nearby clinical facilities) through interlibrary loan.

Salaries of faculty in the School of Nursing

are comparable with those of other disciplines within the university with the exception of the School of Business. The operating budget of the School has increased over the past few years at the same percentage rate as other academic budgets within the university. Overall, financial resources minimally meet programmatic School of Nursing needs. Lab fees augment the assigned budget and provide for learning needs in the practice, health assessment, audiovisual and computer labs, as well as the salaries of student assistants.

### **Students**

The School of Nursing undertakes regular and systematic assessment of students, faculty, curriculum, and learning resources. Measurement of student progress and academic performance is a continuous process and is integral to the program. Selection of specific methods for evaluation is based on the type of intended learning outcome and the desired level of cognitive, affective, and psychomotor functioning.

Results from the registered nurse licensing examination are one mean used to evaluate the effectiveness of the program in preparing graduates for the minimum level of nursing competence. Alumni are asked to participate in a formal program assessment one and five years after graduation to assess the congruence between the curriculum and the needs of the beginning professional nurse. Likewise, employers of graduates also provide program evaluation data to assess the curriculum's efficacy in meeting program objectives. Students develop a professional learning portfolio in which each student addresses his/her program outcomes. All undergraduate students must provide evidence and critical reflections on the seven BSN program outcomes and all graduate students must do the same for the ten graduate program outcomes.

Faculty are evaluated through self-evaluation reports, the dean's annual evaluation, peer review, and student evaluations of teaching effectiveness at the end of each course. The university's uniform teaching evaluation tool also allows students to provide input to course faculty each semester about recommendations for scheduling, textbooks, use of audiovisual materials, testing procedures, methods of evaluation, and clinical placement sites. Additionally, the Recruitment, Admission and Progression Committee provides a forum for students to air their perception of problems and issues; as appropriate, these concerns are brought to the attention to the entire faculty and/or referred to committees or other university offices. Students also are able to provide input about teachers, courses, clinical agencies, and curricular issues through regular "brown bag" lunches and senior exit interviews with the dean; problems identified in these meetings are considered and, if indicated, referred to appropriate faculty and/or committees.

Curricular elements of the undergraduate programs are systemically evaluated by the Curriculum, Instruction and Evaluation (CIE) committee, according to the School of Nursing's Total Program Evaluation Plan (TPEP). The TPEP was designed to address input, process and outcome variables deemed critical by relevant accrediting associations. Courses and programs at the graduate level are assessed in a similar manner. A master schedule for concentration review was developed by the CIE Committee. The Undergraduate Curriculum Committee's and the Graduate Program Committee's evaluations, findings, and recommendations are brought to the entire nursing faculty for discussion and action when changes or problems are identified.

## Assessment

Nursing program evaluation and plans for improvement are the responsibility of the dean in conjunction with the School's Executive Council. The council consists of the dean, the chair of the School of Nursing Organization (SNO), and nursing faculty who serve as chairs of the School's three standing committees (Student Recruitment, Admission, and Progression Committee, Faculty Recruitment, Advancement, and Development Committee, and Curriculum, Instruction, and Evaluation Committee).

The Total Program Evaluation Plan IV (TPEP IV) is the written plan guiding the process and identifying outcomes. The original plan (TPEP I) was developed and used from 1992 through spring 1998. TPEP IV specifically addresses the expectations and criteria originating from the School's accrediting and approval bodies, primarily the Commission on Collegiate Nursing Education (CCNE) and the Washington State Quality Assurance Commission (WSQA). The School went through complete reviews by the CCNE and WSQA in 2003, and received the maximum 10 year approvals from each agency with no recommendations or stipulations. The next full review will occur in 2013.

Surveys, ATI testing, senior exit interviews, and other data sources are systematically used to collect information about students, alumni, employer satisfaction, and demonstrated achievements of graduates. Data gathered for demonstrated achievements include NCLEX-RN success rates, advanced practice certification pass rates, graduation rates for all programs (generic BSN, LPN to BSN, RN to BSN, traditional MSN and Entry-Level MSN), and job placement rates. Evidence is the ATI results compiled and analyzed since it use, starting in fall of 2001, summaries of the senior exit interviews, and agency feedback.

## Analysis/Future

Since 2003 the School has used a continuous quality improvement model for addressing identifying areas in terms of strategy, execution, culture, structure, talent, innovation, leadership, and mergers/partnerships.

### *Primary strengths*

1. Competitive programs of high quality, as well as innovation within a traditional liberal arts based academic structure that makes programming more cost-effective and, ultimately, of a higher quality.
2. Student success as indicated by:
  - a. BSN and Entry-Level MSN student recruitment, admissions, progression, and employment.
  - b. Clinical development of all BSN students through relatively extensive adult health, pediatric, maternal-child, community health, and psychiatric/mental health rotations.
  - c. Capstone course with extensive preceptorships for all pre-licensure students.
  - d. NCLEX-RN pass rates for all pre-RN licensure students, certification pass rates for students entering advanced practice roles, and MSN student publication rates.
3. Sustainable, quality programming for continuing nursing education.
4. Agency partnerships as indicated by:
  - a. Dedicated education units at MultiCare and over 100 current clinical contracts at other agencies for student placements.
  - b. Joint clinical faculty appointments.
5. Clinical competence and expertise of the nursing faculty at all levels.
6. School of Nursing staff.

### *Primary weaknesses*

1. Limited number of doctoral prepared faculty.
2. Limited number of professional role models in several of the clinical agencies for student placements.
3. Limited number of clinical sites for MSN students for all concentrations.
4. Demands on the dean and staff limit the potential to pursue opportunities beyond immediate programming and curricular needs.

### *Opportunities*

1. Becoming a regional leader in instruction using simulation.
2. Developing and implementing a clinical doctorate program.
3. Initiation of the Joint MSN-MBA program for developing future leaders in health care administration.
4. Developing student exchange programs with other countries such as Norway and Germany.

### *Threats*

1. Ill-conceived solutions to the nursing shortage.
2. Competition practices for clinical placements from other nursing programs in the area.
3. Impending retirements of doctoral prepared faculty.
4. Lack of appropriate mentors for new doctoral prepared faculty.
5. Lack of awareness by some colleagues across the institution regarding the resources (expertise, personnel and funding) to offer high quality nursing education programs.

## Summary

The School of Nursing has experienced tremendous growth over the last five years

with expansions in types of programs. The faculty has developed curricula designed to prepare BSN and MSN nurses to meet the complex health care needs of our society. The curricular emphasis on caring, leadership and

management, community, and family, as well as advanced nursing practice, will enable our graduates to immediately assume the role of professional nurse in a variety of health care settings.

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<b>SCHOOL OF ARTS AND COMMUNICATION</b> <i>From Curriculum section</i>		
<b>Department/Program</b>	<b>Liberal Arts Track</b>	<b>Professional Degree Track</b>
<b>Department of Art</b>	Bachelor of Arts in Art (BA)  Minor in Art History	Bachelor of Fine Arts (BFA). <i>Concentrations include:</i> Two-Dimensional Media, Three-Dimensional Media, and Design
<b>Department of Communication &amp; Theatre</b>	Bachelor of Arts in Communication Studies (BA) Bachelor of Arts in Theatre (BA). <i>Concentrations include:</i> Acting/Directing and Design/Technical  Minor in Communication Minor in Dance Performance Minor in Theatre	Bachelor of Arts Communication (BAC). <i>Concentrations include:</i> Conflict Management, Journalism, Media Performance & Production, and Public Relations/Advertising  Bachelor of Fine Arts in Theatre (BFA). <i>Concentrations include:</i> Acting/Directing and Design/Technical
<b>Department of Music</b>	Bachelor of Arts in Music (BA) Minors in Music (General) Minor in Music (Specialized)	Bachelor of Music Education (BME)  Bachelor of Musical Arts (BMA)  Bachelor of Music in Performance (BM)

<b>SCHOOL OF ARTS AND COMMUNICATION</b> <i>From Staffing section</i>	
<b>ADMINISTRATIVE STAFFING</b>	
<b>Area</b>	<b>FTE</b>
<b>Department of Art</b>	Chair (0.33) Gallery Director (0.50) <b>TOTAL: 0.83 FTE</b>
<b>Department of Communication &amp; Theatre</b>	Chair (0.33) <b>TOTAL: 0.33 FTE</b>
<b>School of Arts and Communication Dean</b>	Dean (1.00) Assistant to the Dean (1.00) Sr. Administrative Assistant (1.00) <b>TOTAL: 3.00 FTE</b>
<b>Department of Music</b>	Administrative Associate (1.00) Chair (0.67) Manager, Outreach and Performance (1.00) Sr. Administrative Assistant (1.00) Sr. Office Assistant (0.67) <b>TOTAL: 4.34 FTE</b>
<b>TOTAL SOAC</b>	<b>8.50 FTE</b>

## SCHOOL OF ARTS AND COMMUNICATION

*From Staffing section*

### FACULTY APPOINTMENTS

Area	FTE
<b>Department of Art</b>	Photography (1.00) Ceramics, Sculpture (1.00) Graphic Design (1.00) Art History (2.00) Drawing, Painting (1.00) Drawing (0.50) <b>Full-Time, Regular Appointments: 6.50 FTE</b> plus four adjunct instructors
<b>Department of Communication &amp; Theatre</b>	Communication (1.00) Communication (1.00) Communication, Journalism (1.00) Communication, Rhetoric (0.67) Electronic Media (1.00) Experiential (1.00) Forensics (1.00) Print Journalism (0.50) Public Relations, Technology (1.00) Public Relations/Advertising (1.00) Technical Theatre, Directing (1.00) Theatre Acting, Directing (1.00) Theatre Technical/Design (1.00) Theatre, Dance (1.00) <b>Full-Time, Regular Appointments: 13.17 FTE</b> plus five adjunct instructors
<b>Department of Music</b>	Director Concert Bands, Music Ed, Conducting (1.00) Trumpet, Theory (1.00) Violin, Chamber Music, Music Ed (1.00) Music Education, General Music (1.00) Choral, Music Education (1.00) Horn, Chamber Music, Theory (1.00) Director of Jazz Studies (1.00) Voice (1.00) Director of Choral Activities (1.00) Composition, Theory, History (1.00) Percussion, Theory, History (0.33) University Organist (1.00) Piano, Theory (1.00) Music Education (1.00) Orchestra, Theory, History (1.00) <b>Full-Time, Regular Appointments: 14.33 FTE</b> plus 40 adjunct instructors, primarily in the studio for private lessons

## SCHOOL OF ARTS AND COMMUNICATION

*From Facilities section...*

Building	Functions/Programs	Needs/Notes
<b>East Campus</b>	Theatre Rehearsal Dance Studio Costume Construction/Storage	East Campus is the former Parkland School and had a stage at the end of the gymnasium for performances. The stage has been walled off for use as a Theatre rehearsal space. Ventilation is inadequate and the space is cramped. It does not meet National Association of Schools of Theatre (NAST) accreditation standards.  The East Campus gymnasium serves as the primary Dance studio. It is shared space and scheduling has proved difficult for Dance purposes. The floor is a hard, gym surface and inadequately sprung for dance. It does not meet NAST accreditation standards.
<b>Eastvold</b>	Theatre/Dance Performance Music Practice Music Studios Stage Support (shop, storage, dressing)	Eastvold is scheduled for a significant remodel designed to improve seating, ventilation, shop space, and performance areas. The remodel will also provide Theatre and Dance with a “Black Box” studio theatre, which will meet NAST standards. It will not include rehearsal space.
<b>Ingram Hall</b>	Art Offices Art Studios Communication Classrooms Communication Offices Dean’s Office Department of Art Department of Communication & Theatre University Gallery Wekell Gallery	Ingram has been repaired and upgraded in recent years with improvements to the electrical system, heating, and painting. Significant work is scheduled in the near future that includes upgrading ventilation, asbestos abatement, roof replacement, and bringing the building into fire and safety code compliance. Ingram is scheduled for replacement in approximately 15 years.
<b>Mary Baker Russell Music Center</b>	Department of Music Lagerquist Concert Hall Music Classrooms Music Offices Music Studios Music Rehearsal	Mary Baker Russell is a relatively new building, housing primary Department of Music functions. Lagerquist Concert Hall is the primary performance venue for Music. Facility needs for Music include bringing all studio instruction into a common, central and collegial location.
<b>Music House</b>	Music Studios	
<b>Park Avenue House</b>	Theatre Offices Script Library	These functions will move to Eastvold once renovations are completed.
<b>West House</b>	Music Studios	

<b>SCHOOL OF BUSINESS</b>							
<i>From STUDENT section: As of 11/26/2007</i>							
<b>BBA enrollment tracking</b>	Fall '04	Spring '05	Fall '05	Spring '06	Fall '06	Spring '07	Fall '07
Declared majors (DM)	182	235	223	247	193	187	218
Intended majors (IM)	288	213	291	210	241	224	224
Total	470	448	514	457	434	411	442
<b>Declared who entered as</b>							
Freshman	98	159	143	168	134	141	174
Transfer	84	76	80	79	59	46	44
<b>Intended who entered as</b>							
Freshman	236	157	214	158	180	160	137
Transfer	52	56	77	52	61	64	87
<b>Declared minors</b>							
Minor in Business Administration	47	43	31	36	30	39	33
Specialized Minor in Business Administration	n/a	n/a	n/a	n/a	n/a	n/a	7
Total	47	43	31	36	30	39	40
<b>Concentration enrollment</b>							
Accounting	37	35	36	36	39	38	47
Finance	31	27	28	30	27	25	58
Human Resources/Organizations	6	7	7	9	9	13	28
Marketing	18	28	35	49	38	45	63
Individualized	n/a	n/a	n/a	n/a	n/a	n/a	0
<b>Global/International **</b>	2	3	4	5	3	3	16
<b>Entrepreneurship</b>	3	4	5	7	5	4	1
<b>Information Management</b>	6	4	6	6	6	4	1

\*Highlighted concentrations are in process of being phased out

\*\* Some Global/International business declared students moving into individualized concentration

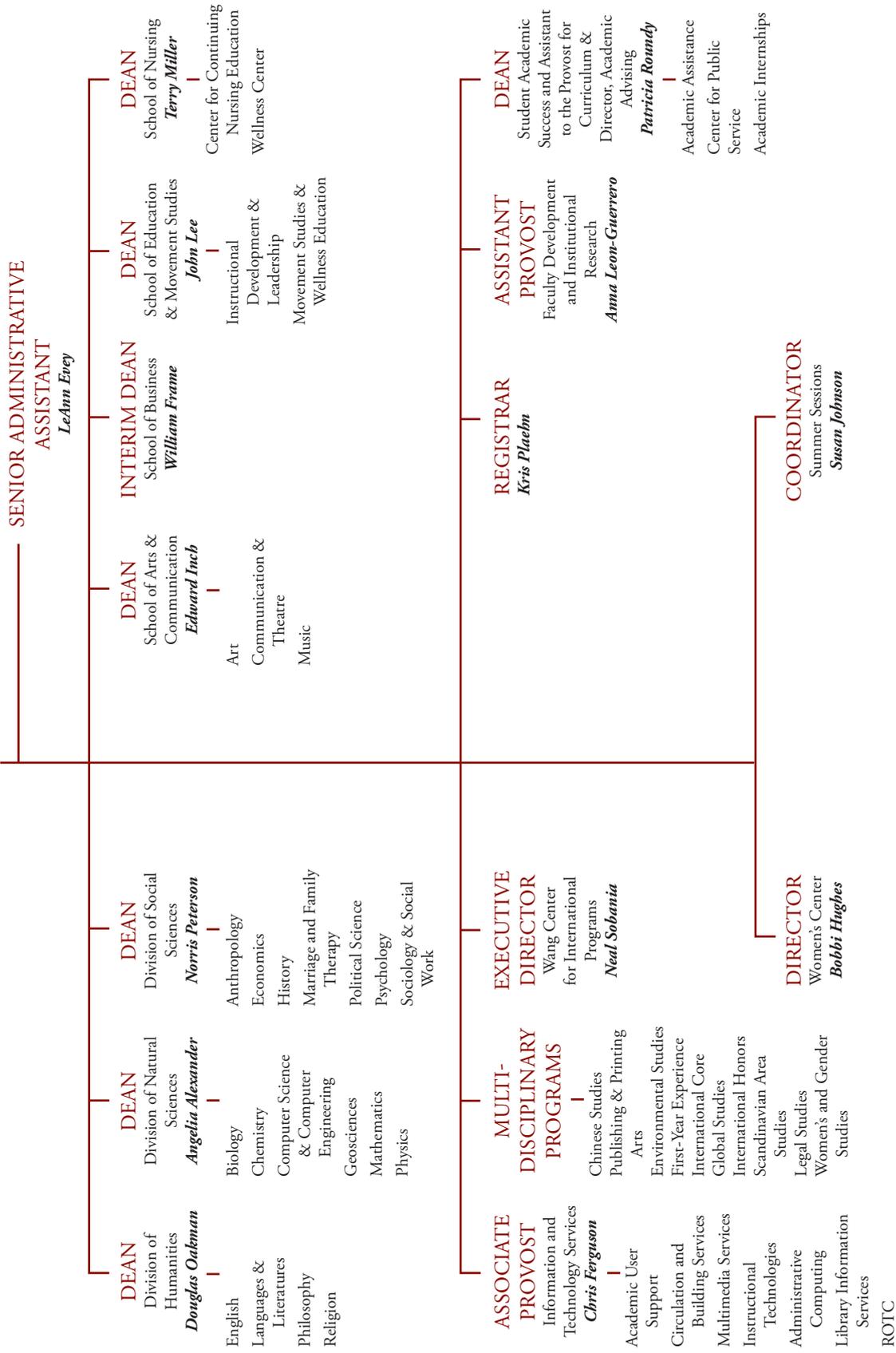
**SCHOOL OF EDUCATION AND MOVEMENT STUDIES**

*IDL Budget, FY '05- FY '07*

	Faculty Salaries	Admin. & Staff Salaries	Student Wages	Supervision	Services & Purchases	Grand Total
FY 2007	1,056,777	163,859	17,600	94,000	141,328	1,473,564
FY 2006	933,003	218,354	17,798	95,400	229,109	1,493,664
FY 2005	925,700	158,900	17,264	95,400	224,151	1,421,415

*The numbers related above indicate that the IDL receives sufficient budgetary allocations. Faculty members within the unit, although paid less than at comparable institutions (which is true across the university), find that they have adequate monies to help prepare candidates to meet standards and to administer programs. Costs related to copying, technology support, coverage of courses through adjuncts, adequate supervision, etc., are all provided for within the unit.*

**PROVOST AND DEAN  
OF GRADUATE STUDIES**  
*Patricia O'Connell Killen*



**ACADEMIC TABLE OF ORGANIZATION JANUARY 2008**







## Standard Three

### Students

Pacific Lutheran University has a clearly articulated commitment to students. PLU 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.

Over the past decade, co-curricular offerings at PLU have been transformed—carefully enhanced to more closely aligned with the university’s mission, with the long-range plan, *PLU 2010*, and with the university’s Integrated Learning Objectives. This alignment has worked to maximize resources, both human and financial through collaboration between faculty and administrators, staff, and student leaders.

As a result, the institution has been able to fully sustain the PLU experience for all students, with a balance of academic, ethnic, and socioeconomic diversity. PLU has also improved student satisfaction which has contributed to the university’s success in enrolling and retaining a dynamic student body of a size that is within the goals set out in *PLU 2010*. And as the demographic characteristics of students has changed, PLU has been able respond to these changes to better advance student development and learning.

The mission of the Division of Student Life is “to promote the holistic development of students and steward a dynamic campus community. The division engages students in purposeful experiential learning that

challenges them to make a difference in the world as they care for themselves and others and positively impact the diverse communities in which they live.”

In particular, the Division of Student Life works collaboratively across campus to provide programs and services that advance the development and well-being of students through their PLU education. In addition, the division works to cultivate and steward a campus climate that is conducive to this holistic development of students in mind, body, and spirit. The campus climate strives to be inclusive and supportive, and models respect for every individual. The development of reasoned values and ethics is imbedded in many programs, as is the call for active engagement as citizens of campus, of their communities, and of the world.

Clearly PLU is committed to a deep engagement with people, cultures, ideas, and the environment; a rich array of opportunities to inquire into the human condition and the natural world; opportunities for experiential learning, leadership, and service; and programs that support students physically, emotionally, ethically, and intellectually.

To that end many departments on campus have revised co-curricular offerings over the past five years in the areas of: people and cultures, service, leadership, nature and the world, meaning and purpose, and health and wellness. Increasingly, these programs are offered through faculty-student life collaboration.

Adopted in March 2007, the division’s

strategic plan outlines goals and objectives for the next three to five years (the plan may be found in the Appendices to the Self-Study). Additional student service components will be found in the programs of the provost, the vice president for finance and operations, and the vice president for admission and enrollment services.

### **Standard 3.A – Purpose and Organization**

Student programs and services support the achievement of the institution's mission and goals by contributing to the educational development of its students. Student programs and services are consistent with the educational philosophy of the institution. The institution provides essential support services for students, regardless of where or how enrolled and by whatever means educational programs are offered.

#### **3.A.1 The Mission and Student Services**

The Division of Student Life administers the Noel-Levitz Student Satisfaction Inventory biannually. Over the past ten years, student satisfaction with the PLU educational experience and campus services and programs has increased steadily and significantly. In 1996, students rated only two of the 12 scales above the national mean. In fall 2006, 10 scales were rated above the national mean, one at the mean and one below. These results attest to the high level of student services provided at PLU. Very qualified professionals, who are dedicated to student success, staff these services and programs. Programs and personnel are regularly evaluated and the objectives of the programs are in keeping with the university and division mission. The Executive Summary of the SSI results can be found in the Appendices to the Self-Study.

Each individual student life department

also conducts an assessment each year on targeted services, programs, and learning outcomes. These assessments are utilized in annual planning, as initiatives are identified to improve the quality of services. The organization of student services and programs is reviewed annually and modifications made as appropriate. A wide range of student services that are overseen in multiple divisions of the university are articulated in the subsequent standards and are provided to advance the university mission and goals of a holistic educational experience.

#### **3.A.2 Student Services Staff**

Administrators and staff responsible for student services and programs have the appropriate academic background and work experience requisite for their assignments. Annual job performance appraisals are completed and evaluated in light of current job descriptions and expectations.

#### **3.A.3 Student Development Programs Policies**

Each student life department has a clearly identified mission, with accompanying goals and objectives. Student development programs and services are directed with appropriate policies and procedures. Student services are overseen by several vice presidents and collaboration is accomplished through the work of the President's Council. These items are available in the Exhibit Room.

#### **3.A.4 Allocation of Resources**

Adequate staffing, funding, and physical space are available for student services and programs. The recent \$27 million bond funding made possible significant improvements in the University Center, student dining hall, and lower campus

residence halls. Additional needs continue to exist and are identified through the work of specific university committees such as Equipment and Capital Improvements. These needs receive appropriate consideration along with other university needs. The process for allocating the financial resources of the university serves students services and programs appropriately.

### **Standard 3.B – General Responsibilities**

The institution provides student services and programs based upon an assessment of student needs, provides adequate support for the services offered to achieve established goals, and adopts, publishes, and makes available policies that are accurate and current.

#### **3.B.1 Student Characteristics**

Each fall the Admission Office and Office of Institutional Research present clear characteristics of the student population. The Office of Disability Support Services for Students (DSS) presents data each fall to the vice president for student life as to the special accommodations needed for students with learning and special needs. The offices of Academic Assistance, Academic Advising and DSS work collaboratively to emphasize student success. Ramstad Commons is a collaborative cluster of student services that is led by the dean for student academic success, who also directs services and programs that support achievement of educational goals.

Recognizing that students with disabilities are fully enfranchised members of the educational community, Pacific Lutheran University makes every attempt to integrate students with disabilities into the community by encouraging them to become involved in both academic and co-curricular programs. DSS contributes to the fulfillment of educational goals of

students with special needs by recognizing that traditional methods, programs, and services are not always appropriate or sufficient to accommodate the limitations experienced by some students with disabilities. Therefore, classroom accommodations and environmental adaptations are implemented by DSS in order to provide equal access to all university programs and to maximize each student's opportunity for success in an academically competitive environment. Reasonable accommodations for documented disabilities are determined on the basis of a diagnostic assessment report, created by a professional assessor, which specifies the needs of the individual student. In order to meet the needs of students, Pacific Lutheran University has established policies regarding documentation requirements for learning, physical, and psychological disabilities, and written procedural rights and responsibilities for students, faculty, and staff.

#### **3.B.2 Student Governance**

Students serve as representatives on the majority of university committees. There are three student representatives to the Board of Regents. Each fall, the ASPLU president has the responsibility of assigning students to serve on university and faculty committees. The dean for student academic success jointly reports to the provost and to the vice president for student life and serves on both the Academic Deans' Council and the Student Life Council. This dean serves as a bridge between the student services offered through the academic division and those offered in the Division of Student Life of the university and provides a mutual exchange of information regarding the shaping of programs for both areas. The Campus Life Committee of the faculty and University Review Board are designed to provide faculty input regarding student programs and services.

### **3.B.3 Student Rights and Responsibilities**

The Student Handbook is published each fall and includes the web links to the Student Code of Conduct and the Conduct Procedures. These policies are reviewed and revised annually, as needed, and then posted on the web and distributed at the beginning of each semester via e-mail. The Academic Integrity Policy is highlighted with all new students at orientation and is distributed to all students via posting of the Student Code of Conduct. The student conduct coordinator oversees the Student Conduct System to assure fair and consistent implementation. Additional relevant publications include the Catalog, the Class Schedule, housing materials and the athlete's handbook.

### **3.B.4 Student Safety**

PLU's commitment to provide adequate safety and security for the campus community is very strong, especially for students and their property. Campus Safety is lead by a sergeant of the Pierce County Sheriff's Department serving as the director. The director employs 10 professional staff and over 70 students to fulfill this commitment to safety. Forty parking lot cameras are utilized to monitor vehicles and property on and around campus. Over 20 Pierce County Sheriff deputies are employed by PLU on an off-duty, part-time, rotating basis, to patrol the perimeter of campus. An escort/shuttle service is provided to any student needing transport to and from the campus and from point to point on campus. These escorts increase dramatically the individual safety of all students by providing not only the service, but by increasing the visibility of Campus Safety as the vehicles are seen frequenting all areas of the campus. The director of campus safety is a key member of the university's Emergency Policy and Planning Team.

Information on these services, as well as the annual report of the Clery Act Crime Statistics, is published on the Campus Safety website. An e-mail is sent to all students every fall and spring welcoming them and directing them to the website for this information and for questions or concerns. Campus Safety informs students of available services and educates them on safety issues using a variety of methods including a poster series placed throughout the campus. The office works to help educate students to live in a manner that is "safe, legal, and neighborly" whether they live on or off campus. In addition, Campus Safety conducts safety meetings in residence halls at the start of each semester and following the first fire drill, to further promote safety education and collaboration with students. A text messaging service was added this fall for anyone in the campus community who wishes to receive an alert of an emergency on campus. The residence halls are inspected regularly by the local fire marshal and the PLU environmental health and safety coordinator.

### **3.B.5 Catalog and Student Handbook**

Pacific Lutheran University publishes a catalog that describes its mission, admission requirements and procedures, students' rights and responsibilities, academic regulations, degree-completion requirements, credit courses and descriptions, tuition, fees and other charges, refund policy, and other items relative to attending the institution or withdrawing from it. The catalog is published annually. A hard-copy is given to all new incoming students (freshmen and transfers). An electronic version is available as well.

A student handbook, published and distributed annually, includes information about the Student Code of Conduct, campus resources that address student organizations' needs, and student services. The handbook

also includes strategies for accessing information regarding athletics, student media, student services, student government, and dates of academic and social events.

### **3.B.6 Student Services and Programs**

The SSI biannual assessment includes a discussion session with student government to provide feedback on the results and suggestions for institutional change. This information is shared with the President's Council, the Student Life Council, the Academic Deans' Council and with the Board of Regents. Areas targeted for improvement receive planning consideration during the development of the annual university initiatives. In addition, each student service office and program conducts an annual assessment of selected programs to inform the department as to its effectiveness and efficiency. See the Appendices to the Self-Study for a listing of the ongoing assessment in the Division of Student Life.

### **Standard 3.C - Academic Credit and Records**

*Evaluation of student learning or achievement, and the award of credit, are based upon clearly stated and distinguishable criteria. Academic records are accurate, secure, and comprehensive.*

#### **3.C.1 Evaluation and Award of Credit**

The Registrar's Office is responsible for ensuring that academic records are accurate, secure, and comprehensive. The PLU 2007-2008 Catalog (pages 183-184) clearly states how credit can be earned and the maximum number of hours in each category that is transferable. All evaluation and awarding of credit is done by the Registrar's Office under policies and procedures that ensure fairness to all students. Reviews are

conducted annually to ensure transfer of courses from other colleges and universities are up-to-date. Credit for the major is based on individual schools and departments determining which courses are transferable and applicable. The Registrar's Office determines transferability of courses to meet general university requirements.

#### **3.C.2 Evaluating Student Performance**

Each department is responsible for evaluating student performance and achievement at the appropriate level. These criteria are distributed by the department at the course level.

#### **3.C.3 Non-degree Credit**

Continuing education credit is awarded by the School of Education and Movement Studies and by the School of Nursing as part of the professional development coursework and is noted as such on PLU transcripts. See Standard Two (2.G) for a discussion of continuing education.

#### **3.C.4 Transfer Credit**

All evaluation and awarding of credit is done by the Registrar's Office under policies and procedures that ensure fairness to all students. Reviews are conducted annually to ensure transfer of courses from other colleges and universities are up-to-date. A variety of resources are used by the Registrar's Office to ensure that credit accepted from other institutions will meet the PLU requirements. Credit for the major is based on individual schools and departments determining which courses are transferable and applicable. The Registrar's Office determines transferability of courses to meet general university requirements. The PLU 2007-2008 Catalog (pages 183-184) clearly states how credit can be earned and the maximum number of hours in each category that is transferable.

### 3.C.5 Security of Student Records

Student records are maintained electronically in a highly secure environment with daily back ups of records. The daily backups are stored at a separate location in case of a disaster. Older paper records have been digitized for easy access and are also maintained in paper form in a secure off-site storage area. Confidentiality of student records is a top priority at PLU. Faculty and staff receive annual training in this area. There are electronic and paper safeguards to ensure student records are kept safe and secure. FERPA information is included in the PLU catalog and class schedule, which are available in hard-copy and electronic form, and university-wide FERPA training is conducted biannually.

### Standard 3.D – Student Services

The institution recruits and admits students qualified to complete its programs. It fosters a supportive learning environment and provides services to support students' achievement of their educational goals.

#### 3.D.1 Admission Policies

The university seeks to annually enroll a well-qualified student body that has the capacity to flourish in a variety of areas of campus life. Recruitment and admission practices target students who are academically prepared for the rigors of the classroom and co-curricular life, as well as students who are willing to benefit from the support of faculty and staff who are well-qualified to facilitate individual growth and success. Additionally, the recruitment and admission process targets students with the ability and desire to both lead and serve others. Students with these characteristics lift up the mission of the university and positively impact the overall student body.

The faculty of the university has clearly determined admission standards that uphold a commitment to academic excellence and access to higher education. Additionally the university's long-range plan, *PLU 2010*, details the expected quality, quantity, and diversity of student body moving into the future. All of these directives provide a framework for each year's student recruitment plan and direction to the process of admitting students.

#### 3.D.2 Meeting Needs of the Student Body

The admission process evaluates both preparation and promise for academic success. While grade point averages and test scores inform an admission decision, they may not always reflect the unique talents, gifts, and promise a student may have in non-cognitive capacities. The admission process considers these variables in a holistic review of each individual student. This review often includes a personal interview with the candidate that considers and values the unique characteristics individual students bring to the campus community. The university's annual recruitment plan seeks to maintain and enhance a rich mix of racial, socioeconomic, and geographic diversity in each entering class of students. Annual recruitment and enrollment results are measured against the expectations of the university's long-range plan.

The Diversity Center is a hub for student programs and support for students of varying ethnic and socioeconomic backgrounds. The center works closely with other student support and programming offices to address student learning and student services.

Through the Campus Ministry Office, the student body is encouraged to create religious clubs and organizations which reflect the religious diversity of the campus. Chapel

services are planned by the Campus Ministry Office with the diversity of the campus constantly in mind.

### **3.D.3 Academic Placement Policies**

Pacific Lutheran University offers two placement tests and lists in the university catalog any prerequisites for courses. The online mathematics placement exam is required of all students prior to taking a math course at PLU. It is one of several evaluative measures used to determine appropriate placements. The course registration system (Banner) prohibits registration for a math course unless it is approved as a result of analysis of a student's math placement results. In terms of foreign language, it is highly recommended that students who are continuing their study in French, German, or Spanish take the online placement exam. Students continuing their study in other languages offered by PLU are encouraged to contact specific faculty of the Department of Languages and Literatures in regard to appropriate placement. In addition, throughout the university a number of courses have prerequisites that are determined by faculty in the department. The course catalog lists prerequisites, co-requisites, or recommended courses. In some cases, "consent of instructor" is required while some courses are listed as "restricted" to ensure appropriate placement.

The Office of Academic Advising provides required annual training (12 hours) for all first-year registration counselors prior to "Charting Your Course" (the new freshman summer registration program). In addition, Academic Advising offers ongoing advisor training for all advisors and maintains an updated Academic Advising website to communicate policies and procedures for appropriate placement of students in courses.

Academic advisors for first-year students and registration counselors also receive a "First-Year Registration/Advising Guide" which is updated yearly by the chair of each department. The initial schedules of new first-year students are reviewed by professional advisors from Academic Advising for accuracy in regard to class placement. New transfers are also registered by professional academic advisors to ensure proper placement in courses.

### **3.D.4 Academic Progress and Processes**

Policies for readmission to PLU after a student has been suspended or expelled are outlined in the Student Code of Conduct. The vice president for student life oversees this policy.

The PLU catalog states the university's academic standing policy. The Admission and Retention of Students (ARTS) Committee reviews the records of students who are placed on academic probation or who have been dismissed academically from the university. The Registrar's Office sends notification letters to students who are not in good standing. There are clear procedures for students to follow if they have been academically dismissed and seek to be reinstated to the university. Petitions for reinstatement are reviewed by the ARTS Committee at least twice yearly. The director of academic advising and the registrar are both available to advise students through the petition process.

Some departments or schools have established grade point average requirements which are higher than the university-wide requirement of a 2.00. Those departments and schools publish their criteria in the catalog and in departmental or school publications. Appeals procedures are in place at the departmental or school level if students are being terminated from a program.

### **3.D.5 Progress and Graduation Requirements**

Graduation requirements are clearly stated in the PLU 2007-2008 Catalog, as well as on Academic Program Contracts (APCs). The graduation process at PLU ensures that a review of a student's completion of major/minor/concentration requirements, along with all general university requirements, is conducted prior to the commencement ceremony with information to the student on any deficiencies. Department chairs sign off on all majors and minors showing how the coursework will be completed, and the Registrar's Office verifies completion. After the commencement ceremony, degrees are awarded after another review of the student's entire academic record.

The Student Right-to-Know Act is referenced in the PLU 2007-2008 Catalog (page 207) and on the website, and detailed information is available by contacting the Office of Institutional Research.

### **3.D.6 Financial Aid**

Each year, the university awards both need-based and merit-based financial aid. The financial aid awarding policy and process is rooted in the university's dedication to recognizing academic excellence and protecting student access to private higher education. Over 90 percent of PLU students receive some form of financial aid each year in order to pay for their total educational expenses. Merit-based aid is awarded on the basis of academic accomplishments and perceived ability. Need-based aid is awarded on the basis of financial need as determined by the FAFSA. Financial aid awarding practices and procedures are evaluated annually by an external auditing firm as well as state and federal authorities.

### **3.D.7 Information about Financial Aid**

Both prospective and current PLU students receive information regarding available financial aid on a regular basis. Prospective students receive the admission viewbook which details most available financial aid programs at PLU. This information is also duplicated on the PLU website. Finally, each admission counselor is well-trained regarding financial aid programs and policies. Admission and Financial Aid staff members personally contact every prospective student who has been awarded a financial aid package in order to explain each component of the total financial aid package. The financial aid process between PLU students and staff is very personal and student-service oriented.

Current PLU students are sent multiple communications from the PLU Office of Student Financial Aid throughout the year. These communications alert students to upcoming financial aid deadlines and required paperwork, as well as opportunities to apply for additional forms of financial aid. Financial Aid counselors are available to meet with students and families all throughout the year.

### **3.D.8 Monitoring Loans and Default Rates**

The university closely monitors the student loan program via regular documentation of funds awarded, as well as funds refunded to various lenders. Additionally, policies and practices regarding the handling of Title IV financial aid funds are audited each year. The default rate is 1.2 percent.

All recipients of loans are required to attend both an entrance and exit interview at which they are officially informed of their loan obligations as borrowers.

### 3.D.9 Student Orientation

Unique and distinctive orientations are offered twice a year for first-year, commuter, transfer, international, and graduate students. The Office of Student Involvement and Leadership oversees the programs and works collaboratively with campus departments and professional schools. New student orientation occurs in the fall for five days. Concurrent orientations are also offered during that time for the various student groups. A second one-day orientation is offered at the beginning of spring semester for new students. Both orientations are assessed. Additional information about orientation effectiveness can be found in the Exhibit Room.

### 3.D.10 Academic Advising

All matriculated students are assigned an academic advisor upon registration at the university. Many first-year students are assigned professional advisors in the Office of Academic Advising, and others are assigned faculty and professional advisors throughout the university. In addition, new transfers are assigned to an advisor in their academic interest area or to the transfer advisor in Academic Advising. Students are notified of the name of their advisor prior to the start of their first term. There is a systematic program if students wish to change advisors and/or to declare their major. Meeting with an academic advisor prior to registration is required for students at the freshman and sophomore level. Juniors are required to complete a junior review with their advisor to determine their progress toward their major and the fulfillment of general university and core requirements.

Advisor training is available to all academic advisors, and since summer 2004, a day-long summer advising workshop has been offered

to up to 50 academic advisors for additional training. These training opportunities provide professional development for advisors as they help students make appropriate academic decisions. Further, the Office of Academic Advising maintains a website which clearly indicates the responsibilities of academic advisors as well as students' responsibilities in the advising process. These advisor and advisee responsibilities are also delineated in a pamphlet entitled "Academic Advising Planning Guide" which is updated annually. In the 2006 SSI results, academic advising was rated above the national mean by PLU students.

### 3.D.11 Career Counseling and Placement Services

The Office of Career Development facilitates the development of essential skills for exploring vocation and career, nurturing interests, and developing self-knowledge as the students engage in the community and beyond. It is co-located with a cluster of student services, known in part as the Ramstad Commons, which include: Student Employment, Academic Advising, Academic Internships, Disability Support Services and the Center for Public Service. Academic Assistance is also a part of the Ramstad Commons but is located in the Library. This cluster works closely together to assist students with success in proper selection of classes, general academic assistance, and the link of academics and employment and service.

In the Office of Career Development, students learn not only how to find their first job/position after graduation, but also how to manage their careers over their lifetime. Services offered include career counseling, career assessments, job search skill building and tools, assistance in selection of and application to graduate school, a comprehensive website, Psych 113 and 213,

various workshops, and two career, internship, and graduate school fairs each year. The director of career development also oversees the Office of Student Employment to assist students in gaining optimal benefit from work either on or off campus.

### **3.D.12 Health Services**

The Health Center provides primary and urgent care to all students—full and part time, residing on or off campus, undergraduate and graduate. This care is for medical, emotional, and informational needs. There is frequent referral and “sharing” of many patients with the Counseling Center. The Health Center contracts with a physician who works one day a week in the clinic and is available by phone for consultation. The center has developed a referral network for more complex medical issues. Care after-hours is covered by a consulting nurse advice line, which is linked through the Health Center. The center provides educational outreach through literature, the website and programming to promote healthy lifestyles, and life long self-care. In addition, staff perform “public health” duties such as monitoring current infectious illnesses on campus, providing immunization against influenza and meningitis, and collaborating with local agencies and campus leaders on broader health issues. Finally, mandatory student health insurance was implemented beginning with the 2007-2008 academic year with the Health Center involved in the development of the plan and serving as the gatekeeper for services.

The Counseling Center provides a wide-range of outpatient mental health services for all registered PLU students. Six graduate-level staff are available to provide counseling services by appointment, Monday-Friday. All counseling staff are required to be licensed/registered to practice within the State of

Washington. In addition to counseling services, crisis services are available 24 hours a day, seven days a week. A variety of staff training seminars as well as mental health education and prevention topics are presented on campus throughout the academic year. A psychiatrist is available on campus one day each week for assessment and medication management.

The Campus Ministry Office offers pastoral conversation around a number of spiritual, vocational, relational, and grief issues. The university pastors also provide premarital counseling free of charge to engaged couples.

Live-it! (newly renamed Lute-Fit) is a campus committee that works to educate the campus community on holistic health and wellness initiatives. Live-It! has coordinated annual campus fun run/walks, spring break health kits, a four week wellness challenge program, and the end of term stress-free zone activities. Live-It! has also participated in campus involvement fairs and health fairs to promote the work of the committee, and is a partner in the university’s commitment to holistic health and wellness. The committee has reorganized this year, is reviewing its offerings, and planning future programming.

### **3.D.13 Student Housing**

Residential Life provides on-campus housing for up to 1,700 students in nine traditional-style residence halls and one apartment-style residence hall. The residence hall program is a key contributor to students’ educational experience. Individual and group study spaces are provided in each hall, and policies are in place to encourage academic work. All residence hall staff are required to program in line with the university mission of “thoughtful inquiry, service, leadership and care”, and include a faculty component in at least one

program. Hong International Hall (HIH), a collaboration with the Languages and Literatures Department, is an intentional living/learning community designed to further language proficiency and global awareness. The South Hall Upperclassmen Residential Experience (SURE) incorporates faculty and academic support staff to assist upper-class students with the thoughtful completion of their undergraduate experience and the transition to life beyond PLU.

Residential Life employs six office professional staff (five full-time, one part-time) and six live-in professional staff to supervise the 74 residence hall student staff. Close collaborations occur and systems are in place with PLU's Facilities Management and Campus Safety departments to maintain the physical well-being of residents, their property and the halls.

### 3.D.14 Dining Services

Five types of dining venues across campus provide meal and snack options to approximately 1,700 students with meal plans and 1,900 students without meal plans, via cash, credit, or LuteCard. The venues are open to all faculty and staff as well.

In 2007, the University Center dining commons was completely renovated and expanded with a full menu servery and community seating area, capping a five-year planning process. PLU moved from an all-you-care-to-eat buffet-style dining model to a state-of-the-art food court model featuring a combination of "dining dollars" (declining cash balance) and all-you-care-to-eat options. Food selections are geared for different dietary needs. In addition to this primary dining venue, students can use dining dollars on lower campus at the Tahoma Bakery and Café and the Kelley Café. On upper campus,

espresso carts are located in the library and the Hauge Administration building.

To help students get the most nutrition and benefit from their meal plan dining dollars, Dining and Culinary Services markets nutritious food choices, tips on maximizing dining dollars, and navigating the food venues to meet dietary preferences.

Dining and Culinary Services operates according to the *Professional Practices* standards set by the National Association of College and University Food Services (NACUFS). All local and federal mandated health and safety standards are strictly observed. The Pierce County Health Department conducts inspections of PLU food service facilities up to four times a year. PLU has not been cited for material violations since the last accreditation.

In order to gauge satisfaction and subsequently map improvements, Dining and Culinary Services utilizes the NACUFS national survey in which students rate a variety of elements of the dining experience at PLU. PLU student responses are measured against national benchmarks. The results of the Noel-Levitz Student Satisfaction Inventory are also utilized. The Dining Services management then establishes annual initiatives that focus on student satisfaction and improving performance elements. The comment card system and focus groups with student groups and student government validate food options and address student concerns.

The Dining and Culinary Services director holds advanced graduate degrees and the managers are required to have two to three years professional experience. Most have education in the food or hospitality industry.

### 3.D.15 Co-curricular Activities and Programs

There is a wide-range of co-curricular programs offered on campus that support the educational objectives of the university including the local/global perspective. These programs are offered by a variety of departments and offices on campus, many through collaboration with faculty, and reflect the educational priorities of the university and the interests of students. Most of the programs are showcased to students on the first day of the fall semester at the Involvement and Job Fair. Recent additions include the Relay for Life, the community garden, the Wild Hope Project and various programs offered by the Diversity Center, Wang Center, the Women's Center, the Sustainability Committee and expanded alternative spring break service trips through the Volunteer Center.

The programs are open and accessible to all students regardless of major and students value the many ways they can participate in campus life. The Office of Disability Support Services works with numerous campus partners to provide access for the disabled. The Student Involvement and Leadership Office works to assure all other programs are available to students.

In the summer of 2007, the renovation of the University Center provided excellent new space for those leading many of the co-curricular programs: ASPLU, RHA, Diversity Center, student media, Student Involvement and Leadership, Residential Life, and Campus Ministry. In addition, the PLU Club House was inaugurated, providing the first dedicated space for PLU student clubs and organizations.

The Division of Student Life, along with campus partners, has developed a leadership

co-curriculum that is firmly grounded in the university's mission, faculty-approved Integrated Learning Objectives and national student affairs benchmarks for student learning. A founding principle of the co-curricular offerings is meeting students where they are and then working with them individually to help them blend their academic and co-curricular experiences.

In August 2007, a new community development model for residence hall programming was created based on the university's mission and the Integrated Learning Objectives. The model is designed to expose students to diverse perspectives and ideas while building meaningful interpersonal connections among students living in the residence halls through a series of individual meetings and hall programs presented by residence hall student leaders.

In the past several years, PLU has been awarded grants from the Marguerite Casey Foundation and College Spark Washington to improve access and retention of students of color, first generation students, and transfer students. To best meet the needs of students, PLU offers programs targeting student success for a variety of affinity groups including, but not limited to, students of color, first generation students, transfer students, and international students. PLU strives to create experiences that are both logistically and programmatically inclusive.

The Campus Ministry Office offers programming that seeks to enhance the university's mission to integrate faith, belief and worldview with reason and learning. Faith and Reason Dialogues, Common Ground and Chapel services offer co-curricular opportunities for students to be challenged to consider how their beliefs inform their views of historical and contemporary issues that

confront society. Other religious clubs are organized on campus through the Campus Ministry Council and provide educational and worship programming. ASPLU also provides religious programming through the Religious Relations Director.

### **3.D.16 Co-curricular Policies**

Co-curricular programs are grounded in the mission and learning objectives of the University and are also structured by the policies and procedures that inform the work of each member of the PLU community, as well as the Student Code of Conduct. Through co-curricular programs, students are educated in the university's policies and procedures for event planning, risk management, fiscal resources, and common messaging. Co-curricular programs are offered through many offices and departments on campus. The Office of Student Involvement and Leadership provides general oversight of student clubs and organizations. Students work in tandem with university officials to design experiences that are engaging and informative to fellow students, but that also are within the policies and procedures of the university. Further examples can be found in residence hall desk worker manuals, club and organization manuals, and in student leadership manuals.

The Campus Ministry Council, comprised of student leaders, faculty, and administration, govern the relationship of the religious clubs and organizations on campus. The Campus Ministry Council has a constitution that contains policies and procedures to ensure that the religious needs of students are being met and that all groups are open to all students. The council also hears grievances concerning the clubs and organizations when they occur.

### **3.D.17 Recreation**

The Athletics department provides a wide

range of recreational opportunities for students, staff, and faculty throughout the academic year. Over 1,600 students participated in intramural programming in 2006-2007, that occurs each semester and during January Term providing co-ed and gender-specific opportunities. Dodgeball, flag football, softball, basketball, volleyball, and soccer are some of the more popular programs. Additionally, PLU offers four club sport programs: men's and women's lacrosse, and men's and women's ultimate frisbee. In addition to these organized opportunities, open/informal recreation times are intentionally scheduled in all our multipurpose fitness center, fields and facilities. This spring, in the Fitness Center we are also offering clinics/workshops on a drop-in basis in Pilates and cycling for all students.

Outdoor Rec is a program of ASPLU that offers a variety of opportunities for students to enjoy outdoor activities both on and off campus. Trained student guides run trips ranging from kayaking to snowshoeing with one trip almost every weekend. Outdoor Rec encourages all students, both experienced and novice, to share in the beautiful outdoors of Washington whether it be on a guided trip or a private excursion with gear from the rental program.

There is a collaborative effort between several offices and departments on campus (Athletics, Fitness Center, Health Center, Counseling Center, Human Resources, Movement Studies) to continue to foster health and wellness programming for the general campus community.

### **3.D.18 Bookstore**

PLU operates a bookstore that provides textbooks, art, nursing supplies, discounted computers and software, office supplies,

general and technical books, clothing, and gifts. The bookstore connects faculty, students, and the surrounding community by providing space for guest lectures and for meetings.

In July 2007, PLU's traditional on-campus bookstore became a community bookstore by changing its location two blocks east of campus in the heart of the Parkland community. The newly named Garfield Book Company at PLU features new educational space as well as merchandizing space. Programming this year includes the visiting writer series, faculty lectures, book signings, and master's level writing classes.

Students, faculty, and staff are pleased with the additional space and the location in a building complex that also houses eateries and a coffee house. The bookstore has become part of a student, faculty, and staff destination while at the same time drawing in the community by including general books, supplies and goods for the surrounding school districts, and books and supplies for home school programs.

The bookstore also enjoys an e-commerce business. Approximately 22 percent of PLU students buy textbooks online through Luteworld. Alumni, parents, and friends take advantage of the online clothing and gift opportunities. The online business also includes a community box office. Up to 5,000 tickets to campus events are sold annually using this technology.

Students are involved in the evolution of the bookstore through work study and student employment programs. Over 50 students are employed each year, and they bring new and creative energy to planning. They provide and solicit feedback from fellow students.

### **3.D.19 Student Media**

The partnership between student media and

the university can be found in the University Student Media Board Policies (available in the Exhibit Room). Each entity of student media, the University Student Media Board, faculty advisors, and student life advisors, has access to the document electronically. The document is distributed annually at the beginning of the new student leadership term. Student leaders of the various student media work with faculty and administrators as advisors.

### **Standard 3.E – Intercollegiate Athletics**

*If the institution participates in intercollegiate athletics, these programs and financial operations are consistent with the educational mission and goals of the institution and are conducted with appropriate oversight by the governing board, chief executive officer, and faculty.*

#### **3.E.1 Board Review of Athletics**

The past two years have been a state of transition for the Department of Athletics. Approximately three years ago, an institutional decision was made to separate the School of Physical Education and the Department of Athletics. With that decision, a full-time athletic director was hired, providing oversight and responsibility for the Department of Athletics. The separation into two fully functioning departments was completed at the end of the 2007 academic year. Additionally, in summer 2006, the reporting lines for the Department of Athletics changed from reporting to the provost to reporting to the vice president for student life, becoming a part of the Division of Student Life. With this change, the Department of Athletics reports to the vice president for student life and to the Student Life Committee of the Board of Regents that has general oversight for all student affairs operations. The Student Life Committee of the Board of Regents reviewed

and endorsed the philosophy, goals, and objectives for PLU Athletics at its October 2007 and January 2008 meetings.

### **3.E.2 Athletic Program Handbook and Policies**

The student-athlete handbook and coaches manual are updated each year and distributed to all personnel. The student-athlete handbook is distributed at the beginning of each academic year to each team member in a collegiate sport. Each team has an NCAA mandatory meeting with the director of athletics. During this meeting, the student-athlete handbook is reviewed and various rules and regulations relevant to intercollegiate athletics are highlighted.

During the recruiting process for coaches and staff, institutional expectations, as well as a job description, are reviewed with all candidates, verbally and in writing. Head coaches are required to attend monthly coaches' meetings. Policies and changes in policies are reviewed periodically, and commitment to and education of NCAA rules and regulations are part of the monthly coaches' meeting. All personnel, including the director of athletics, have detailed job description that is part of the annual review of each individual's job performance.

### **3.E.3 Admission, Academic Requirements and Financial Aid**

The vice president for admission and enrollment services is ultimately responsible for all admission decisions for all students. Admission standards and degree requirements are the same for student-athletes and non student-athletes. Financial aid is awarded without regard to any form of athletic ability. Without exception, financial aid policies and practices apply to student-athletes and

non-athletes in exactly the same form and function.

### **3.E.4 Athletic Budget Development**

All athletic budgets are created similarly to other departments on campus. The creation, oversight, and management of all revenue and expenditures are processed through the normal accounting procedures of the institution. All funds raised through donors are processed and accounted for in the Office of Development. These gifts are handled as all other gifts to the university, with proper accounting and receipting procedures.

### **3.E.5 Equity**

As an NCAA Division III institution, we are committed to offering a broad-based program that provides equal and equitable opportunities to both male and female students. Over the past few years, various procedures have been created to guarantee equal access to facilities. Continual evaluation occurs with regularity to determine the opportunities for participation. Access to the fitness center, the fitness coordinator, and the athletic trainers are equitable for all sports. Any differences rest with the nature of the sport rather than gender.

### **3.E.6 Schedule Policy**

The published practice times for the majority of our programs are between 3:30 p.m. and 8:00 p.m. The exceptions are with men's and women's crew and men's and women's cross-country, which typically have early morning practices. All practices are framed to avoid the instructional schedule. Depending on the student-athlete's major, it is not unusual for student-athletes to miss practice because of academic commitments associated with labs or clinicals. Coaches schedule their

practices around the academic schedule. It is against NCAA and university policy for a student-athlete to miss class for practice. During finals week, all practices are scheduled around the student-athletes final schedule. No competitions are conducted during final examinations. The potential exception to this policy is qualification in post-season play and a predetermined NCAA schedule.

### **Policy 3.1 - Institutional Advertising, Student Recruitment, and Representation of Accredited Status**

*All candidate and accredited institutions, or individuals acting on their behalf, must exhibit integrity and responsibility in advertising, student recruitment, and representation of accredited status. Responsible self-regulation requires rigorous attention to principles of good practice.*

The university publishes a full complement of advertising materials in a variety of different media. The offices of Admission, Financial Aid, Development, Alumni, and Congregation Relations all produce advertising materials largely designed for external constituencies. Additionally, multiple offices and departments on campus produce advertising and promotional materials for internal audiences. All advertising materials share a common set of institutional branding characteristics and themes. Institutional branding concepts are the result of multiple research projects and university-wide initiatives regarding institutional distinctions and messaging. The Office of University Communications holds primary responsibility for the accuracy, coordination, and effectiveness of all institutional advertising, publications, and promotional literature.

The Office of Admission works close with

the Office of University Communications to create a communication flow that introduces and articulates the university to prospective students. This communication flow utilizes both print and electronic media to communicate institutional distinctions, value, and spirit. The cornerstone of the prospective student communication stream is the university viewbook, a 70-page publication offering a comprehensive overview of the university. Additionally, other print and electronic media are used to tailor institutional messaging to unique sections of the pool of prospective students. These recruitment publications maintain the campus-wide conventions of institutional brand and message.

The PLU 2007-2008 Catalog is available both online and paper version for all students, faculty, and staff. Most of the components listed in Policy 3.1.3 are contained in the catalog. In addition, the semester schedule of classes (print and online) contains much of the information as well. The major exceptions to information given in the catalog are the frequency of course offerings, a listing of part-time faculty, and institutional facilities. That information is contained in other PLU publications.

The page numbers given below are from the PLU 2007-2008 Catalog:

- a. institutional mission and goals (pages 3-4).
- b. entrance requirements and procedures (pages 182-185).
- c. basic information on programs and courses, with required sequences and frequency of course offerings explicitly stated (pages 34-181). PLU's course cycle is maintained by each individual department and is available to faculty and students via the department chair.
- d. degree and program completion

- requirements, including length of time required to obtain a degree or certificate of completion (pages 34-181).
- e. faculty (full-time and part-time listed separately) with degrees held and the conferring institution (pages 214-223). Part-time faculty information is found in the Office of the Provost or in Human Resources.
  - f. institutional facilities readily available for educational use (listed in the semester class schedule).
  - g. rules and regulations for conduct (page 31 for students and pages 202-210 for students, faculty, and staff).
  - h. tuition, fees, and other program costs (pages 187-201).
  - i. opportunities and requirements for financial aid (pages 185-196).
  - j. policies and procedures for refunding fees and charges to students who withdraw from enrollment (pages 200-201).
  - k. academic calendar (inside front cover).

The PLU 2007-2008 Catalog shows by individual department/division or school the information regarding national and/or state legal requirements for eligibility for licensure or entry into an occupation or profession. Individual departments also have information available to students listing these requirements.

On the Office of Career Development web pages, there are occupational research sites such as WOIS (Washington Occupational and Information Services) provided by the State of Washington Department of Labor, and the Occupational Outlook Handbook provided by the federal Department of Labor, and other sites containing research resources, such as "What Can I Do with a Major In...?" These sites offer requirements for career paths, employment and advancement opportunities

in various professions and occupations.

The PLU admission staff is well qualified in terms of knowledge of the institution and knowledge of the higher educational enrollment profession. The senior leadership team holds over 35 years of professional admission and enrollment experience developed through extensive field training and practice, as well as graduate education. The entire staff of admission counselors, administrative assistants, student workers, and volunteers are offered rigorous training which details professional expectations of conduct, content knowledge, and outcomes.

All independent contractors and agents engaged with PLU through the Office of Admission are contractually bound to uphold the appropriate industry and institutional policies, practices, and principles. Any violations of these policies and principals result in an immediate violation of contract and discontinuation of engagement.

PLU avoids student recruitment practices in stated in Policy 3.1, B.3. Employment as a result of a PLU degree is never guaranteed either in writing or presentations. Each winter the Career Development Office conducts a survey of recent graduates six months post graduation. The data is available each spring and includes the categories of employed, attending graduate school, volunteering, military service and seeking employment. Data is shared with campus representatives to insure that their presentations are accurate and factual in their explanation of what PLU graduates are doing six months after graduation.

Tuition, fees, room, board, and personal expenses are recalculated each year and widely published for both prospective and current student use. Both print and electronic media are used to communicate new program

costs each year. Admission requirements are clearly detailed in all communications with prospective students. Only those students qualified for admission will be admitted to the university. PLU does not in any way induce or compensate students for their decision to attend the university.

On page 6 of the PLU 2007-2008 Catalog, all accreditations are listed as required and are in the proper format.

### **Appraisal**

Pacific Lutheran University has experienced remarkably high levels of collaboration and support between the academic and co-curricular sectors over the past decade. These new partnerships have contributed to enrollment stability and increasing student satisfaction.

The Division of Student Life has become more strategic in its work. Annual work plans directed by the Student Life Council and tied directly to institution mission and long-range planning have paid dividends in every department in the division.

Two challenges face Pacific Lutheran University as it continues to enhance student services and the PLU experience for students: evaluation and assessment, and societal demographic changes.

### ***Challenge One: Evaluation and Assessment.***

The services which support students in their education and help ensure their success at PLU continues to be evaluated regularly to sustain/attain both effectiveness and efficiency. This effort will be institution-wide as these services exist in several divisions of the university and report to different vice presidents.

In particular, the assessment of co-curricular services and programs within the Division of Student Life continues and becomes increasingly sophisticated as new assessment tools are designed. The Student Life Council continues to monitor the quality of the student experience and work with faculty and staff across the university to make improvements as needed.

***Challenge Two: Demographics.*** As student demographics continue to evolve over the next decade, the university continues to seek ways to attract and enroll a dynamic student body that is eager to pursue the uniqueness of a PLU education and experience. Admission recruitment plans, including the strategic use of financial aid, are more sophisticated and effective in helping reach goals set in *PLU 2010*. Further, the university continues to actively engage students in enhancing their own educational experience and provide services and programs that help them attain their goals.

### STANDARD THREE – STUDENTS TABLE 1 ADMISSIONS REPORT

(Data requested may be provided in computer format compatible with the institution's data information system.  
Not all data requested may be applicable to all institutions.)

	Evaluation Year ( Fall 2007 )	1 Year Prior ( Fall 2006 )	2 Years Prior ( Fall 2005 )	3 Years Prior ( Fall 2004 )
<b>First Time Freshmen (F)</b>				
Applications Received	2236	2133	2112	2117
Complete	1867	1711	1731	1712
Admitted	1707	1587	1614	1556
Denied	157	121	113	102
Enrolled	715	670	690	701
<b>Transfer (T,S)</b>				
Applications Received	834	837	933	945
Complete	614	588	648	684
Admitted	596	568	635	679
Denied	15	18	10	4
Enrolled	230	260	262	311
<b>Readmission (R,E,N)</b>				
Applications Received	8	9	14	14
Complete	6	8	11	10
Admitted	6	5	11	9
Denied	0	3	0	1
Enrolled	2	2	4	5
<b>Graduate (G,B,H,M)</b>				
Applications Received	131	127	113	95
Complete	109	107	80	83
Admitted	72	76	58	68
Denied	36	29	21	13
Enrolled	44	49	38	41
<b>Professional (K – Summer Term)</b>				
Applications Received	41	60	83	106
Complete	33	46	69	98
Admitted	33	45	62	95
Denied	0	1	6	3
Enrolled	30	33	52	72
<b>Non Degree (D,I)</b>				
Applications Received	23	22	20	19
Complete	20	18	20	12
Admitted	20	18	20	19
Denied	0	0	0	0
Enrolled	17	16	17	11

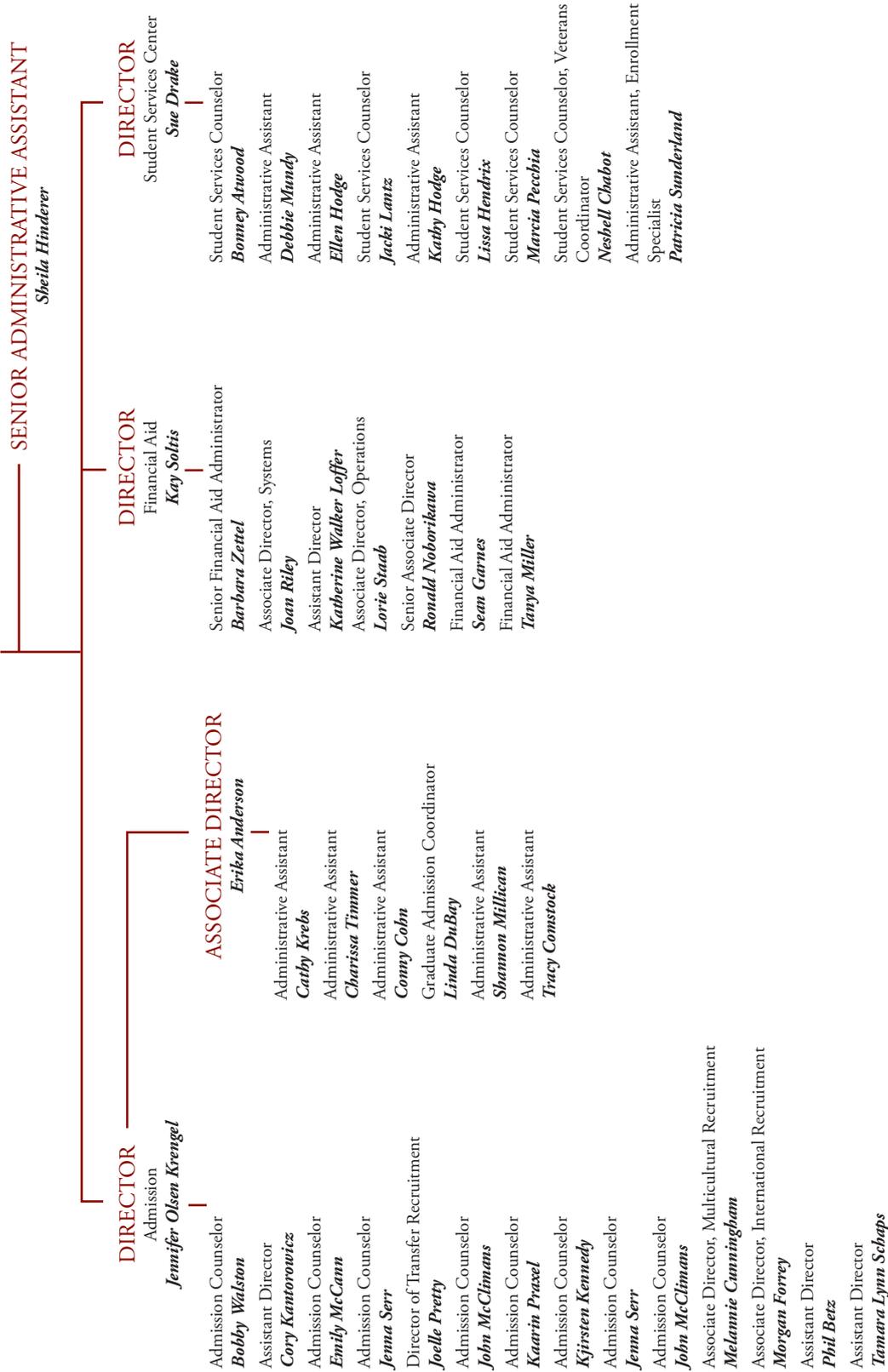
**STANDARD THREE – STUDENTS TABLE 2 STUDENT LIFE STAFF PROFILE**

*(Data requested may be provided in computer format compatible to the institution's data information system.)*

<b>Student Life Division</b>	<b>Administrator</b>	<b>Staff</b>	<b>Student Employee</b>	<b>Volunteer</b>
Female	36	29	269	16
Male	22	36	268	16
Degrees:	5			
PhD, EdD				
MD, JD, MSW	1	2		
MA, MS, MDIV	41	12		1
BA, BS	9	36		3
AA, AAS, Certificate, etc.		6		
<b>Years Experience in field:</b>				
none				
Less than 5	18	29	537	26
5 - 10	11	15		3
11 - 15	4	10		
16 - 20	7	1		
more than 20	18	10		3
<b>Full-time:</b>				
9/10 months	5	5		
12 months	49	10		
<b>Part-time:</b>				
9/10 months	3	49	471	27
12 months	1	1	66	5

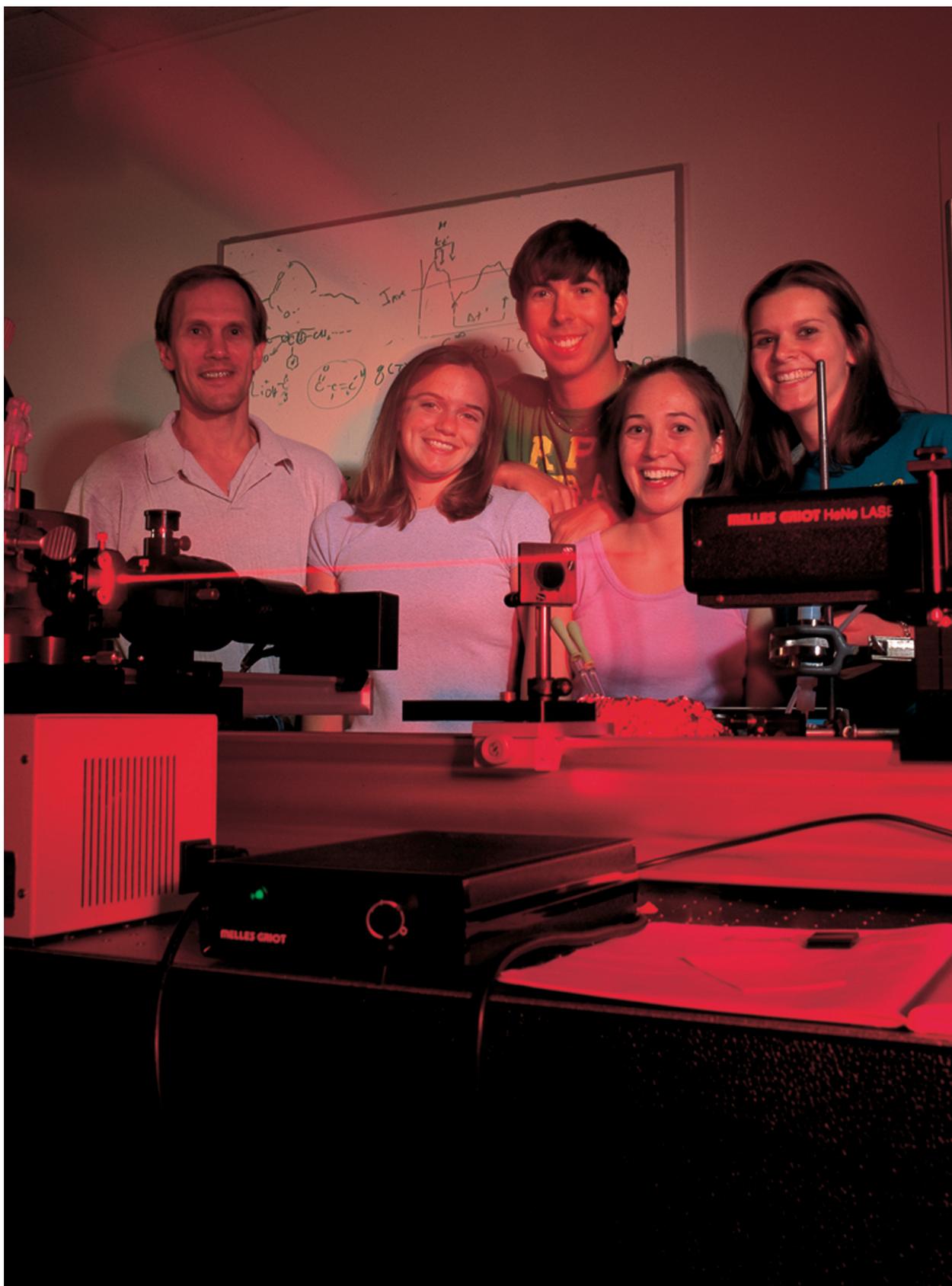


VICE PRESIDENT FOR ADMISSION  
AND ENROLLMENT SERVICES  
*Karl Stumo*



DIVISION OF ADMISSION AND ENROLLMENT SERVICES TABLE OF ORGANIZATION JANUARY 2008







## Standard Four

### Faculty

Powerfully effective teaching, vigorous scholarly, creative, and professional involvement, competent and committed leadership within the university, and active engagement in the wider community characterize the faculty of Pacific Lutheran University.

Faculty members represent diverse specialties in the disciplines of the arts and sciences, and the professions. They are committed to the university's mission, to the project of making PLU a flourishing academic community, and to maintaining a strong faculty culture. PLU faculty understand their ongoing scholarly, creative, and professional work to be directly related to teaching and to bringing the knowledge and skills of academics to the service of the wider world.

PLU is able to attract excellent faculty. Over 91 percent of the tenure-stream faculty, and 50 percent of the contingent faculty, hold the highest degree in their fields. The faculty engages in teaching, scholarly/creative/professional activity, and university and community service across a wide array of fields. They are encouraged and supported to compose pedagogically refined, intellectually engaged, institutionally committed lives throughout the entirety of their careers. The university strives to support, cultivate, and draw on the talents and skills of faculty in ways that are mutually beneficial and satisfying. The university fully supports the academic freedom of faculty.

Part of the university's success thus far in recruiting excellent faculty flows from its

clarity about mission and its emphases on global education, student-faculty research and creative projects, and purposeful learning. Upward of 60 percent of tenured or tenure-track faculty either have or still conduct research overseas, speak a second language with a high degree of fluency, and/or were born abroad. Opportunities to do research and to take courses abroad attract faculty who are internationally minded.

Similarly, the university's student-faculty research and creative projects initiative is an attractive opportunity for new faculty. With regard to purposeful learning, the Center for Public Service's coordination of service-learning activities and provision of faculty development in this area, as well as openness to internship programs for students make concrete PLU's commitments in this area.

Pacific Lutheran University has a well developed process for recruiting and hiring faculty. It has a clear faculty review process that was adopted by the faculty. Faculty development opportunities and other forms of support are provided for all faculty around teaching, scholarly, creative and professional endeavors, and cultivation of leadership skills.

Faculty have primary responsibility for curriculum development and review. They participate in academic planning through their academic administrative leaders in departments, divisions, programs, and schools, and through the formal faculty committee structure.

## **Standard 4.A – Faculty Selection, Evaluation, Roles, Welfare, and Development**

The selection, development, and retention of a competent faculty is of paramount importance to the institution. The faculty's central responsibility is for educational programs and their quality. The faculty is adequate in number and qualifications to meet its obligations toward achievement of the institution's mission and goals.

### **4.A.1 Qualified Faculty**

Pacific Lutheran University has an exceptionally talented faculty comprised of scholar-teachers who represent all disciplinary and professional fields in which the university offers majors and minors. As Table 2 indicates, nearly 91 percent of the tenure-stream faculty and 50 percent of the contingent faculty hold the highest terminal degree in the field in which they teach.

The university is experiencing significant turnover in its faculty, primarily because of retirements. In some departments the turnover is nearly complete. In others it is underway. Nearly 50 percent of the tenure-stream and contingent faculty have been at PLU less than 10 years.

The majority of PLU faculty members are not employed outside of the university. Faculty members do engage in consulting and speaking where such activities are part of their disciplinary or professional life. Within professional fields, notably the arts, business, education, marriage and family therapy, visual arts, theatre, music, and nursing, modest employment in the profession is considered a normal part of a faculty member's professional activity.

### **4.A.2 Academic Planning, Curriculum, Advising, and Governance**

Academic planning at PLU takes place in individual departments and interdisciplinary programs, in divisions of the college of Arts and Sciences, in professional schools, in the Academic Deans' Council and in the Provost's Office. Faculty participate in academic planning through their respective units. They also participate through special ad hoc committees, such as the one now leading the review of PLU's general education program. Department and program chairs work with their deans, the provost, and the Educational Policies Committee in planning. Multidisciplinary programs, such as the First Year Experience Program and the International Honors Program also engage in collaborative planning and curricular development through regular faculty development workshops.

At the present time the provost is working with the Academic Deans' Council, the registrar, the institutional research analyst, and other relevant staff and offices to improve procedures, communication, and effectiveness in this area. Multi-year planning will make it possible for the academic sector to anticipate and allocate resources more effectively in relation to the university's mission and identity, and shifting student demand. Further anticipated enhancements of the academic planning process include expanding the institutional research program and, for long range purposes, employing professional market research.

Under PLU's Constitution and By-laws, the faculty has primary responsibility for curriculum development and review. The Educational Policies Committee, faculty-created ad hoc committees, and provost-appointed ad hoc committees are involved in

curricular development. Currently, a process for regular review of curriculum exists in units that carry the accreditation of outside disciplinary or professional bodies. Within other units, curricular review is undertaken when the department or program chair or dean proposes it. A process for review in departments and programs that do not carry outside accreditations was instituted four years ago on an ad hoc basis and is being regularized.

Faculty members work closely with the Academic Advising Office in supporting new students and those who have not decided on a major. Advising of majors and minors is done by faculty within the divisions of Humanities, Natural Sciences, and Social Sciences of the College; in the School of Arts and Communication, and in the Department of Movement Studies and Wellness Education in the School of Education and Movement Studies. Within the schools of Business and Nursing and the Department of Instructional Development and Leadership in the School of Education and Movement Studies, professional advisors and faculty work together in advising students.

Faculty members have clearly defined roles in institutional governance at PLU (Faculty Handbook, pages 30-37 and 52-68). The faculty chair and vice-chair, and a third elected representative attend Board of Regents meetings and participate as non-voting members in its committees. PLU's faculty committee system gives faculty a major role in institutional governance, as does faculty participation by election or appointment to university committees and task forces, such as, Budget Advisory Committee, Diversity Committee, and the Student Success Task Force. Through these mechanisms, the faculty advise the administration on matters of long-range planning, compensation, new curricular

initiatives and programs, policies on admission and retention of students, and campus life.

### 4.A.3 Faculty Workloads

Faculty workloads reflect the mission and goals of PLU. A faculty member's workload involves teaching, scholarly/professional activity, and university service (Faculty Handbook, pages 40-46). The balance among these varies depending on stage in career, talent, and the particular university service role the faculty member is filling. The expectations for service are high as a consequence of the faculty's extensive governance structure, the reliance on faculty to serve as chairs and deans of academic units, programs, and committees, and the culture of faculty leadership on which the university depends.

Teaching is the primary work of faculty at PLU and excellence in teaching is the *sine qua non* for achieving tenure. As part of the tenure review process faculty are expected to articulate a pedagogy of substance: a convincing and evidence-supported articulation of why they teach what they teach in the way they teach it to PLU students. The university expects faculty to develop their craft as teachers in an ongoing manner over their entire careers. Faculty members work closely with students in an array of configurations, from readily recognizable classroom and laboratory settings to field-based service-learning venues. A full workload load is 24 semester hours over the course of the academic year. The configuration of teaching within this load varies based on curricular structure including lectures, seminars, laboratories, practica, studios, internships, and service-learning courses.

PLU faculty are expected to be active in scholarship and other professional activity.

The university recognizes that scholarship varies in type and across fields. The definitions of scholarship in the PLU Faculty Handbook are taken from Ernest Boyer's *Scholarship Reconsidered* (Jossey-Bass, 1990). The university's expectation is that each faculty member has a scholarly agenda. To move successfully through the tenure and promotion processes, each faculty member needs to be able to describe clearly the nature and significance of that agenda and to demonstrate that he or she pursues it in conversation with scholarly/professional peers beyond the university. The faculty member has to demonstrate the capacity to move a scholarly agenda forward at a pace appropriate to an institution with the teaching load required at PLU. Some faculty members carry out part of their scholarship in projects that include student collaboration. For example, one-fifth of the faculty in the Division of Natural Sciences is involved each summer as mentors in the division's undergraduate research program.

Service expectations at PLU are significant. Faculty are actively involved in advising and mentoring students. The robust form of faculty governance at the university necessitates that a significant number of faculty actively participate in this form of university service. Academic administrative functions are assumed by faculty members who serve as chairs of departments and programs and, in the divisions of the College of Arts and Sciences, deans. As noted earlier, faculty also serve on an array of ad hoc committees and task forces within the academic division and university wide. In a given academic year more than one-third of the faculty is involved in faculty committee or academic administrative leadership and work. Many faculty collaborate with student life professionals on programming that supports student success. On a case-by-case

basis faculty become involved in institutional advancement activities. The university also recognizes service in the community to be a value rooted in its mission.

Faculty are creative, generous, and effective in their teaching, advising, and mentoring of students, often ambitious in terms of their scholarly agenda, and committed in carrying out their service responsibilities. This combination contributes significantly to the effectiveness of the university in carrying out its educational mission. However, it also can create unsustainable workloads if faculty are not supported to make professional judgments about how they spend their time and energy—judgments that benefit their long-term intellectual and scholarly vitality and engagement with the institution. To the end of informing and strengthening that professional judgment, the provost and deans, with relevant faculty committees, are in the midst of a multiple-year discussion of faculty workload.

PLU supports faculty professional growth and renewal through on-campus faculty development programs of various kinds and by providing resources to support individual faculty. Faculty development opportunities are provided under the auspices of the Provost's Office, Information & Technology Services (including Mortvedt Library), the Wild Hope Project, Wang Center for International Programs, Academic Advising Office, First Year Experience Program, International Honors and other interdisciplinary programs. A well designed new faculty orientation program is in place. A series of faculty development workshops are offered throughout the year, including a multiple-day Faculty Fall Conference. Individual departments and schools also engage in faculty development, some on a regular basis through annual retreats or

colloquia, some on an occasional basis. Some of the staff training and development opportunities offered through the Human Resource Office also are relevant to and available to faculty. Faculty participation by new faculty is high. Various factors affect participation in faculty development programs such as heavy teaching loads, the complicated nature of PLU's weekly class schedule, and university service commitments. Those faculty who take advantage of faculty development opportunities comment on their value.

In some cases, notably for the year-long faculty seminar sponsored by the Wild Hope Project, the Regency Advancement Award program, and Wang Center grants, money is available to provide release from workload for particular professional growth opportunities. Each department and program also provides travel funds to faculty who are professionally active.

The provost promotes faculty development and often supplements the travel allotment available through units. Two current initiatives of the Provost's Office are a) to support the development of department and program chairs through funding professional development opportunities targeted explicitly at those leadership roles, and b) to increase funding for professional development for all faculty.

#### **4.A.4 Faculty Salaries and Benefits**

The administration and faculty work closely on salaries and benefits with the goal of improving compensation as aggressively as possible in light of the resource realities of the university. The Faculty Affairs Committee makes a recommendation to the president, provost, and vice president for finance each year on compensation. A representative from Faculty Affairs serves on the Budget Advisory

Committee, so issues of faculty compensation are considered in relation to all the needs at the university. Last year the faculty and Board of Regents adopted a "Philosophy of Compensation" that provides the horizon against which this collaborative work goes forward. Significant progress in compensation was achieved for fiscal '08. We will make additional progress in fiscal '09.

Despite the progress that PLU has made in faculty compensation, the university is beginning to experience difficulties in recruiting and retaining faculty. Several factors are contributing to this difficulty. Among them are increasing competition for faculty in particular areas in which the pool of qualified candidates is shrinking, intensifying market competition in starting salary and benefits packages, rising health care costs, and increased housing costs in the region. The university no longer can rely on historically lower housing costs in the Tacoma area to attract faculty.

#### **4.A.5 Faculty**

The university has made progress since the 1998 decennial accreditation review recommended that better structure be brought to PLU's process of faculty evaluation and that "policies be developed to ensure consistent and universal practice, including post-evaluation remediation and post-tenure review." As PLU's fifth year interim report in 2003 noted, the faculty had adopted in 1999 new procedures for organized periodic review. The report stated, in April of 2003, that compliance with the review procedures was at 98 percent.

Compliance with faculty review processes, while stronger today than in 1998, has not remained at its 2003 level. Two changes in provosts, the elimination of the associate provost position and subsequently the head of

academic planning position that replaced it, as well as a total turnover of staff in the Provost's Office, have contributed to this slippage. Also affecting the situation is massive faculty turnover, which has led many departments to be fully occupied with recruiting, hiring, welcoming, and mentoring new faculty. The absence of a department chair's handbook or regular training for department chairs also has contributed to the situation. (A draft chair's handbook is currently being reviewed.) Over the past year the provost has worked with deans and chairs to correct and update the review cycles for faculty in all units. A system is being put in place to provide regular reminders of upcoming reviews. More training of chairs and deans in how to do effective faculty reviews, more education of faculty around the importance of periodic review to their own development, and more vigorous oversight of the process and support for it from the Provost's Office will contribute to improving compliance further. The Provost's Office now charts progress of all reviews both to note those completed and to anticipate those expected, notably around promotion and sabbatical eligibility periods. In addition, faculty are being held to greater accountability for their sabbatical projects. PLU's current policies on faculty review for tenure-stream faculty are in compliance with Policy 4.1, Faculty Evaluation.

At present PLU has review procedures in place for tenure-stream faculty only. Review of contingent faculty occurs on an ad hoc basis within units upon the discretion of the department and program chairs and deans. The Provost's Office and Deans' Council are developing procedures to regularize these practices.

#### **4.A.6 Faculty Recruitment and Appointment**

PLU has a well defined set of policies and

procedures governing the recruitment and appointment of full-time faculty. The provost works collaboratively with the director of human resources in educating all deans, department chairs, and search committee chairs about these policies. Compliance with the policies and procedures is nearly 100 percent. The result has been recruitment and hiring of highly qualified faculty whose expertise and commitments align well with the mission of the university.

Institutional personnel policies and procedures are published in the personnel manual, which is available online. The Faculty Handbook contains personnel procedures such as review, tenure, and promotion, etc., relevant to faculty. It is available in print and online.

#### **4.A.7 Academic Freedom**

Academic freedom is highly prized at PLU. The university considers the defense and cultivation of academic freedom to be integral to its mission and a practice that flows from its Lutheran heritage (Faculty Handbook, page 8). Academic freedom is explicitly referenced in Article II, section 1 of the Faculty Constitution and By-laws (page 27) and is affirmed again in Article V, section 1a. (page 40). Procedures for disciplining or dismissing a faculty member also are written to guarantee that such actions are not violations of academic freedom (page 48). Faculty personnel policies "are grounded in the belief that the protection of academic freedom by tenure has as its operationally central provision the right to teach freely yet responsibly in one's discipline. To be barred arbitrarily from the customary teaching opportunities and responsibilities of one's discipline would be to have one's professional credibility debased and therefore one's academic freedom made moot" (Faculty Handbook, page 96). Mechanisms for handling complaints about violation of

academic freedom exist within the faculty governance structure. The administration protects faculty from outside interference in their academic freedom.

At PLU faculty are free to “examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general” (Accreditation Handbook, page 7). PLU expects faculty to pursue knowledge and to teach in ways that are congruent with the understandings of their disciplinary and professional communities. Both the university’s administration and the Faculty Constitution and By-laws support academic freedom.

#### **4.A.8 Part-time and Adjunct Faculty**

PLU currently employs contingent faculty of different types—full-time visitors, clinical faculty, instructors, and lecturers. Some have more long-standing relationships with the university, others may teach for only a brief time. Department or program chair and deans vet contingent faculty members. Chairs and deans hire persons with the appropriate credentials and professional experience. The vast majority of undergraduate courses at PLU are taught by instructors who hold at least a master’s degree or its equivalent professional credentialing.

#### **4.A.9 Employment Practices for Part-time and Adjunct Faculty**

Part-time and adjunct faculty members are provided information by chairs and deans about their work assignments and rights and responsibilities. Their contracts provide information about their conditions of employment as does material available through Human Resources.

Practices under review include establishing a

formal and systematic orientation of part-time faculty, making clearer and more consistent communication of responsibilities and available resources and benefits, and nurturing greater longevity in this import cohort of the faculty.

#### **4.A.10 Using Part-time Faculty**

The provost and deans discuss the use of part-time faculty when reviewing staffing plans each year. Policy questions arise on an ad hoc basis. The intention of the university is to compensate such faculty in ways that are fair and equitable and so aligned with the university’s mission and identity. Establishing periodic assessment of policies regarding the use of part-time and adjunct faculty is a high priority of the academic leadership.

#### **Standard 4.B. – Scholarship, Research, and Artistic Creation**

*Scholarship, including research and artistic creation, is inherent in the work of faculty and students and is integrated in mutually supportive ways with instructional activities, regardless of the size or nature of the institution.*

Faculty at PLU are active scholars, professionals, and creative artists. The university employs the broad description of scholarship delineated in *Scholarship Reconsidered* (1990). Since 1998 faculty scholarly, professional, and artistic activity have increased. Some of their work is collaborative with students whom they mentor. Endowments for student-faculty research support such activity. The Strategic Plan for Student-Faculty Collaborative Research and Creative Projects calls on the university to secure more resources for such initiatives.

PLU faculty members present their research

to peers at national and international conferences. Those in professional fields, notably business, education, marriage and family therapy, and nursing, share their expertise in the wider circle of practitioners (see vitae in the Exhibit Room).

The university continues to seek additional resources to support faculty pursuit of their scholarly, professional, and artistic agendas. The university's sabbatical program is generous and contributes significantly to that end. The university's research agenda includes seeking additional support for faculty/student travel related to research and presentation, improving research space, equipment and materials, and providing faculty release time for unique research opportunities which fall outside the normal sabbatical cycles.

#### **4.B.1 Scholarship, Research, and Artistic Creation.**

The majority of faculty members at PLU are engaged in scholarship, research, and/or artistic creation as defined by this standard. In the decade since the last NWCCU accreditation visit faculty have joined the university who bring high expectations for scholarly and professional activity, from laboratory research to artistic performance. Research, publication, and professional engagement of the entire faculty have increased (see vitae in the Exhibit Room).

During 2006-2007, PLU faculty members published two books, 133 articles or chapters, and 23 book reviews. Faculty in the arts provided 47 artistic presentations and exhibits. Faculty delivered 134 conference papers. These numbers do not count presentations or artistic performances that were sponsored by the university (see list of significant publications, performances, and presentations in the Exhibit Room).

#### **4.B.2 Policies and Procedures for Scholarship**

The Faculty Handbook states clearly the expectations for ethical standards for all scholarly activity (pages 40-47). The university has an active Human Participants Review Board as well as a committee that oversees animal research. Each division and school has a unit designate who facilitates individual faculty members' contacts with the HPRB. Faculty are informed of the policy requirements for research involving either humans or animals. All faculty are informed of the ethical standards expected for research.

#### **4.B.3 Development and Administration of Research Policies for Scholarship.**

Faculty are involved in the development of all policies and practices involving research. They also are involved through elected and appointed committees as well as through consultation to chairs and deans in the selection of peers for in-house grant funds.

#### **4.B.4 Resources for Scholarship**

Financial resources supporting scholarship include annual funding for professional travel (administered by the individual academic unit), the Regency Advancement Award program, and the Wang Center Grants program. The provost has modest discretionary funds on which she draws to supplement faculty research projects. New faculty are provided "start-up" funds for laboratories or other equipment or software necessary for their research. The Development Office also assists faculty who write grants to secure research funds.

Many of physical facilities to support scholarship, research, and creative projects are excellent. The Mary Baker Russell Music

Building and the improvements that have been made in the art studios in Ingram Hall provide excellent to good space for the arts. In the sciences, Computer Science and Computer Engineering and Mathematics have benefited from the opening of the Morken Center for Learning and Technology. This building also has improved space for group-based research projects for the School of Business. The laboratory for the Department of Movement Studies and Wellness Education is being improved modestly, and will be improved significantly with the renovation of Olson Auditorium.

Many challenges remain regarding space to support scholarship, research, and creative projects. Even units with new or remodeled facilities have needs unmet. The natural and social sciences face ever increasing need for research space, especially as new faculty who are researchers join their already active colleagues. The division increasingly engages in student-faculty research as do the professional schools. The humanities lack space for its “studio functions,” small group discussions among faculty and students as well as ongoing student-faculty research. The provost and vice president for finance and operations work together to address these issues of facility and equipment needs for faculty scholarship.

Information resources to support scholarship are excellent. Over the past decade interlibrary loan, electronic access to journals, and other services of the Mortvedt Library related to scholarship have significantly improved. Librarians work closely with faculty to build strong print and digital collections for undergraduate research, to facilitate the information access needs of both faculty and students beyond the library’s collections, and to sustain a superior electronic reserves service that includes streaming audio and

video. Reference service and digital collections both local and worldwide are available remotely 24/7. Digital Media Center, Multimedia Services, and User Support staff also work closely with faculty to enable a range of instructional and communication technologies in support of their research and professional development needs. Network-based videoconferencing supports nursing faculty engaged in distance learning through the Oregon Health Sciences University. The undergraduate research librarian assists students and faculty involved in student-faculty research and creative projects in the humanities, natural sciences and social sciences.

The level of administrative/clerical support for research/professional/artistic activity ranges from basic to moderate. Support for artistic performance on campus is good. With regard to support for research, administrative staff in units of faculty who receive grants provide some support in administering them. Units also have adequate support for handling invitations to scholars coming to speak and for mounting conferences of a modest nature.

The university encourages faculty to write grants. The Development Office supports faculty in preparing supplemental materials for grants and, when possible, assists with writing and reviewing proposals. One of the goals of the provost is to have a staff member designated to promote the writing of grants and to oversee their administration.

#### **4.B.5 Supporting Faculty Scholarship**

Faculty members receive release from teaching for their research when such releases are supported by grants. The university works to accommodate faculty with special research leaves when research and other significant development opportunities necessitate their

being away from campus. Faculty members are expected to engage in scholarship, an expectation directly tied to earning tenure and to promotion. The university does not at the current time use a system of merit raises to reward faculty for scholarship. There are faculty excellence awards in research, two each year, for which faculty are nominated.

The strategic plan for Student-Faculty Collaborative Research and Creative Projects, adopted by the faculty and Board of Regents in May 2005, called for the university to adopt a system whereby a percentage of the indirect costs of grants would be returned to the unit securing the grant as a form of reward and incentive for stimulating more grant writing activity. To date that proposal has yet to be implemented. The fund-raising campaign will be of assistance in this area.

The university has an excellent sabbatical leave program. Sabbaticals to this point are not competitive but are granted to all faculty members with acceptable proposals. Sabbatical pay is 75 percent of salary during the sabbatical leave, usually either a half or full year. The sabbatical program is the single most important support the university provides for faculty renewal and scholarly activity.

#### **4.B.6 Sponsored Research**

Research requiring additional funding is sponsored by grants. Grant proposals go through a careful review process to ensure that they are appropriate to the university's mission and realistic within the frame of the university's fiscal and staffing resources (see list of grants for the past five years in the Exhibit Room).

#### **4.B.7 Academic Freedom and Scholarship**

Faculty pursue scholarship, research, and

artistic creation with full academic freedom at PLU. The provost as chief academic officer advocates for and defends the faculty's academic freedom with wider publics who sometimes misunderstand the role of academic freedom and scholarly inquiry in a university.

#### **Policy 4.1. Faculty Evaluation**

Pacific Lutheran University has a clearly described policy for ongoing review of faculty. The current policy was adopted by the faculty in April 1999. It involves annual reviews for all faculty before tenure, a more extensive third-year review for pre-tenure faculty, reviews for tenure and promotion, post-tenure reviews every three years before promotion, and post-sabbatical reviews. In keeping with the culture of the university, peer professional review is carried out primarily by colleagues. Scholarship, research, and artistic creation is also reviewed by qualified external adjudicators. Department or program chair, dean, and provost play major roles in the review process.

Department chairs and deans review raw evaluation data for course evaluations each year. Chairs and deans discuss these data with faculty members. The interpretation of the data is part of a faculty member's responsibility in her or his annual activities report. More extensive interpretation and analysis of course evaluations occurs in the major reviews—third-year, tenure, and promotion. The process for each of these reviews requires a self-assessment statement in which analysis of course evaluations is expected.

In the review process peers assess a faculty member's teaching through analysis of student evaluations and the faculty member's self-assessment. In most departments, chairs and or deans include classroom observation of teaching as part of their assessment. The

review process includes evaluation of the quality of scholarly/professional/artistic performance and productivity. It also takes into account service to the profession, school, and community.

Policies and procedures exist for working with a faculty member where areas for improvement in performance have been identified through the faculty review process.

### **Appraisal**

The faculty comprises the central intellectual capital of a university. PLU is strong, in large part, because it has an excellent faculty that is committed to and clear about the university's mission. At this moment in its history, PLU is welcoming large numbers of new faculty because of retirements. How these faculty are socialized into the university and supported in their vocations as teachers and scholars will have profound consequences for PLU for the next three decades.

Four particular challenges with regard to faculty stand out: recruiting and retaining faculty, sustaining crucial intellectual capital, strengthening faculty peer review, and cultivating new faculty leaders.

***Challenge One: Recruiting and retaining excellent faculty in an increasingly competitive hiring market.*** PLU has been fortunate in its ability to recruit and retain faculty to this point. Historically, the vast majority of faculty have come to PLU and remained for their careers. Today, however, factors such as an increasingly competitive hiring market, a shrinking pool of available candidates in some fields, rapidly increasing housing costs and others are converging to make it more difficult for PLU to recruit and retain faculty. Some junior faculty members are now leaving for better opportunities at other universities.

The provost along with the Academic Deans Council, director of human resources, vice president for finance and operations, and Faculty Affairs Committee are in conversation about the issues involved in recruiting and retaining faculty. The need to attract and retain committed and engaged faculty is a direct consideration in the budgeting process, design of new faculty orientation and other faculty development programming, and academic advancement fund-raising projects.

***Challenge Two: Sustaining crucial intellectual capital.*** The university will continue expanding resources and programs to support faculty development and faculty scholarly, creative and professional endeavors. PLU has an array of resources for faculty development which at the present time are not coordinated. The Provost's Office is doing an analysis of faculty development opportunities around teaching, scholarly/creative/professional activity, and leadership. A faculty development plan for the academic sector is near completion and will be reviewed and revised by deans and chairs. The current capital campaign contains items related directly to faculty development. The challenge here is three-fold: a) coordination of current resources and opportunities, b) increasing resources, c) framing faculty development opportunities and encouraging them as appropriate for faculty in different stages of career.

***Challenge Three: Strengthening the faculty peer review process and linking it more effectively to program review.*** PLU has a clearly articulated faculty review process. In a context of rapid faculty turnover and new faculty leaders, a need exists to educate chairs, deans, and all faculty about the value of and effective ways to carry out peer review. Peer review is vital to maintaining a strong

professional community. The provost is working with deans and chairs on the quality and compliance of peer review.

***Challenge Four: Cultivating a new generation of faculty leaders prepared to take on academic administrative and faculty committee leadership roles.*** PLU depends on faculty leadership to function as a university. Faculty provide extensive service to the university through elected and ad hoc faculty committees and in an array of roles as leaders of programs and departments. At this moment of significant faculty turnover

and as the university becomes more complex, it is crucial that newer faculty be prepared for, supported in, and rewarded for carrying out leadership roles. At the present time the provost is reviewing the shape of these roles, training opportunities for those who occupy them, and the reward system for this important contribution to the university. A handbook for department chairs is in draft form and being reviewed. Resources are being budgeted to provide more professional development opportunities for department and program chairs. Consultation with chairs about their needs is ongoing.

STANDARD FOUR - FACULTY TABLE 1 INSTITUTIONAL FACULTY PROFILE														
RANK		NUMBER		FULL-TIME FACULTY										
				Number of Terminal Degrees		Salary, 9 months			Years of Experience at Institution			Previous Fall Term Credit Hour Load		
				M	B	Min	Med	Max	Min	Med	Max	Min	Med	Max
Time	Full Time	Part DR												
Professor	70	4	66	4		\$54,228	\$77,072	\$104,031	1	24	39	1	8	13
Associate Professor	66	1	59	7		\$51,101	\$61,590	\$94,300	1	13.5	31	1	10	14
Assistant Professor	101	6	90	10	1	\$40,800	\$49,848	\$91,500	1	5	37	2	9	13
Instructor	15	4	5	10		\$38,000	\$43,886	\$50,547	1	5	9	4	10	12
Lecturer	1	10		1		\$39,061	\$39,061	\$39,061	6	6	6	12	12	12
Other	1	0	1			\$71,788	\$71,788	\$71,788	11	11	11	9	9	9

NOTE: AAUP definition of full-time teaching at .5 or higher is used and salaries are adjusted accordingly to 9 month

**STANDARD FOUR - FACULTY TABLE 2 NUMBER AND SOURCE OF  
TERMINAL DEGREES OF FACULTY**

Institution Granting Terminal Degree	Number of Degrees		
	Doctor	Master	Bachelor
Arizona State University	4	1	
Art Institution of Chicago		1	
Boston University	3		
Brown University	1		
California Institute of Integral Studies, California	1		
California Polytechnic State University, San Luis Obispo		1	
Carnegie Mellon University	1		
Catholic University of America	1		
Central Washington University		1	
City University of New York Graduate Center	1		
Claremont Graduate University	3		
Clemson University, Clemson, SC	1		
Columbia University	2		
Cornell University	2		
Emory University	1		
Florida State University	2		
George Washington University	1		
Golden Gate University	2		
Graduate Theological Union	2		
Indiana University	4		
Institute of Chinese Classics		1	
John Marshall Law School	1		
Juilliard School	1		
Kansas University		1	
Kent State University	1		
Loma Linda University		1	
London School of Economics	2		
Michigan State University	2		
Middlebury College		1	
Montana State University	1		
New England Conservatory of Music		1	
New Mexico State University	1		
New York Academy of Art		1	
New York University	1		
Northwestern University	2	1	
Nova Southeastern University	1		
Ohio State University	3		
Ohio University	1		
Oregon Health Sciences University	1	1	
Oregon State University	3		
Ottawa University Performing Arts			1

Institution Granting Terminal Degree	Number of Degrees		
	Doctor	Master	Bachelor
Pacific Lutheran University		4	1
Pennsylvania State University	5		
Purdue University	4		
Rochester Institute of Technology		2	
Rosary College		1	
Rutgers University	2		
Saint Louis University	2		
San Diego State University			1
Seattle Pacific University	1	1	
Seattle University	3	1	
Seattle University, School of Law	1		
Southern Illinois University	1		
St. Mary's Seminary and University		1	
Stanford University	4		
State University of New York, Buffalo	1		
SUNY at Stony Brook	1		
SUNY, Binghamton	1		
Temple University	2		
Texas Tech	1		
The New School of Social Research	1		
Universidad Nacional Educación a Distancia, Spain	1		
Université de Pau, France	1		
University of Alabama	1		
University of Basel, Switzerland	1		
University of British, Columbia, Canada.	1		
University of California, Berkeley	3	1	
University of California, Davis	1		
University of California, Los Angeles	4		
University of California, San Diego - Scripps Institute	1		
University of California, Santa Barbara	3		
University of California, Santa Cruz	1		
University of Chicago	3		
University of Colorado	2		
University of Colorado, Boulder	1	1	
University of Connecticut	1		
University of Denver	2	2	
University of Idaho	1		
University of Illinois at Urbana-Champaign	1		
University of Illinois, Chicago	3		
University of Iowa	5	1	
University of London	1		
University of Maryland-College Park	1		
University of Memphis	1		
University of Mexico		1	

Institution Granting Terminal Degree	Number of Degrees		
	Doctor	Master	Bachelor
University of Michigan	7	1	
University of Minnesota	7	1	
University of Montana	1		
University of Nebraska	2		
University of North Carolina	2	1	
University of North Texas	1		
University of Oklahoma	1		
University of Oregon	10	1	
University of Pennsylvania	1		
University of Puget Sound			1
University of Rochester	2		
University of San Diego	1		
University of Southern California	3		
University of Southern Illinois, Carbondale	1		
University of St. Michael's College, Faculty of Theology	1		
University of Texas	1		
University of Texas, Arlington	1		
University of Texas, Austin	4		
University of Toledo	1		
University of Toronto	1		
University of Utah	1		
University of Virginia	1		
University of Washington	35	7	
University of Windsor (ON, Canada)	1		
University of Wisconsin, Madison	5		
University. of Maryland-College Park	1		
University. of Missouri-Columbia	1		
University. of S. California	1		
Utah State University	1		
Vanderbilt University	1	1	
Washington State University	5		
Washington University, St. Louis	1		
West Virginia University	1		
Western Michigan University	2		
Western Washington State College		1	
Western Washington University		1	
Yale University	1	1	







## Standard Five

### Library and Information Resources

Ten years ago Mortvedt Library supported an online catalog, several CD-ROM workstations, and a fledgling collection of networked information resources. The annual acquisitions budget was \$658,000, faculty and students submitted paper forms to initiate interlibrary loan requests that typically took a week or two to fill, and the campus network was just beginning a major expansion. The phrase, “smart classroom,” had not yet been invented. There were 767 computers campus-wide with just over 50 percent of the faculty holding e-mail accounts.

Today the library is an integrated learning commons with 60 computer workstations surrounded by technology and reference help centers, a solid undergraduate print collection, wireless network access, comfortable reading and conversation areas, and an espresso kiosk. A redesigned library Web site enables convenient access to an integrated digital and print collection via bibliographic databases, online indexes, and the library catalog. The library acquisitions budget has grown to nearly \$1 million, and last year over 640,000 electronic searches were conducted with over 230,000 full-text articles viewed online. Reference and interlibrary loan services have gone digital for 24/7 availability; over 80 percent of requests for articles or books are satisfied within 48 hours, most of them wholly digital from request to delivery. Nearly all (over 80) classrooms throughout campus are now equipped with multimedia and other electronic essentials for teaching with technology, and over 1,800 university-owned computers are supported campus-wide.

A major contributor to PLU’s success in moving rapidly along this path has been the integration of the library and computing within a single organization, Information & Technology Services (I&TS). Known more generally as a merged information services organization (MISO), I&TS brings information resources, services, and a wide range of technologies together in combinations and concentrations that enable innovative approaches to sustaining the physical library, laying a foundation for the digital library of the future, transforming classrooms, expanding and improving communication infrastructures, and delivering new instructional technology resources (see the Exhibit Room, 5.8.1, 5.1.1).

Given the opportunities associated with substantially increased investments in information and technology since the last decennial accreditation review, PLU has responded in characteristic fashion by emphasizing human agency—librarians and technologists collaborating with faculty, students, and staff to make services and technologies work for all—as the university moves confidently into an increasingly digital future.

#### Standard 5.A – Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution’s mission and goals. Adequate library and information resources and services,

at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

### **5.A.1 Sufficient Holdings, Equipment, and Personnel**

The range of services and resources described in I&TS unit profiles (found in the Exhibit Room as exhibits 5.7.1-5.7.9) offer ample evidence that PLU provides sufficient information, multimedia, communication, and instructional resources for PLU to realize its institutional goals. Further evidence of this sufficiency is apparent in overall institutional support for library and technology as compared to investments made by regional peer institutions in these same resource areas (see Table 5-1 at end of this standard).

Mortvedt Library funding and use by students, as detailed in Table 5-1, is roughly comparable to other leading private colleges and universities in the region. While not as comfortably staffed or funded as University of Puget Sound, Whitman College, or University of Portland, PLU surpasses Gonzaga, Seattle Pacific, and Whitworth College in both acquisitions dollars spent and volumes held per student; and PLU surpasses Whitworth, Portland, and Gonzaga in usage of the book collection by students. Mortvedt Library usage (visits per week and average book circulations per student), size of print collection, and overall acquisitions budget are quite competitive with the entire group of regional privates. PLU is significantly above the national mean for acquisitions and collection size of master's institutions.

Central IT typically includes administrative

computing, user support (IT help desk), network infrastructure, multimedia services, web support, academic computing and instructional technologies, and the telephone system (see Table 5-2). While institutional investments in technology are reported in less consistent and detailed fashion than libraries, and the number of regional privates participating in the leading national data gathering service is smaller, the same story emerges for resourcing technology at PLU. Of the regional privates reporting, PLU compares favorably in dollars spent per person supported (campus head), in the number of persons supported per staff FTE, and in the number of university-owned computers per staff FTE. (Adjusting the number of PLU staff FTE to normalize for Gonzaga's exclusion of telephony increases the PLU heads/IT FTE factor to 154, and adjusting the number of PLU staff FTE to normalize for Seattle Pacific's exclusion of instructional technology increases PLU's heads/IT FTE factor to 180.)

### **5.A.2 Support of the Curriculum**

One measure of the overall strength of Mortvedt Library's core undergraduate collection is the comparative size of the print collection (see Table 5-3).

PLU's current print collection of 350,800 volumes is well above average for a master's institution (as reported by ACRL for 2005) and substantially larger than all but two peer regional institutions. PLU in fact has a solid, well-groomed, and growing undergraduate research collection.

Another indication that PLU sustains a sufficient core (undergraduate) collection is the long-term size and growth rate of the acquisitions budget for both print and digital information resources. Bearing in mind that

the number of acquisitions dollars expended annually compares favorably with peer institutions (Table 5-1), the recent history of the size of the acquisitions budget (Table 5-4) demonstrates a sustained commitment to information resources.

Only in FY 2003 did this commitment waver (during a significant university-wide financial challenge), but the pace of growth was largely recovered the following year with a still greater increase in the acquisitions budget to achieve a 4.1 percent increase for FYs 2002-2004 combined.

The importance of this long-term commitment to the acquisitions budget is the overall capacity for PLU to transition from print to digital information resources as publishing trends within individual disciplines warrant. Mortvedt Library, while sustaining a solid print collection, has thus been able to move strongly into the digital realm. Without sacrificing the size or quality of the print collection, the library now enables 24-hour remote access to nearly 47,000 journals with full-text access to more than 16,400 titles.

As Mortvedt Library collection development policies (see the Exhibit Room, 5.2.1) articulate, PLU library and teaching faculty purchase, organize, and maintain a quality collection that supports the curricular needs of both undergraduate and graduate students. No library can afford to acquire everything of potential interest to its users, however, so interlibrary loan and other means of sharing scholarly information (see the Exhibit Room, 5.11.1-3) supplements the library's principal collections.

Do faculty and students appreciate and use these resources? In FY 07 members of the PLU community initiated over 100,000

sessions in the licensed databases, conducted nearly 650,000 searches, and viewed over 230,000 full text documents (mostly articles). Their satisfaction with both print and digital collections is clearly expressed in the annual surveys discussed below in 5.E.3.

### **5.A.3 Educational Programs and Information Resources and Services**

I&TS historically has responded to PLU's commitment to a largely residential liberal arts mission, enhanced by graduate programs that advance the university's commitment to enabling lives of service and care, by building a strong on-site library collection, enabling access to a superior collection of electronic information resources, and developing the robust array of instructional technologies and services described in sections 5.A.1 and 5.A.2, above. While the requirements of these resources have changed considerably as educational programs and other academic needs have evolved, I&TS has also demonstrated flexibility and responsiveness to changing educational program needs in key non-conventional ways:

- In 2005, when the library's science librarian position became vacant, the position was recast as Undergraduate Research Librarian in recognition of the university's strategic initiative to advance undergraduate research.
- The character and content of several educational programs at PLU has changed in recent years to include sophisticated work with video, audio, web, and other digital technologies. In 2003 Audio & TV Services and Multimedia Services were re-formulated to create two new entities, a re-configured Multimedia Services that combines audio, video, and classroom technologies; and a Digital Media Center that focuses on web development, digital design and editing, and workshops and other support for

instructional technologies (e.g., Sakai, PLU's learning management system). Among the outcomes of this adaptation has been increased support for digital video editing, equipment check-out (e.g., digital video cameras), duplication services, classroom technology, student digital portfolios, web design and development, and the new Wiegand Multimedia Lab.

- PLU educational programs have increasingly emphasized collaboration, convenient access to networked resources, a balance of print and digital information resources, and convenient and comfortable places for students and faculty to gather. Toward this end Mortvedt Library has over the past two years embraced the concept of a learning commons by greatly expanding its Haley Center to now include 60 workstations configured for individual and group work alike, both library reference and technology support desks, wireless network access, and an espresso kiosk.

## **Standard 5.B – Information Resources and Services**

Information resources and services are sufficient in quality, depth, diversity, and currency to support the institution's curricular offerings.

### **5.B.1 Equipment and Materials**

The opening of the Morken Center for Learning and Technology in February 2006 was an important milestone in PLU's emergence as a leader in equipping students and faculty for learning and teaching in the 21<sup>st</sup> century. As the new home of Computer Science and Computer Engineering, Mathematics, and the School of Business, the Morken Center for Learning and Technology contains technology-rich classrooms and laboratories, an open computing lab, the

Wiegand Multimedia Lab, an electronics lab, student and faculty project workrooms, seminar and conference rooms, and amenities appropriate to a major activity hub for the campus. Morken has had a dramatic effect on the pedagogy in the disciplines housed in the building, but Morken has also set the bar for future investments in learning spaces and general support for teaching and learning for the rest of campus.

A classroom improvement initiative, meanwhile, has in the most recent two years alone upgraded over 20 classrooms for multimedia, network access, and projection capability along with two major lecture hall renovations. Nearly all classrooms are now "smart." Participants in this effort included Multimedia Services and the Digital Media Center from I&TS, the faculty Instructional Resources Committee, Facilities Management, and the faculties of the departments most affected by the upgrades. Leading sources of funding for sustaining these investments in coming years include Multimedia Services, other I&TS operating funds, and such university-wide funds as Capital Improvement, Central Equipment, and Technology Initiative.

### **5.B.2 Educating for Independent Learning and Research**

PLU librarians are humanizing the transition into increasingly digital teaching-learning environments through a variety of service models that engage a range of constituents with varying information and research needs. The core service model toward this end is reference-bibliographer, wherein librarians cultivate and apply subject experience and expertise (working closely with faculty in subject departments) in the library's reference, instruction, and collection development programs. In this

way faculty and their students are assured of high levels of both expertise and personalized attention in shaping library collections and obtaining other custom services in support of teaching and learning.

Another important dimension of this model is instruction in independent learning. The library's instruction program especially, wherein annually over 2,000 class members receive instruction from librarians within university credit courses, conveys understanding of a discipline's scholarly communication system, the leading sources for discovering information and knowledge within this system, and methods for undertaking independent research.

The human touch, combined with encouragement for independent research by students, is fundamental in the reference arena as well, whether that be the reference desk, the 24/7 virtual reference service, or a research consultation by appointment. PLU innovations within this area of librarian practice include re-casting a position as the undergraduate research librarian, the scheduled presence of this librarian in both Rieke and Morken, the bringing together of IT help and reference desks in a single physical location, and general support for the Haley Center learning commons in Mortvedt Library.

Yet another core component of a dynamic and responsive human support system for the use of technology and information resources is User Support. The seven people who comprise this unit sustain student and faculty-staff help desks accessible through multiple communication modes, including drop-in help desks and personalized service by appointment. Each year User Support provides routine maintenance for most of

our growing inventory of more than 1,800 computers, installs approximately 150 new computers and related devices, and delivers both individual and small group instruction throughout the university. Teaching is involved in each contact whether in person, using remote assistance on the desktop, or by phone and e-mail. But most important, they directly and personally respond to a wide variety of service requests, ranging from basic questions to complex problem-solving. This dedicated group of support staff has a deep service commitment to caring for individuals' technology needs and to making technology work for everyone.

### **5.B.3 Policies, Regulations, and Procedures**

Policies, regulations, and procedures for the development and management of information resources in all formats are available on the library website and in print (see the Exhibit Room, 5.2.1). Documents related to internal library operations are stored on a shared server. The I&TS disaster preparedness manual is also online with print copies in three staff offices, the office of the university's emergency manager, and the home of a staff member.

With information resources and services increasingly accessed through the network, it is important to consider also policies related to appropriate use of computing at PLU. It should therefore be noted that in 2006 I&TS led revision of the university's "Computer and Network Use Policies" to provide for mandatory use of anti-virus software on all personal computers (anti-virus protection already was provided for university-owned machines), the proliferation of university-owned laptop computers, and the transport of sensitive data (see the Exhibit Room, 5.2.3).

#### **5.B.4 Faculty, Staff, and Student Involvement in Planning**

Engagement, alignment, and planning are important determinants for allocating resources and developing I&TS programs

- Engagement routinely occurs through librarians and the faculty library liaison program (see the Exhibit Room, 5.2.1 for specifics)
- the faculty Instructional Resources Committee, which includes a librarian as a regular member of the committee and which works closely with the associate provost/I&TS
- active participation of the associate provost/I&TS in the Academic Deans Council
- the frequent participation of I&TS directors and librarians in a variety of campus-wide committees and initiatives (see the Exhibit Room, 5.10.1).

Two examples of constituent engagement at the operational level come from the Digital Media Center, which

- employed faculty groups when deploying a new learning management system in 2006, and
- worked extensively with the faculty Rank and Tenure Committee while developing an online evaluation system in 2006-2007.

Alignment of resources and services to university priorities occurs chiefly through the communication of constituent needs and interests, acquired by means of these engagements, in monthly I&TS directors meetings, bi-monthly meetings of the I&TS Information Access and Technology Infrastructure groups, and frequent standing meetings of the associate provost/I&TS with the provost and vice president for finance jointly. In addition the associate provost/I&TS convenes the vice presidents about three times a year to review I&TS projects, initiatives, and service priorities. The associate provost/

I&TS conveys frequent written updates of I&TS activities to President's Council, Deans Council, and the Information Resources Committee (see the Exhibit Room, 5.15.1-3), from which feedback is solicited and often received.

#### **5.B.5 Computing and Communications Services Reach**

As scholarly communication systems and teaching-learning environments become increasingly digital, and as the university relies more and more on network-based administrative systems, 24/7 access to electronic information and services worldwide has become essential to support the university's curricular offerings and to conduct the university's business. Recognizing the critical need for a reliable, robust network for both current and long-term needs, PLU in 2006 invested nearly \$600,000 in the first phase of a multi-year network modernization project. Each year for the foreseeable future I&TS will continue this initiative with an annual investment of at least \$200,000 in new network equipment. The university has in addition committed to installing new network infrastructure with any new building construction or extensive remodel, as accomplished in construction of the Garfield Book Company and remodel of the University Center in 2007.

The PLU network and Internet interface have been enhanced and expanded to keep up with the growing demand for bandwidth experienced in recent years. The campus network now consists chiefly of 1Gbps fiber connections to campus buildings, with a diminishing number of 100Mbps connections. Over 40 central computer servers and the 45Mbps DS3 Internet connection provide service to thousands of 100Mbps office and resident room network

drops. Early in 2008, another high-speed Internet connection will be added through an alternate provider into the Morken Center for Learning and Technology server room, providing additional bandwidth and a redundant connection for the campus; and the university's Internet connection will be more than doubled in capacity to 100 Mbps.

Given solid support for these core resources, all members of the PLU community can now comfortably rely on 24/7 access to the library's online catalog and online catalogs world-wide, large collection of licensed digital information resources, a web-based interlibrary loan system, live reference assistance via the network, PLU's learning management system and other instructional resources, and the larger world of information and services via the Internet. Four powerful examples of the value of a robust digital infrastructure to an educational institution are

- live webstreaming of the 2005 and 2008 Wang symposiums to the Internet and yearly webstreaming, podcasting, and archiving of Computer Science and Engineering student capstone presentations
- student blogs in January 2006 when PLU became the first U.S. university to have study abroad courses on all seven continents simultaneously, and again in January 2008 when the feat was repeated
- last-minute accommodation of a request from a student's family at 2007 commencement to put the student in live, video contact with her father, who viewed the event over the web and then was able to see and speak with his daughter
- enrichment of PLU's scholarly information access system through deployment of state-of-the-art ILLiad interlibrary loan software and participation in the Northwest Digital Archive project for expanded access to digitized special collections.

## Standard 5.C – Facilities and Access

The institution provides adequate facilities for library and information resources, equipment, and personnel. These resources, including collections, are readily available for use by the institution's students, faculty, and staff on the primary campus and where required off-campus.

### 5.C.1 Accessibility

Mortvedt Library has served PLU well for 40 years as the home for both library and computing. Along the way it has been modified substantially to accommodate

- core network, computer, and telecommunications facilities on the basement level
- the Language Resource Center (LRC), with later relocation to, and addition of, LRC classrooms on the third floor
- migration of the Writing Center and the Academic Assistance Center into the library
- creation and a later major expansion of the Haley Information Center for learning commons that now includes the reference desk, IT help desk, and 60 computer workstations
- expanded homes for Multimedia Services and the Digital Media Center

Mortvedt Library is both heavily populated and heavily used. Last year the library checked out over 57,000 items and acquired nearly 7,000 more on interlibrary loan. The average number of visits each week and the average number of items checked out by students each year are among the highest for regional private universities (Table 5-1). Space for the print collection is tight but serviceable. Though not without some inconvenience, the book collection has remained accessible and manageable within the current stacks footprint due to the

declining print presence of some disciplines (particularly the natural sciences) and the proactive work of librarians with subject faculty (e.g., an annual “weed and feed” work party for the faculty of a selected department) to remove obsolete or unneeded volumes. The long-term needs of the print collection will soon be addressed by a space use and needs assessment for the entire building.

Aspirations for the building in the future are high and are included in the 2006 campus Master Plan. The notion of drawing the Ramstad Commons (Academic Advising, Career Development, Center for Public Service, Academic Internships, and more) into the building to form Mortvedt Commons is a compelling idea that has been under discussion for three years (see the Exhibit Room, 5.16), but the building would require a major renovation to do so. Even without the realization of this concept, the library would benefit from a major facelift that includes re-carpeting, deferred maintenance of the heating and cooling system, the second phase of a ceiling tile replacement project, substantial expansion of the University Archive with installation of archive-quality environmental controls, and substantial re-furnishing and re-signing throughout the building.

### **5.C.2 Cooperative Arrangements**

No library can afford to acquire everything of potential interest to its users. Pacific Lutheran University therefore relies on interlibrary loan and other means of sharing to make available a broad base of information resources to its students, faculty, and staff beyond Mortvedt Library. In addition to borrowing and lending materials on a routine basis with thousands of U.S. and foreign libraries, PLU coordinates with partner libraries in local, regional, and national consortia. Current students, staff, and faculty have reciprocal library privileges

and may access services at any of the six Puget Sound Area Independent Libraries (PSAIL) member institutions as well as any of the 30 member libraries of the Northwest Association of Private Colleges and Universities (NAPCU) (see the Exhibit Room, 5.11.1-2).

PLU also participates in the national consortium, Libraries Very Interested in Sharing; and makes group purchases through both the BCR Library Network and OCLC. While not a full member of the Orbis Cascade Alliance, PLU is a member of its Electronic Resources Program, which fosters joint purchase of electronic resources, an interlibrary loan courier service, and the Northwest Digital Archives (see the Exhibit Room, 5.11.3)

### **Standard 5.D – Personnel and Management**

**Personnel are adequate in number and in areas of expertise to provide services in the development and use of library and information resources.**

#### **5.D.1 Library Staff**

The funding base for library and central IT, including that for overall staffing, has been shown to be comparable to our regional peers (Tables 5-1 and 5-2). Closer examination of the distribution of these staff among employment categories and the inclusion of student employees confirms this sufficiency (Table 5-5).

The number of students and faculty served vary considerably among these institutions, with Gonzaga being the largest and Whitman the smallest. Factoring for these variations, PLU total library FTE, student employee FTE, and non-professional staffing

levels are at least competitive with other universities in our comparison group. One glaring difference, however, is distribution of employee lines among librarians and other professionals. Our archivist, head of circulation, and library systems personnel are not librarians, as they are at many academic libraries, though it is difficult to gauge what may be gained or lost thereby. More to the point for some, though, is the number of reference librarians at PLU—3.6 as compared to 4-5 at Whitman, 2 at Whitworth, 3 at University of Portland, 4 at Gonzaga, and 5-6 at Seattle Pacific (see Table 5-6 for staffing).

Here again distribution of staffing among key service areas, when varying sizes of institutions are considered, is at least competitive with our peers, with the notable exception of network and systems (significantly lower) and student employee FTE (relatively high). Not readily apparent in this table are the service quality issues that ensue from an insufficient number of network engineers for 24/7 support of the network and the lack of programmers in Human Resources, the Office of the Registrar, and Office of Admission in support of Banner, the university's enterprise administrative information system.

### **5.D.2 Staff Qualifications**

I&TS professional and technical staff are highly qualified, as indicated in the vitae of directors and librarians (see the Exhibit Room, 5.10.1). Responsibilities are clearly defined, as indicated in the position descriptions available on demand for all I&TS employees. Librarian positions require master degrees in library or information science from programs accredited by the American Library Association. The superior abilities, conscientiousness, and professionalism of I&TS professional and technical staff are fundamental to the

maintenance of the vital human support infrastructure described in the prologue to this standard.

### **5.D.3 Staff Development**

I&TS provides ample support for professional engagement. As an institutional member of the American Library Association, EDUCAUSE, New Media Center, the Northwest chapter of the Association of College & Research Libraries, the Council on Library and Information Resources, and the Washington Association of Library Employees, all I&TS employees have opportunity for professional growth through conference and workshop attendance, institutes and retreats, and contributions to professional publications. An additional source for in-service training for library technical staff especially is the nearby OCLC regional center in Lacey, Washington.

Nearly all I&TS directors have participated in the university's year-long Leadership Seminar, several library and professional staff in the university's year-long Wild Hope Seminar, several directors in EDUCAUSE leadership institutes, one director and the associate provost are Frye Leadership Institute alumni, and three librarians have attended selective week-long institutes related to professional responsibilities.

### **5.D.4 Supporting the Mission**

The need for service linkage among complementary resource bases is fully recognized at PLU and more than sufficiently realized in I&TS, which extensively integrates library, administrative and academic computing, and instructional technology. The I&TS organization chart (see the Exhibit Room, 5.8.1) illustrates

how the bringing together of these services enables new definitions of information access and technology infrastructure from an organizational perspective.

#### 5.D.5 Involvement in Curriculum Development

Librarians are fully engaged in the faculty governance system, and the faculty's Educational Policy Committee recently instituted the formal requirement (this had previously been accomplished informally) that proposals for course and curriculum changes include assessments of the proposal's impact on library collections and technology services. The librarian liaison program, whereby librarians are assigned to subject faculty for advancement of the library's collection development and instructional programs (see 5.B.2), is also an early identifier of curriculum changes.

#### 5.D.6 Financial Support

The overall sufficiency of financial support for library and information resources at PLU has been established in 5.A.1 and 5.D.1. Beyond this it should be noted that since the last decennial accreditation review, the university has invested in

- auxiliary emergency power and a new air conditioning system for the central IT computer room
- a new network backbone across campus from the library to the new Morken Center for Learning and Technology
- major expansion of the Haley Information Center that folded in the main computer lab, the IT help desk, and an espresso kiosk
- an acquisitions budget with consistent 2-5 percent annual growth
- a current generation online catalog
- a greatly enhanced and effective interlibrary loan system

- a multi-year network modernization program
- a new web content management system

Broadly speaking, the general viability of and future anticipated investment in the network and networked services is now an area of strength. The rate of increase in the acquisitions budget, staffing for network support, administrative computing outside I&TS, and librarians for research assistance and instruction programs are areas that should be targeted for future strategic investment.

### Standard 5.E – Planning and Evaluation

Library and information resources planning activities support teaching and learning functions by facilitating the research and scholarship of students and faculty. Related evaluation processes regularly assess the quality, accessibility, and use of libraries and other information resource repositories and their services to determine the level of effectiveness in support of the educational program.

#### 5.E.1 Involvement in Institutional Planning

The planning process for *PLU 2010*, the university's current comprehensive strategic plan, included all members of the university community, including many I&TS staff. In 2003, shortly after the arrival of the associate provost, I&TS undertook an ambitious internal planning process (see long-range planning documents at [www.plu.edu/~its/strategic-planning](http://www.plu.edu/~its/strategic-planning)) that led to several key organizational changes the following year, including reconfiguration of Multimedia Services in recognition of the convergence of audio, video, and other instructional technologies and creation of the Digital Media Center to advance the integration of

instructional technologies into the curriculum. At this time I&TS also is committed to long-term development of a learning commons within Mortvedt Library.

I&TS planning most routinely occurs with the initial generation and periodic updating of annual initiatives for the entire agency (see the Exhibit Room, 5.17.1-3). These initiatives and progress reports are viewed by President's Council and the Instructional Resources Committee, from whom feedback is routinely solicited.

### 5.E.2 Planning and Connections

The value of strong organizational and operational linkages among such information resource bases as libraries, academic computing, media production and distribution centers, and voice and data networks is clearly indicated in PLU's creation and continuing commitment to the merged information services organization detailed throughout Standard Five. Defining core technologies (the Technology Infrastructure Group) to include multimedia, web development, and information access and services is one way this integration plays out; including the IT help desk and user support as part of the Information Access Group is another. In both cases richer discussions and decisions occur for having brought technologists and information professionals together for common purpose, as evidenced by the annual I&TS initiatives (see the Exhibit Room, 5.17.1-3), unit profiles (see the Exhibit Room, 5.7.1-9), and constituent surveys.

### 5.E.3 Evaluation of Library and Technology Services

I&TS has surveyed faculty and staff each of the past four years (FY 04-07) and students each of the past three years (FY 05-07) for

their opinions on a wide range of library and technology services and resources. A survey instrument developed in-house was used for FY 04-06 before switching this past year (FY 07) to an instrument developed by Bryn Mawr College on behalf of a national consortium of MISOs.

The in-house surveys administered in FY 04-06 (see the Exhibit Room, 5.14.1) indicate a broad base of satisfaction among both students and faculty with I&TS services and resources. In particular:

- **Instructional technology**, including Multimedia Services, the learning management system (Sakai), classroom technologies and support, and the Digital Media Center, received strong positive responses overall from both students (survey questions 27-30 and 13-16) and faculty (questions 12, 13, and 25-30)—with the exception of faculty regard for classroom technology (question 20). I&TS has since responded to this feedback by a) equipping our remaining classrooms for multimedia, network, and ceiling projection, and b) placing all classroom technology on a lifecycle replacement program to ensure future reliability.
- **Network services and user support** also are more than sufficient to support the university's educational mission. Students (questions 17-22) are especially positive in their regard for PLU's general network connectivity, e-mail system, and Banner Web (student services). Faculty (questions 1-3, 9-11) seem particularly appreciative of user support and off-campus connectivity.
- **Library services, staff, and resources** elicit the greatest praise from students (questions 6-12, 25-26) and faculty (questions 12-13, 25-30) alike. Clearly the library remains a key complex of services and resources for the realization of PLU's mission and goals.

The MISO survey administered in Spring of 2007 (Exhibit Room, 5.14.2) confirms a high level of satisfaction with I&TS services and resources. The lowest rated service, related to wireless access, still garners a 2.65 rating on a scale of 1-4. Highest student satisfaction ratings are given Banner, library reference, online resources, library collections, and overall library services. For faculty, the highest rated services are reference, circulation, interlibrary loan, course reserves, and other library services. Staff also appreciate library services, adding the IT help desk and virus protection to the mix of their favorites.

The structure and methodology of the MISO survey enables us to begin moving well beyond determining who is satisfied (or unhappy) with what. I&TS at this writing is actively engaged in interpreting the data to better understand how often these services are being used, how important they are to the respondents, in which areas they would like more information, and their preferred modes for learning more. From this analysis will arise multiple service improvement strategies.

The feedback from major constituencies is utilized in the annual planning process described in 5.E.1. In this way,

- redesign of a librarian position (See 5.A.3) an overall shift in resources toward teaching-learning technologies, learning environments, and support for their use (see 5.A.3)
- creation of a learning commons in the library (See 5.A.3)
- a carefully crafted collection of print and digital information resources (see 5.A.2), and
- a major network rebuild with assurance of continuing regeneration in the future have been undertaken and accomplished in direct response to feedback from constituents.

## Appraisal

I&TS programs and initiatives quietly and persistently advance the university's core educational mission through a solid base of information resources, personnel and equipment, media and production facilities, and voice, data, and instructional technology infrastructures for PLU to accomplish its mission and goals. Paramount in this commitment to leveraging library and technology for university success has been the human dimension of I&TS personnel in support of students, faculty, and staff as they pursue their quests to learn or to educate "for lives of thoughtful inquiry, leadership, service and care."

The library houses a strong undergraduate print collection and enables access to a superior array of electronic information resources, both locally and worldwide. Librarians and staff alike are dedicated to providing access and enabling research. Library strengths are its collections, services, and service providers.

Particular strengths in the arena of information technology are at present the network, facilities and personnel in support of instructional technology, and overall the knowledgeable and caring assistance of instructional and other technologists.

Three challenges face the university with regard to information and technology services: an aging physical plant, the need for enhancing user support, and improved staffing and planning.

### ***Challenge One: An Aging Physical Plant.***

An important priority for the university in the near term should be the aging physical plant housing information and technology services. It is an agenda all the more urgent

given increasing popularity of the library as place for engaging, reflecting, and learning. Library leaders and key stakeholders will begin working this summer with the university's campus master planning firm to develop a library renovation program. This program will be folded into the university's forthcoming capital campaign.

***Challenge Two: Enhancing User***

***Support.*** While the university's enterprise administrative information system can rightly claim a stellar technical implementation that effectively serves a broad range of needs and interests, that accomplishment needs now to be complemented with stronger user support in operational units. The first step toward addressing this systemic problem is being taken this spring with the creation of a campus-wide leadership group that will monitor a newly-installed project management system, participate in setting project priorities,

advise on user support issues, and address longer-term capacity for user support and system functionality.

***Challenge Three: Improved Staffing and Planning.***

Staffing for central information technologies, especially network operation, and the development of comprehensive, multi-year planning for central technology systems and services should continue to be institutional priorities. A proposal to enable creation of an additional network engineer position out of existing operating funds, which would provide considerable relief for central IT support of critical network operations, is presently under consideration by executive leadership. A prospectus for a consultant to assist in developing a multi-year central IT plan, which would be folded into planning initiatives emerging in other IT arenas, is being drafted.

**Table 5-1: Library Support and Use**  
*Source: Northwest Academic Private Colleges and Universities, Annual Survey 2006 (Exhibit 5.6.1)*

Institution	Student FTE	Staff FTE*	Student FTE/ Staff FTE	Acq \$\$\$ Spent (Ks)	Acq \$\$\$/ Student	Print Vols. Held (Ks)	Visits/ Week	Circs/ Student/Yr.
Gonzaga	5,501	28	196.5	816	\$148	306	6,420	9.3
Pacific Lutheran	3,478	18.4	189.0	984	\$283	351	11,628	16.5
Seattle Pacific	3,717	17.5	212.4	567	\$152	198	6,763	17.7
Univ. Portland	3,347	16	209.2	1,501	\$448	266	6,055	12.7
Univ. Puget Sound	2,792	n/a	n/a	1,181	\$423	523	12,217	28.8
Whitman College	1,493	15.5	96.3	998	\$668	397	11,000	63.2
Whitworth College	2,261	10.5	215.3	367	\$162	181	6,080	8.4
Carnegie Mellon Mean**	3,378	--	--	498	\$147	274	--	--

\*Does not include media services \*\*Association of College & Research Libraries, 2005 Statistical Summaries (Exhibit 5.6.2)

**Table 5-2: Central Information Technology (IT) Support**  
*Source: EDUCAUSE Core Data Service, 2006 Annual Survey (Exhibit 5.6.3)*

Institution	Central IT Budget (Ks)	Student Heads	Campus Heads	IT \$\$\$/ Campus Head	IT FTE	Heads/ IT FTE	University Computers	Computers /IT FTE
Gonzaga*	3,838	6,377	7,307	525	41.0	178.2	2,000	48.8
Pacific Lutheran	3,472	3,680	4,398	789	30.5	144.2	1,500	49.2
Seattle Pacific**	2,985	3,873	4,443	672	22.0	202.0	1,275	58.0
Seattle University	5,918	7,109	8,309	712	35.0	237.4	2,050	58.6
Whitman College	2,766	1,512	1,993	1,388	21.0	94.9	2,507	119.4

\*Does not include telephony \*\*Does not include academic/instructional technology  
 N.B. Data for Whitworth College, University of Portland, University of Puget Sound unavailable

**Table 5-3: Library Core Collections**  
*Source: Northwest Academic Private Colleges and Universities, Annual Survey 2006 (Exhibit 5.6.1)*

Institution	Print Volumes (Ks)	Volumes Added (Ks)	Electronic Books (Ks)	Electronic Serials (Ks)
Gonzaga	305.5	6.7	5.0	n/a
Pacific Lutheran	350.8	13.6	6.9	16.4
Seattle Pacific	198.3	6.1	2.5	20.6
Univ. Portland	269.9	1.5	0	n/a
Univ. Puget Sound	523.2	9.0	26.6	17.9
Whitman College	397.0	10.1	1.0	9.0
Whitworth College	181.1	4.8	2.9	33.3
Carnegie Mellon Mean*	274.1	6.5	14.0	13.1

\*Association of College & Research Libraries, 2005 Statistical Summaries  
 N.B. Data for Seattle University unavailable

**Table 5-4: Mortvedt Library Acquisitions Budget History**  
*Source: PLU Banner Administrative Information System*

Fiscal Year	1999	2000	2001	2002	2003	2004	2005	2006	2007
Acquisitions Budget (Ks)	711.9	773.9	794.9	835.0	814.0	869.0	912.5	958.0	977.2
% Change from Previous		+8.7	+2.7	+5.0	-2.5	+6.8	+5.0	+5.0	+2.0

**Table 5-5: Library Staffing**  
*Source: Northwest Academic Private Colleges and Universities, Annual Survey 2006 (Exhibit 5.6.1)*

Institution	Librarians FTE	Other Professionals FTE	Other Staff FTE	Students FTE	Total Library FTE*
Gonzaga	13.0	2.0	13.0	5.0	33.0
Pacific Lutheran	5.6	2.8	10.0	6.3	24.7
Seattle Pacific	9.0	0.0	8.5	6.9	24.4
Univ. Portland	7.0	0.0	9.0	13.0	29.0
Whitman College	6.0	0.0	9.5	6.0	21.5
Whitworth College	4.0	1.0	5.5	4.9	15.4

\*Does not include media services

N.B. Data unavailable for Seattle University and University of Puget Sound

**Table 5-6: Central Information Technology (IT) Staffing**  
*Source: EDUCAUSE Core Data Service, 2006 Annual Survey (Exhibit 5.6.3)*

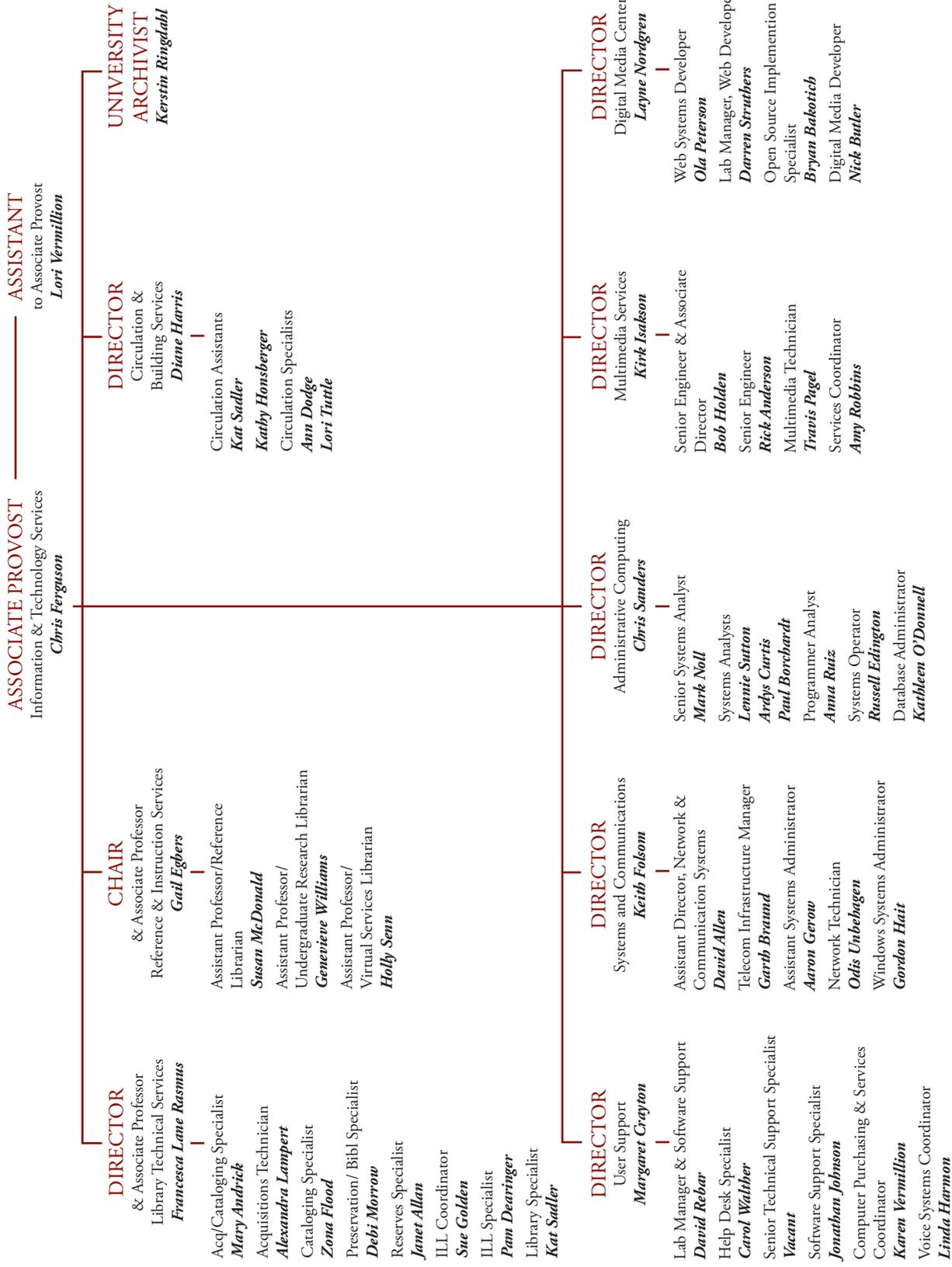
Institution	Admin & Other FTE	Admin Computing FTE	Desktop/ Help Desk FTE	Network & Systems FTE	Instruction Tech & Web FTE	Phone FTE	Total IT Staff FTE	Student FTE	Total IT FTE
Gonzaga	6.0	6.0	10.5	7.5	11.0	**	41.0	4.5	45.5
Pacific Lutheran	3.0	5.5	6.0	4.0	9.0	2.0	30.5	18.4	48.9
Seattle Pacific	2.0	4.0	7.0	6.0	2.0***	1.0	22.0	7.0	29.0
Seattle University	3.5	7.0	8.0	7.5	8.8	1.0	35.0	24.0	59.0
Whitman	3.6	3.5	3.8	3.3	6.3	0.5	21.0	8.5	29.5

\*Does not include systems analysts or programmers in departments, e.g., Admissions, Registrar, Development

\*\*Central IT does not include telephony

\*\*\*Does not include academic/instructional technology (does include Web back-end systems support)

N.B. Data for Whitworth College, University of Portland, University of Puget Sound unavailable



**INFORMATION & TECHNOLOGY SERVICES TABLE OF ORGANIZATION JANUARY 2008**



## Standard Six

### Governance and Administration

Since its last full-scale accreditation report and visit in 1998, the governance system and the administrative leadership at Pacific Lutheran University have continued to be highly capable, fully professional, and increasingly well-qualified.

The Board of Regents functions the highest level of appropriate oversight and participates fully in setting policy direction, providing advice and counsel for the campus community, and taking an active role annual program assessments. The university's administration is given the latitude and authority to carry out the institution's mission and develop programs consistent with *PLU 2010*, the university's long-range plan. Faculty, staff, and students are full participants in the leadership and management of the institution.

PLU is at its core a mission-driven university. As reported in Standard One of this self-study report, both institutional vision and day-to-day operations stem from the university's core mission, its long-range plan, *PLU 2010*, and the semiannual initiative development and review process.

Pacific Lutheran University's culture can be characterized as one of collaboration, transparency, and respect.

Collaborative governance at Pacific Lutheran University is always a work in progress. Two long-range planning documents developed under the leadership of President Loren J. Anderson (*PLU 2000* and *PLU 2010*) have been framed to produce institutional progress

accomplished through collaboration—across disciplines, across campus, involving faculty, students, staff, and the university's broader constituencies. This conscious, collaborative effort has resulted in stronger and more enduring programs, improving student satisfaction, and the development of innovative programming such as the Wild Hope Project and global education initiatives.

At PLU there has been continuing success in fostering a leadership climate of transparency—transparency in decision-making processes, personnel matters, budget, programs, and student issues.

For example, budget planning includes consultation and commentary from all sectors of the campus, including students. Draft budgets are vetted with a campus-wide Budget Advisory Committee, the faculty, and the administration before President's Council makes a formal budget recommendation to the Board. The Board of Regents approves the budget and the board and the campus community together are apprised of progress on the budget each year. This includes real-time budget information on the finance website, quarterly program leaders budget meetings, and reports at each meeting of the Board.

Respect for each individual is a critical component of the PLU culture. In living out its mission, all associated with the university are honored and respected for their ideas and their opinions. Their professional expertise is valued, as it breathes life into this place of learning, teaching, and working.

## Standard 6.A – Governance System

The institution's system of governance facilitates the successful accomplishment of its mission and goals.

### 6.A.1 Governance Authority, Responsibility and Relationships

PLU maintains clear lines of authority and responsibility as indicated in the Articles of Incorporation (last amended April 1998), the Bylaws (last amended September 2001), the Faculty Handbook Sixth Edition (2003) with its subsequent revisions, and the ASPLU Bylaws (last amended May 2007). Particular sections within each document indicate the authority structure and working relationships between and among the faculty, administration, staff, and students. Of greatest significance is the openness of communication built into the university Bylaws, where faculty, administrators, staff, and students have access to the Board of Regents. The faculty Bylaws also include reference to a collaborative system of governance.

### 6.A.2 Respective Governing Roles

All new members of the PLU community are apprised of their respective roles. Prior to election as a Board member and then during the Board orientation program, a review of Board member authority and responsibilities is undertaken, including close review of the university's organizational chart. Faculty, staff, and students are versed on their responsibilities during orientation sessions as well, with new faculty participating in a two-day orientation program. The recently redesigned format for the faculty orientation allows for more presentation and discussion of the institutional mission and history as well as the governance system for faculty. Through Human Resources, all new staff participate

in a half-day orientation that includes information about the university and the various divisions. The Student Life Division has added a half-day to their staff development that addresses mission and organization. Finally, students participate in a multi-day orientation program that includes information about student roles and responsibilities. While all of these orientation programs continue as works in progress, they are well developed, highly professional, and favorably received.

### 6.A.3 Faculty, Staff, and Student Input

As addressed in *PLU 2010*, "PLU is dedicated to building a strong, collegial, and dynamic learning community. Such a community affirms and welcomes the gifts of each person and respects the rights of each individual..." (page 2). This extends beyond the classroom and into the fabric of the long-term and day-to-day workings of the university. The PLU philosophy is one of developing a culture of extensive collaboration by bringing together persons with expertise. This is evident in new campus-wide programs like the recently remodeled University Center, where those who have offices in the building, students using the building, and representatives of the campus at large had substantial voices in the form and shape of the new construction and service-delivery model.

Since most university committees include representation from all categories (faculty, staff, administration, and students), there is ample input and discussion for routine and one-time decisions. (See the Faculty Handbook, pages 51-58, for committee structures).

### 6.A.4 Multi-unit Governance System

PLU does not have a multi-unit governance system.

## Standard 6.B – Governing Board

The governing board is ultimately responsible for the quality and integrity of the institution (or institutions in the case of the multi-unit system). It selects a chief executive officer, considers and approves the mission of the institution, is concerned with the provision of adequate funds, and exercises broad-based oversight to ensure compliance with institutional policies. The Board establishes broad institutional policies, and delegates to the chief executive officer the responsibility to implement and administer these policies.

### 6.B.1 Board Membership

By virtue of the Pacific Lutheran University Bylaws, the Board membership is diverse and does represent various constituencies. At least 18 members are from the membership of Region 1 of the Evangelical Lutheran Church in America (three must be pastors), with three of the six bishops of Region 1 also serving as voting members. Three additional regent positions are graduates of PLU, 12 are regents-at-large, and the president is a voting member of the Board. Total Board membership is 37.

Advisory, non-voting Board members include the remaining bishops in Region 1; members of the President's Council; the chair and vice-chair of faculty, plus one additional elected faculty representative; and the three officers of the student body association, ASPLU.

The Bylaws dictate policy for replacement of Board members. The Nominating Committee of the Corporation nominates ELCA members, but the bishops select representatives from among themselves. The Alumni Board nominates its members and the Board Affairs Committee of the Board nominates at-large members. Regent candidates are voted upon at the annual

Corporation meeting by corporate delegates who represent the congregations of Region 1 of the ELCA.

### 6.B.2 Board Decision-Making

The Board of Regents meets three times a year, October, January, and May. Board decisions are made in Board plenary sessions, except when the Executive Committee of the Board makes a Board decision between regularly scheduled Board meetings. This authority, granted in the Bylaws, is of two kinds: when the Board has given the Executive Committee the authority to make the decision, and when some unforeseen decision must be made in very short order. Both occur seldom.

### 6.B.3 Board Duties and Responsibilities

The Articles of Incorporation and Bylaws, available in the Exhibit Room, include duties, responsibilities, ethical conduct requirements, organizational structure, and operating procedures of the PLU Corporation, the Board, the administration, and the faculty. Information specific to the Board can be found on pages 3-9.

The Bylaws are under review by the Board Affairs Committee of the Board of Regents. A first draft was presented to the committee at the January 2008 Board meeting. The draft includes incorporation of contemporary language and approach, and the use of technology in procedures. The Board Affairs Committee intends to present a recommendation to the entire Board during the 2008-2009 academic year, with the hope that the revisions can go before the Corporation at its annual meeting, September 2009.

### 6.B.4 Evaluation of President

Each year, in accordance with the Bylaws, the Board executive officers (chair, vice chair, and

secretary) evaluate the president. The president prepares a yearly summary and the officers discuss progress on university initiatives and other important measures with the president. Results of these discussions are recorded. The officers share the outcome of the meeting and their recommendations with the entire Board during executive session of the Board, where the Board makes decisions regarding contract and/or other pertinent items pertaining to the president's leadership.

### **6.B.5 Mission**

The Board reviews the mission at regular intervals—specifically when the long-range plans of the university are being developed and again when they are reviewed for progress. All degrees and majors are approved by the Board. These specific actions are brought to the entire Board through the Academic Affairs Committee.

### **6.B.6 Board Assessment**

Board performance and individual member performance is evaluated yearly, a practice that has been in place since 1997 and currently is administered by means of a web-based survey. These assessments contain two parts: Board effectiveness and self-assessment. Each May Board members respond regarding the prior year and these results are reviewed each September by the Board Affairs Committee. Assessment results are provided to the entire Board at the October meeting. Outcomes have included changes in plenary and committee session form and time, establishment of ad hoc review groups, and ways that the Board Affairs Committee can intersect directly with individual Board members.

In 2003 a former college president facilitated a retreat for the PLU Board on behalf of the

Associated Governing Boards. The retreat included an overview of the global scene of college Boards and a half-day session on development of a strategic planning process. Soon thereafter the Board Affairs Committee proposed five strategic initiatives, most notable of which was to “develop and implement a Board member action plan to support each Board member in establishing an annual plan of activity as a Board member.” Board members now indicate two to three goals for each year, then evaluate themselves on these goals at the end of the year. This process has helped Board members focus energies individually on just a few important aspects of their development as Board members. Survey results are available to the entire Board at each October Board meeting. (The results are included in the Board books available in the Exhibit Room.)

### **6.B.7 University Structure**

The Board hears reports and approves appointments to high-level administrative positions, including vice presidents, deans, and department chairs. Faculty representatives to the Board (faculty chair, faculty vice-chair, and voted faculty representative) may bring issues before any committee of the Board, and formally brings a report to the Board at each meeting. The provost also brings staffing statistics and resource issues before the Board. The Board takes this information seriously, and relies on university administration to appropriately allocate resources for staffing and programs. The Bylaws clearly state that the Board has responsibility but can give authority to university management.

### **6.B.8 Board Review of Plans and Reports**

The annual budget is approved by the Board at each May meeting. During this meeting,

the Budget and Finance Committee of the Board first reviews the budget, then subsequently brings it before the entire Board for vote. At the other two meetings each year (October and January), the Board receives progress reports on income and expenditures.

At the October Board meeting, the audit report is reviewed first by the Audit Committee of the Board. The Budget and Finance Committee reviews as well, and finally the Board votes. The Board also approves the engagement of the auditors each year.

### 6.B.9 Accreditation and the Board

The Board routinely receives reports regarding new and renewed accreditation, including the current accreditation process and timeline. This academic year at the October Board meeting and retreat, a session was devoted to progress on the accreditation self-study. During the session Board members were given copies of specific accreditation standards and they met in small groups to discuss standards relevant to their Board committee areas (e.g., Academic Affairs Committee members discussed Standards Two and Four). The January 2008 Board meeting included a key report regarding the close-to-final entire accreditation report. New Board member orientations contain a briefing on accreditation, including the specifics of regional and professional accreditation.

### Standard 6.C – Leadership and Management

The chief executive officer provides leadership through the definition of institutional goals, establishment of priorities, and the development of plans. The administration and staff are organized to support the teaching and learning environment which results in the achievement of the institution's mission and goals.

### 6.C.1 The President

The president's role is full-time and the president serves full-time. The current president, Loren J. Anderson, came to PLU in 1992. His background includes extensive experience in higher education. In his 16th year of service to the university, he is currently the longest standing president in the Northwest and holds one of the longest tenures in the ELCA Lutheran colleges. Information regarding all of the university officers can be found in the Appendices to the Self-Study.

### 6.C.2 Administrator Duties and Responsibilities

Duties and responsibilities of administrators are defined in position descriptions, located in Human Resources. They are available to the PLU community upon request and when open positions are posted in print and on the HR website. Administrators and all PLU employees are expected to adhere to "Standards of Personal Conduct," a policy in the Personnel Manual. The university has extensive policies regarding work behavior and sanctions in the Personnel Manual and posted at [www.plu.edu/~humr/personnel-manual](http://www.plu.edu/~humr/personnel-manual).

### 6.C.3 Leadership and Management

Administrators have preparation and experience in the areas they lead. They are given guidance and appropriate tools and resources in order to carry out their leadership obligations. The director of human resources is given the authority and responsibility to carry out the performance review system of the university that provides for annual reviews of all employees. The system used for staff and administrators includes a standard review form and follows a formal process. These forms are available on the HR website

at [www.plu.edu/~humr/forms](http://www.plu.edu/~humr/forms). This formal evaluation process is followed somewhat unevenly across the university. The director of human resources and the vice president for finance and operations are working on better ways to communicate the process, provide training for supervisors, and monitor progress. The personnel manual states that supervisors are required to complete the process with their employees. The director of human resources works with vice presidents and directors to complete this process.

#### 6.C.4 Institutional Advancement Activities

The institutional advancement division at Pacific Lutheran University is known as Development and University Relations. It includes the offices of Alumni and Parent Relations, Congregation Relations, Development, University Communications, and KPLU 88.5 FM, for which PLU is the licensee.

As with all departments and divisions in the university, the work of Development and University Relations is guided by *PLU 2010* for the development of divisional and departmental work plans known as initiatives.

Recommendations called for in Chapter V of *PLU 2010*, “A Place of Purpose: Aligning Resources with Mission, Goals and Priorities,” include: “that the university accelerate ongoing programs to seek gifts in support of the endowment fund and include as a prominent component of the next fund-raising campaign endowment support for scholarships, programs and faculty.” Also, “that the university sustain and enhance the annual giving program and undertake a new capital campaign that will be an essential source of revenue in the decade ahead.”

These recommendations have been and continue to be fulfilled by the university community under the leadership of Development and University Relations. As a direct result of institutional advancement initiatives over the past decade the university has:

- Completed two major fund-raising campaigns that yielded over \$200 million in current gifts and future resources;
- Realized endowment growth from \$23 million to over \$70 million today, with deferred gifts to the endowment during the campaigns totaling nearly \$100 million and helping set the stage for a future endowment of over \$150 million;
- Completed construction of the new Mary Baker Russell Music Center;
- Constructed the Morken Center for Learning and Technology, a new home for business, math and computer science;
- Completely revitalized Xavier Hall, the home of the social sciences;
- Established a fully endowed chair in business and economic history and a fully endowed professorship in Holocaust studies;
- Funded the construction of the Martin J. Neeb Center, a new home for KPLU;
- Increased the number endowed scholarships by more than 38 percent;
- Consistently ranked first among independent universities and third among all universities in the state of Washington in generating gift income, with annual contributions of between \$10 million and \$15 million. It consistently ranks at the top in fund-raising success among 28 ELCA colleges; and
- Launched a third major fund-raising campaign with a goal of \$150 million to fund academics and mission, ensure student access, enhance academic and recreation and wellness facilities, and continue annual support.

Recommendations called out in Chapter II of *PLU 2010*, entitled “Awakened to the World: Where Committed Students Discover Meaning and Purpose,” included, “that the university continue to develop and refine messages that accurately and effectively describe PLU for prospective students and their families.” This recommendation has been and continues to be fulfilled by the university community under the leadership of Development and University Relations. As a direct result of institutional advancement initiatives over the past decade:

Print and web-based recruiting materials now articulate the core themes expressed in *PLU 2010*. In particular, the university’s commitments to purposeful learning, global education, and student-faculty collaborative research and creative projects are directly addressed in ways that are attractive to prospective students and their families. Also clearly articulated are the university’s foundation in the traditions of Lutheran higher education and the unique attractions of life on campus. The university’s academic distinction resonates throughout; and

In addition to serving as assets to recruiting, the admission publications also serve as a clear pronouncement of the university’s core messages. They provide the common ground from which the entire community can clearly articulate the university’s points of distinction. Several comprehensive training seminars on core messaging have been held for admission counselors, development officers, alumni and parent relations staff, faculty, and key administrators.

### **6.C.5 Institutional Decision-Making**

All decisions are made in the time appropriate to the kind, level, and information available. PLU’s model is for very inclusive decision-

making, and thus some decisions may be made over a longer period of time. The President’s Council meets weekly to discuss policy and assist the president in making other decisions.

### **6.C.6 Working Relationships**

PLU staff and faculty have worked very hard over the last 15 years to foster a climate of openness and collaboration. Across-campus coordination takes place at a number of levels, from the vice presidents to staff. Examples include the recently adopted policy of mandatory health insurance for students to the development of a new dining program to the general education review.

### **6.C.7 Institutional Research**

Institutional Research at PLU provides continual monitoring and reporting to administrative staff, deans, and enrollment stakeholders on student enrollments, retention, planning, and projections. Weekly enrollment and cohort retention data are distributed via e-mail to major constituent leaders and are analyzed and archived. Past performance data for at least 10 years on graduations, 10th-day data, summer enrollments, FTEs, gender, ethnicity, religious preference, geographical distributions, and historical comparisons are all readily available on the IR website [www.plu.edu/oira](http://www.plu.edu/oira) and are downloadable in PDF format. Graduation rates are on the web as well.

Fluid data, such as course registrations, and declarations of majors and minors are reported to deans and department chairs regularly, with comparative and long-term analyses prepared on request. Ten-year trend data on majors, minors, credit-hour production, and graduates within the majors and minors are updated and provided to the provost at least annually and then distributed to deans for

review, discussion, and further distribution to department chairs and other curriculum planners.

While Institutional Research provides much data and many reports, it is not staffed adequately to provide the kinds of systematic studies that this university needs for continued fine-tuning in planning and in the delivery of academic programs. A consultant sponsored by the provost visited campus for two days in February to assess our institutional research function, to provide counsel regarding an institutional research plan for the academic sector, and to make recommendations for re-organization. The resulting report of his visit is pending.

### 6.C.8 Published Personnel Policies

The university maintains a personnel manual that is available to all employees via the web. This manual contains the basic information regarding hiring and retention of employees. Beyond the manual information, found at [www.plu.edu/~humr/personnel-manual](http://www.plu.edu/~humr/personnel-manual), the university has a culture of coaching and providing advice to directors regarding the hiring of employees and intervention when necessary for tough personnel situations. The manual is a living document, and additions or changes happen periodically. Final decisions regarding changes to the manual are made by the President's Council.

### 6.C.9 Salaries and Benefits

Each year external salary data is compiled to assist in the management of salaries. A comparison to PLU's salary program has shown that there is generally consistency with the external market (other colleges and universities). The director of human resources works with each vice president regarding salaries. When there are inconsistencies and

wide gaps, market adjustments are made to the extent possible.

Benefits are also addressed each year, with the assistance of a benefits consultant. Alternatives are vetted with the Benefits Committee, and a recommendation goes to the President's Council for action. The Budget Advisory Committee also reviews benefit costs as they apply to the budget.

As with most private colleges and universities, it is becoming somewhat challenging to hire and retain employees. It is a challenge to compete on the basis of salaries and benefits with public colleges and universities and the business sector. PLU is positioned, even in the marketplace, as a university with strong mission and sense of service. Recruiting administrators and staff with a grounding in our mission and how it is operationalized has been a valuable strategy. Even with market challenges, we have been able to hire extremely competent and valued individuals. They "catch" the mission and they have brought energy and ideas to our community. The administrator/staff turnover average for the last five years is 15 percent. Areas such as dining services and facilities show higher rates for staff than other areas. Since we do not resource out these services, it is accepted that this occurs.

### Standard 6.D – Faculty Role in Governance

**The role of faculty institutional governance, planning, budgeting, and policy development is made clear and public; faculty are supported in that role.**

The faculty governance structure is strong at PLU. Faculty committees work through the coordinating efforts of the faculty chair and share information at monthly meetings of the Faculty Executive Committee. Business is then

taken to the Faculty Assembly, a meeting of the full faculty, rather than a faculty senate. Since committee membership includes faculty from a variety of schools and divisions, this structure promotes working across disciplinary lines with the good of the whole in mind. It also serves to educate faculty about how the university works, and it promotes ongoing communication about leading issues.

Faculty control and manage the curriculum through the Educational Policies Committee. Other faculty committees deal with standards for tenure and promotion, admission and retention of students, and instructional resources to name several. Faculty advise in areas of budget and issues regarding salaries and benefits. Support for the work of faculty governance is varied with course releases for the chair of the faculty, the chair of the Rank and Tenure Committee, and the chair of the Educational Policies Committee, but no support staff for help with committee work.

### **Standard 6.E – Student Role in Governance**

**The role of students in institutional governance, planning, budgeting, and policy development is made clear and public; students are supported in fulfilling that role.**

PLU maintains a culture of inclusive deliberation and decision making where the student voice is valued by faculty and administration. Students take this responsibility seriously and consistently exhibit a passion for it through regular, ongoing institutional channels and through an independent student voice. The Associated Students of PLU (ASPLU) is the formal student voice. It meets regularly, links directly to administration, and has access to all levels of the university.

Students have a role in the committee structure of the university as indicated in the Bylaws. Most university committees and faculty committees include students as voting or advisory members. Three students serve as advisors to the Board of Regents. Three students sit on the University Long-Range Planning Committee, two students on the University Budget Advisory Committee, and two students the faculty Rank and Tenure Committee, to name a few important policy committees.

### **Policy 6.1 Affirmative Action and Nondiscrimination**

PLU is an affirmative action and equal opportunity employer, subscribing to non-discrimination in all employment. This commitment is published in the faculty and personnel handbooks as the Equal Employment Opportunity, Affirmative Action, ADA and Sexual Misconduct Policy (updated 2001) and can be found on the web at [www.plu.edu/~humr/doc/eeo-policy.pdf](http://www.plu.edu/~humr/doc/eeo-policy.pdf).

A consultant evaluates the PLU Affirmative Action Plan each year, providing the university with an analysis of progress. The President's Council regularly reviews the report and recommendations and discusses ways to address any deficiencies. The director of human resources works closely with vice presidents and others to take into consideration affirmative action principles.

In the last ten years, PLU has added 14 personnel policies. Some are a result of new laws and others to just better serve our students and staff. These new policies include domestic partner, military call to duty, pre-employment screening, SARS, and university violence prevention. (These policies are in the Appendices to the Self-Study.)

## Policy 6.2 Collective Bargaining

The only collective bargaining agreement between the university and a union is that with the American Federation of TV and Radio Artists (AFTRA). This agreement covers all on-air employees of KPLU-FM, the NPR station operated by the university. Contracts are negotiated every three years, with the current contract expiring May 2008. This impacts 15 people.

This collective bargaining agreement has no impact on the academic program of the university.

## Appraisal

Pacific Lutheran University is a mature, well-led and well-managed organization. In the last 10 years great attention has been made to enhancing the governance of the university.

The Board of Regents is comprised of leaders well-positioned to provide support for the university mission and its programs. They value their roles as stewards of the resources entrusted to them, and they strive to create a learning community focused on intellectual achievement and progress. They are motivated by the compelling and positive impact that PLU graduates have on the world.

During his 16-year tenure at PLU, President

Anderson has become among the most respected university presidents in the United States. He has served in numerous leadership capacities and is at the forefront of urging government leaders at the federal and state levels to sustain programs that ensure the most vulnerable have access to higher education opportunities.

There is one major challenge before the university with regard to governance and administration: maintaining a sustainable workforce.

***Challenge: Maintaining a Sustainable Workforce.*** The largest expense and most important investment of the university is its faculty, staff, administrators, and student employees. As an institution dedicated to shared governance, they are the core of our governance and administration. PLU will continue to commit the financial resources necessary to salaries and benefits as well as other support of the work of each person, including professional development, research and travel, and adequate working space and equipment. Only through this combination of competitive pay and benefits and leading-edge professional support will the university maintain a sustainable workforce of the desired caliber. This is continually evaluated and address—through the annual budget processes and through exploration of resources outside the university.





## Standard Seven

### Finance

Pacific Lutheran University is a financially stable, tuition-dependent institution with growing financial resources. Total assets of the university have grown from \$114 million in 1998 to \$232 million in 2007. The university's endowment has grown from \$30.7 million in May 1998 to \$68.5 million in May 2007. Deferred gift commitments are valued at \$90 million, of which \$14 million is irrevocable.

Operating budgets are established annually, and five year budget models are prepared. Over the past five years, net operating income has grown from just under \$50 million to \$65 million. While operating budgets are lean, they meet the needs of university programs.

During the past 10 years, the university has taken on additional debt, which is now \$62 million. In 1999, the university financed the construction of South Hall, an apartment-style residence hall. In 2006, bonds funded upgrades of other halls and the renovation of the University Center. The 2006 refinancing of previous debt provided less expensive debt service and consolidated and streamlined bond covenants required by bond insurance.

A significant part of the recruitment of each new class of students depends on the financial aid awarded, so students can afford their education at the university. Financial aid is awarded through a model that attracts outstanding students and builds a class of appropriate size for the programs and facilities. Financial aid also promotes diversity in the student population. Careful modeling of the financial aid budget keeps it within the

parameters of the overall university budget and keeps the university discount rate at a near constant level from year to year.

During the past 10 years, two capital fundraising campaigns have been completed and a new campaign is underway. The first campaign, *Make a Lasting Difference*, had a campaign goal of \$50 million and raised \$72 million. It was followed by *The Next Bold Step*, which had a campaign goal of \$100 million and raised \$128 million. These campaigns funded new facilities, enhanced the endowment, and supported the annual operating budget. The two completed campaigns have added significant resources to the university, and will continue to do so as deferred commitments are funded. A new campaign has just been launched, *Engage the World: The Campaign for PLU*, with a goal of \$150 million.

#### Standard 7.A – Financial Planning

Financial planning and budgeting are ongoing, realistic, and based upon the mission and goals of the institution.

##### 7. A.1 Autonomy and Financial Planning

Through the governance structure of the Board of Regents, the president with the assistance of the chief financial officer (vice president for finance and operations) reports to the board with respect to the financial adequacy and stability of PLU. The authority for adopting a budget, setting tuition, managing money, and encumbering university assets belongs to the Board of Regents. Each

year at the October meeting of the Board of Regents, the Board authorizes the tuition for the next Summer Session and reviews and accepts the audited financial statement for the previous year ended May 31. At the January meeting, the Board authorizes tuition and fees, and room and meal charges for the next academic year on the budget being constructed for the next fiscal year. At the May meeting, the Board approves the operating and auxiliary budget for the next fiscal year, which runs from June 1 to May 31. (Fiscal year 2008 began June 1, 2007.)

The Board of Regents is organized into committees that include Budget and Finance, and Audit committees. The Board is provided with written information before each Board meeting. A Board book is prepared for the Board and is distributed two weeks before the meeting. Each Board book includes an update of actual income and expenditures measured against the adopted budget. In January and May, end-of-year projections are also included, and in October a review of the past year's financial performance is described. University cash flow, endowment performance and other financial indicators are included in written materials prepared for the Board. (Samples of Board reports are in the Exhibit Room.)

The Budget and Finance Committee of the Board of Regents is responsible for discussion and review of all financial matters and recommends action to the entire Board. The committee has eight members and three advisors (vice president for finance and operations, associate vice president for finance, and the financial investment advisor). The Committee has two subcommittees, Real Property and Investment subcommittees, and an Audit Committee. The Budget and Finance Committee meets at each Board of Regents meeting and sub-committees and the Audit Committee meet in the period between Board meetings.

The Budget and Finance Committee has numerous responsibilities. Here are some of the tasks.

- A review of the financial performance of the university and its endowment is presented at each meeting to the Budget and Finance Committee.
- At least once a year, the Budget and Finance Committee reviews the university's capital projects.
- The Budget and Finance Committee, the Board, or the Executive Committee of the Board is asked to approve any substantial financing activity.
- The Audit Committee reviews annual audits, selects and engages audit firms, and generally reviews the audit process for integrity (industry policy, industry trends, or standards).
- The Investment Subcommittee sets policy for the university endowment, rebalances the portfolio of investments, or adds new funds managers in asset categories.
- The Real Property Subcommittee reviews property acquisition and sales and construction projects.

Conducting normal university business is delegated to certain officers of the Board and university by resolution. (A copy of the resolution is included in each Board book.) Other functions are performed by the staff at the request of the Budget and Finance Committee.

### **7. A.2 Strategic Financial Planning**

The Division of Finance and Operations is responsible for institution-wide budget planning, and completes five-year projections for major budget categories. These projections include assumptions about enrollment, tuition revenue, salary pools, benefit increases, and expenditures for services and purchases, capital improvements, equipment, and

debt service. An example is included in the supporting documentation. While Finance and Operations prepares five-year models, most of the focus is on building the following year's budget and monitoring the current year's budget.

The university gains broad-based input through several standing committees at the university. Each year, the university Budget Advisory Committee reviews budget assumptions and works to refine them. The committee has *ex officio* members representing three major faculty committees, student government, staff, College of Arts and Sciences and professional school budget heads, and appropriate administrative support. It is chaired by the vice president for finance and operations and meets monthly during the academic year. Specific topics are identified on an annual calendar for each meeting.

Other committees providing input to the university budget and spending practices include Benefits, Faculty Affairs, Administrative Staff Council, Capital Improvements, and Equipment committees. The university Capital Improvements Committee collects, evaluates, and sets priorities for annual capital projects. The Equipment Committee does the same for equipment requests. Both are broad based and representative of the university community and all members are encouraged to work for the good of the entire community. Committee priorities are presented to the President's Council for review and approval. The provost and vice president for finance and operations work with each of the committees in establishing priorities for the upcoming year.

### **7. A.3 Annual Budget Development**

Financial functions of the university are centralized in the Division of Finance and

Operations which supports the other divisions of the university. Finance and Operations provides regular budget reports to the university community. Annual financial statements, the 990 tax return and budget summaries are posted on the Finance and Operations website [www.plu.edu/~fiop](http://www.plu.edu/~fiop).

Actual spending is carefully compared with the adopted budget on a monthly basis. Spending trends from past years are also readily available and help identify variances. Each vice president is provided with a monthly summary by organization as well as with various budget roll-ups. Budget managers have real-time on-line access to all budgets for which they are responsible through the university's enterprise software system, Banner. Campus managers are invited to quarterly program leaders meetings where the budget is reviewed and everyone has an opportunity for discussion.

### **7. A.4 Debt Management**

As described in Standard 7.B.2, the university's debt is almost entirely in the form of tax exempt bonds issued by the Washington Higher Education Facilities Authority (WHEFA). WHEFA advisors and investment bankers provide the university with assistance in determining debt capacity. As part of the process of evaluation of debt load, before any bond packages are developed a financial *pro forma* is prepared to examine possible impact to the operating budget and compliance with bond covenants.

All significant outlays of capital, including long-term debt financing and building construction or renovation, are reviewed and approved by the Board of Regents. Normally, the university presents the supporting information to the Budget and Finance Committee of the Board and that committee

recommends action to the full Board. For specific actions, other committees may make joint recommendations. For example, with projects directly affecting students, the Student Life Committee may also review and recommend the project.

## **Standard 7.B – Adequacy of Financial Resources**

The adequacy of financial resources is judged in relation to the mission and goals of the institution, the scope and diversity of its programs and services, and the number and kind of its students.

### **7. B.1 Sources of Funds**

Figure 7.1 illustrates the various revenue sources for the university over the past five years (see the end of Standard Seven). This figure is net of financial aid and represents net auxiliary revenues. Over the past five years the net income has grown from under \$50 million to nearly \$65 million. The largest source of overall revenue to the institution is tuition.

The university manages several types of funds. The largest is the operating budget, consisting of revenues from tuition, endowment, net auxiliary income, gifts and grants, and a variety of smaller sources. This money is spent on faculty and administrative salaries and benefits, equipment, maintenance and utilities, supplies, printing, library resources, and other costs associated with running the university. Each year new operating and auxiliary services budgets are established and individual balances are not carried forward from past fiscal years.

The second portion of the budget is auxiliary services. This represents income from the residence halls and dining services, conferences and events, the bookstore, and the golf course. (PLU operates all of these

services rather than outsourcing them.) Expenses include salaries for residential life, conferences and events, LuteCard, golf course, and dining services staff, residence hall maintenance and utilities, the cost of food, bookstore inventory, and supplies. The auxiliary budget returns income to the university's operating budget to cover the cost of overhead and debt service.

The university manages a number of restricted accounts. The income comes from restricted endowment funds, gifts, and grants. A major portion of this income supports our public radio station, KPLU. While auditing standards consider radio station income as unrestricted, KPLU is an entity that generates its own funding so the university does not include KPLU funding in the operating budget, but rather separates it as restricted. Other significant operations funded through restricted accounts are the Scandinavian Cultural Center and the Wellness Center. All restricted funds are spent according to the guidelines established when the specific account was established. Balances are carried forward from one year to the next as long as the university is engaged in the activity.

The endowment is a permanent fund from which income may be spent at a rate established by the Board of Regents. At PLU much of the money funds student scholarships. Other endowments have been established to fund undergraduate research, endowed professorships, lectures, athletic and recreational facilities, and equipment purchases. Funds are managed to provide an absolute return to the university, according to policies established by the Investment subcommittee of the Board of Regents. Figure 7.2 illustrates endowment growth since 1992 (see the end of Standard Seven).

Agency accounts are funds of PLU associated

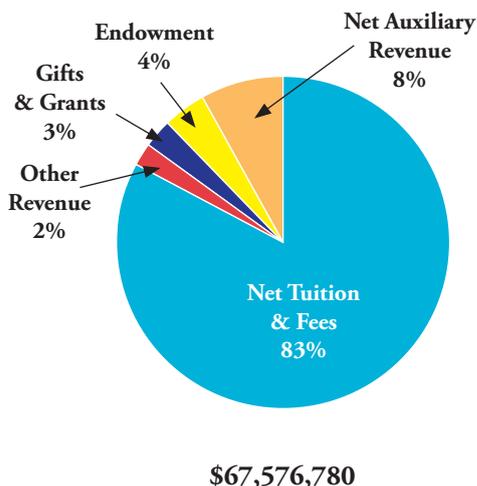
groups, clubs, and organizations where the university acts strictly as a banker or fiduciary. Each group manages its individual account and the university provides oversight to be sure that these accounts are not overdrawn.

## Revenue

A portion of tuition is awarded to students as financial aid. For fiscal year 2008 we expect it to be about 34 percent of tuition and fees, or \$ 28.65 million.

### NET BUDGETED OPERATING INCOME

*FY 2008*



PLU derives the major proportion of our operating income from tuition and fees. The endowment and annual fund each provide 4 percent and the other remaining 8 percent comes from auxiliary services (dining services, residence halls, bookstore, golf course, and conferences and events) and from other revenue sources such as various fees, fines, commissions, fortified deposits, the swimming pool, and other rentals.

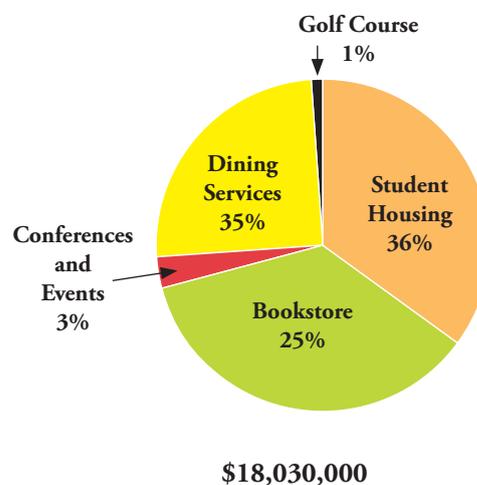
## Auxiliary Income

About 71 percent of the auxiliary income

comes from student housing and dining services. The bulk of dining services income is from student meal plans and additional revenue coming from the Tahoma Bakery and Café, the Kelley Café, the Old Main Market, catering, and espresso carts. The bookstore sells textbooks as well as a large volume of university logo clothing, gifts, and sundries. Every attempt is made to keep the net income from textbooks low and the margin on clothing significantly higher. Income from conferences and events depends heavily on large summer income from residential conferences and camps. The golf course provides additional income and related expenses are modest.

### AUXILIARY INCOME

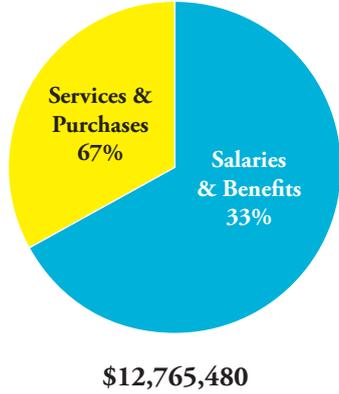
*FY 2008*



## Auxiliary Expenses

Auxiliary services expenses include the cost of goods for the bookstore as well as the purchase of food for dining services, the cost of utilities for the residence halls and the University Center, equipment furnishings, and ongoing maintenance.

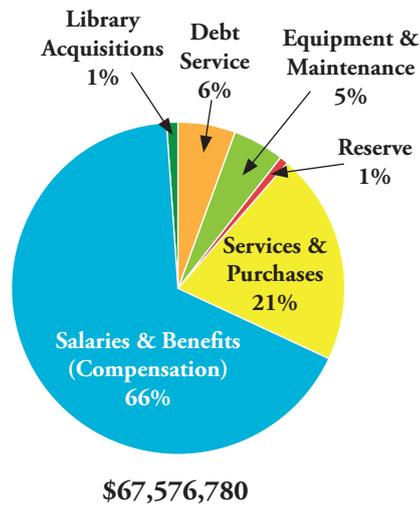
**AUXILIARY EXPENSES 2008**  
*FY 2008*



**Operating Expenses**

Funds remaining after the university awards financial aid are available to meet operating expenditures. In fiscal year 2008 this totals \$67.6 million. Figure 7.3 (found at the end of Standard Seven) illustrates the growth in operating expenses over the past five years. Since FY 2004, the budget has included a reserve of \$500,000 per year.

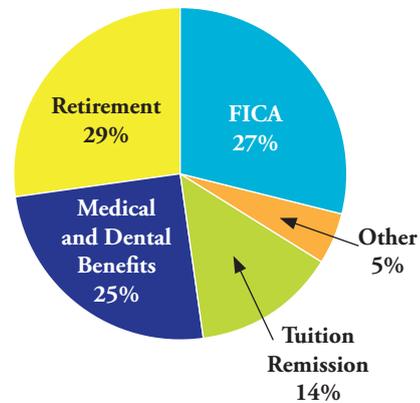
**NET BUDGETED OPERATING EXPENSES**  
*FY 2008*



Almost 70 percent of the budget is faculty, staff, administrator, and student compensation, of which 14 percent for is employee benefits. There is relatively little change in the budget distribution from year to year. Debt service reflects payment toward bonds issued in December 2006.

The total cost of benefits is about 30 percent of salary and has risen steadily over the past 10 years. However, from FY07 to FY08, it actually dropped slightly. Over the past 10 years the cost of medical benefits has increased on average at 10 percent per year, a rate above other university expenses. "Other" represents workers compensation, life insurance, long-term disability and unemployment insurance, and our employee assistance program.

**EMPLOYEE BENEFITS**  
*FY 2008*



Since its founding in 1890, the university has continuously operated very close to the margin because most of the income comes from tuition. PLU continues to operate on a very "lean" tuition-dependent budget with very little room for error. Small variations in income or expenditures can determine whether PLU has an end-of-year surplus.

## 7. B.2 Adequate Resources

The university has access to tax exempt bonds through the Washington Higher Education Facilities Authority (WHEFA). State law requires that bonds must be insured to at least an “A” rating. Since the university’s underlying bond rating issued by S&P for PLU is BBB, the university must obtain bond insurance, currently issued through Radian Asset Assurance.

Pacific Lutheran University completed the sale of revenue bonds and refunding bonds for \$62,160,000 par value on December 20, 2006. Of this, \$34 million was used to refund long-term debt for bonds issued in 1996 and 1999, and \$27 million provided new funding for campus construction projects described in Standard Eight.

The refinancing strategy was reported to the Board of Regents in October 2006 and the refinance worked as planned. Standard and Poors reaffirmed the BBB bond rating for PLU with the new debt. While they view the university as strong, the main mitigating factor is the size of the university’s endowment and other financial reserves. Radian Asset Assurance insured the bonds to AA, and was highly positive in its review of the university. Debt covenants were also simplified and the previous requirement for a springing mortgage on the campus was eliminated. Citigroup served as the underwriter and US Bank is the trustee.

The average coupon on the bonds was 4.56 percent, with a true interest cost (TIC) of 4.61 percent. This nearly matched the 30 year rate on AAA municipals, and is the lowest rate on fixed interest tax exempt 30-year debt on record since 1980.

Debt service is structured so the university

makes nearly equal payments over the 30 years of bond financing, at slightly over \$3.8 million per year. This compares with previous debt service of \$2.57 million per year.

Before the debt was refinanced, PLU carried approximately \$34 million in long-term debt, from bonds issued in 1996 and 1999. The 1996 tax-exempt bond was issued for \$24,980,000 through the Washington Higher Education Facilities Authority (WHEFA). It was credit enhanced to an AAA rating through bond insurance with AMBAC. It refinanced previous debt and helped pay for capital improvements in Tingelstad Hall in 1992, and for a portion of Phase II of Mary Baker Russell Music Center. The debt service total was \$1,784,000, or 3 percent of the operating budget. The 1999 tax-exempt bond was issued for \$13,000,000, also through WHEFA. This debt was credit enhanced through Radian to AA. This bond provided the funds for construction of South Hall, an apartment style residence hall. The debt service was \$874,000, or 7.3 percent of the auxiliary operating budget. Total university debt service was \$2,568,000.

PLU does not borrow funds for operations.

See Figure 7.4 for aggregate annual debt service (end of Standard Seven).

## 7. B.3 Financial Stability

The university continues to have an increase in net assets, which were \$69.2 million in 1997 and \$141 million in 2007. The university has no accumulated deficit.

## 7. B.4 Transfers

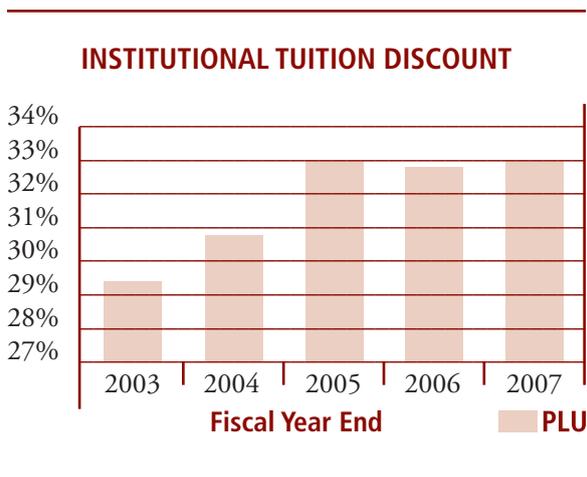
The university uses standard accounting practices for all transfers among major funds and release from restrictions under FASB 116, 117 rules.

### 7. B.5 Adequacy of Financial Resources

Each vice president works with his/her respective departments to develop a budget for the following fiscal year. Budgets for all academic departments are developed through the Office of the Provost with a collaborative approach used by the academic deans. The provost has the authority to move funds between academic areas to provide program support as needed. Equipment and capital improvements are reviewed by the respective committees and funds are distributed based on program needs.

### 7. B.6 Sources of Student Financial Aid

The Office of Financial Aid manages all sources of student financial aid, including institutional aid, endowed scholarships with or without donor restrictions and government aid programs. A team including admission, financial aid, institutional research, and business office professionals works together to model enrollment, tuition, and financial aid awards to build aid model for the entering classes and support continuing students. The student financial aid budget is built with the assistance of the consulting firm Hardwick-Day. Aid is awarded based on academic accomplishment and the financial needs student.



The director of financial aid monitors the aid budget on a regular basis and reports the results to the vice president for admission and enrollment services and to the Office of Finance and Operations. The Institutional Tuition Discount graph represents the actual tuition discount calculated from the university's financial statements.

### 7. B.7 Financial Reserves

Over the past 10 years the university's cash flow has improved continuously. Under normal circumstances, financial reserves are adequate to meet fluctuations in revenue. While the university maintains a line of credit with Wells Fargo, its use over the past 10 years has been limited to a few days in the month of August, when the university has paid for summer capital improvements before fall tuition revenue has been received.

### 7. B.8 Relationship between General

Operations and Auxiliary Enterprises  
As indicated in Figure 7.1, auxiliary enterprises returns net income to the operating budget. While all debt service is included in the operating budget, the debt related to auxiliary services is also tracked as part of the work papers prepared for the financial statement.

### Standard 7.C – Financial Management

The financial organization and management, as well as the system of reporting, ensure the integrity of institutional finances, create appropriate control mechanisms, and provide a basis for sound financial decision-making.

### 7. C.1 Reporting to Governing Board

At each meeting of the Board of Regents, the president's report includes a series of

“dashboards” (available in the Appendices to the Self-Study, Standard One) that present enrollment, endowment, fundraising, and budget indicators among others. Further detail is presented by the vice president for finance and operations through the Budget and Finance Committee. Real estate transactions are reviewed and approved by the Real Property subcommittee. The Investment subcommittee approves all endowment investments. Both subcommittees report activities to the Budget and Finance Committee. Where Board actions are needed, the committee makes a recommendation to the entire board for action.

### **7. C.2 Centralized Financial Functions**

The vice president for finance and operations is responsible for all financial functions of the university. She reports to the president. The Business Office is supervised by the associate vice president for finance who is also the university’s controller and director of the business office. Three managers report to him: the director of financial services, the student receivables manager, and the payroll manager. Each has a staff to carry out the responsibilities of the department.

Responsibilities of the Business Office include cash management, accounts payable and accounts receivable, purchasing, grants and contributions management, grant reporting, plant funds, and endowment accounting. The Office of Finance and Operations manages investment purchase and sale, as well as the sale, lease, and purchase of all real estate.

Resumes of the Finance and Operations management team are available in the Exhibit Room. Included are directors and managers from Human Resources, Facilities, Construction Management, Auxiliary

Services, Dining Services, Environmental Health and Safety, Emergency Planning, the Business Office, and the Office of Finance and Operations.

### **7. C.3 Control of All Income and Expenditures**

The director of financial aid manages all scholarships, government aid, and grants awarded to students. The director has specific expertise regarding federal regulations, and is also a trainer for the Department of Education. Financial Aid and Business Office staff work with our Student Services Center on all student finance issues. Financial Aid manages Title IV transactions, though the Business Office is responsible for refunding after they are informed by the Financial Aid Office.

### **7. C.4 Investment Policies**

The Board of Regents authorizes a financial operations resolution providing signatory authority for the president, the vice president for finance and operations (who is also the university treasurer), and the associate vice president for finance to carry out the normal business operations of the university. The board re-authorizes this resolution at each meeting of the board. All real estate transactions are reported to the Budget and Finance Committee and are included on the consent agenda of the board, whenever transactions occur. The Board also approves the endowment investment policies when recommended by the Investment Subcommittee, through the Budget and Finance Committee.

The university uses sweep accounts for short-term cash management. Establishment of these and other bank accounts are approved by the Board of Regents.

### **7. C.5 Generally Accepted Principles of Accounting.**

The university's accounting system follows all requirements of the Financial Accounting Standards Board (FASB).

In 1996, PLU began a multi-year process of implementing Banner as the enterprise-wide software system. In 1999, the finance system was brought online. The payroll system was implemented in January 2000.

### **7. C.6 Audit**

### **7. C.7 Audit Form**

The Board has engaged the firm Virchow, Krause and Co. as the independent auditors for the university. The most recent selection process took place in 2003 with the issuance of an RFP and interviews of four major accounting firms. Since the firm had previously carried out the PLU audits, the firm partner was rotated. The firm uses generally accepted auditing standards.

The Audit Committee of the Board normally meets three times per year to engage the auditor, accept the completed audit and management letter and to review the KPLU audit that is required by the Corporation for Public Broadcasting.

The Virchow, Krause and Co. partner meets with the Budget and Finance Committee each year and discusses the audit and financial statement with that committee as well. This generally occurs at the fall board meeting. After review and recommendation by the Budget and Finance Committee, the Board of Regents accepts the financial statement and management letter. Copies of the financial statement and management letter are given to every member of the Board of Regents.

The audit is posted on the PLU website.

### **7.C.8 Proprietary Institution Requirement**

### **7.C.9 Public Institution Requirement**

Pacific Lutheran University is neither proprietary nor public.

### **7. C.10 Financial Aid Audit**

In conjunction with the University's financial audit, Virchow, Krause and Co. also conducts an annual A-133 compliance audit as required by the federal government for Title IV funding. This audit includes Perkins and Health Professions Loans, Stafford Loans, Pell Grants, and FSEOG grants. An official report is filed with the Department of Education. In 2007, PLU identified a Title IV compliance issue regarding timely return of funds that was identified and reported to the Department of Education. A corrective action plan is in place. This was the only compliance issue identified during the past 10 years.

### **7. C.11 Internal Audit and Control**

The university does not have an office of internal audit, but does have internal controls in place. Appropriate segregation of duties exists within the business office staff. No one person has control over any accounting function. For example, staff entering journal entries cannot approve and post. Approvals and posting is carried out by a supervisor who cannot make entries. Through the administrative software system, the individual making all entries can be identified. Vault cash is counted by a person other than the cashier and any discrepancies are investigated by a business office manager. Charges to students, the largest revenue source, are based on dining services and residence hall postings and course registrations, which business office personnel cannot enter. Tuition charges are directly linked to course registrations, which the business office prices, but cannot control. In

other words, Dining Services, Residential Life, Registrar's, or other offices may add or remove a charge, but the business office cannot do so.

The university's credit card system requires review by the cardholder and approval by a supervisor, with posting by the business office. Periodic audits of charges are performed by business office personnel to ensure adequate documentation of charges incurred. The credit card vendor has sophisticated electronic fraud detection and suspected fraud is resolved quickly with PLU. Each account approver is notified weekly of all new credit card charges.

### 7. C.12 The Audit Management Letter

Any item identified in the management letter is reviewed with the Audit Committee and Budget and Finance Committee of the Board and a plan to improve practices to meet the recommendation is put in place. During the past 10 years, two management letters (2002 and 2007) have been "clean" with no recommendations and most letters have had only a few recommendations.

### 7. C.13 Available Audits

Audit reports for the past 10 years are in the Exhibit Room.

### Standard 7.D – Fundraising and Development

Any organized development program to seek financial support from outside sources is closely coordinated with academic planning and reflects the mission and goals of the institution.

#### 7. D.1 Fundraising Activities

All university fundraising activities comply with federal and state legal requirements

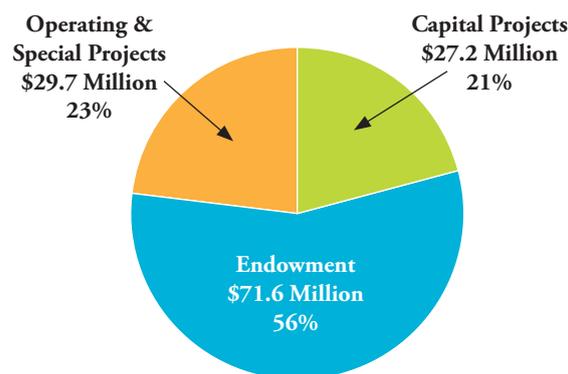
as well as standards set by the Council for the Advancement of Support of Education (CASE). The Development office uses a gift and pledge policy and procedures manual that was adopted by the Board of Regents in 1999 and revised in 2001.

The first campaign under President Anderson's leadership started in 1993 and concluded in 1997, with a goal of \$50 million and a total raised of \$72.3 million. At that point it was the most successful campaign in PLU's history. That campaign was entitled *Make a Lasting Difference*.

*The Campaign for Pacific Lutheran University: The Next Bold Step* concluded on May 31, 2004, having raised \$128.5 million in gifts, pledges, and documented deferred gift commitments. This total was nearly 30 percent over the initial goal of \$100 million, established when the campaign was authorized in 1998. Samples of campaign materials are included in the Exhibit Room.

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*The Campaign for Pacific Lutheran University*  
**COMMITMENTS BY COMPONENTS**  
(To May 31, 2004)



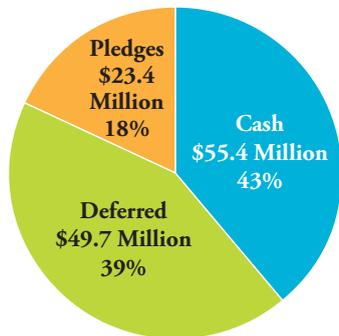
**TOTAL \$128.5 MILLION**

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*The Campaign for Pacific Lutheran University*

**COMMITMENTS BY TYPE**

(To May 31, 2004)



**TOTAL \$128.5 MILLION**

In October 2007, the Board of Regents approved the leadership phase of *Engage the World: the Campaign for PLU*. It is a comprehensive campaign targeted at \$150 million and includes endowment, facilities, and annual support, designed to fund the strategic priorities of the university.

*Engage the World: the Campaign for PLU*

**COMMITMENTS BY COMPONENT**



**TOTAL \$150 MILLION**

**7. D.2 Endowment Fund Investments**

As described earlier, the Investment Subcommittee of the Board of Regents

develops policy and makes investment decisions for the endowment funds. The Office of Finance and Operations carries out all investment transactions and works with the Business Office in tracking returns.

The university has engaged an investment advisor, Slocum and Associates, through an RFP process. Members of the Investment Subcommittee were involved in the interview and selection process. Slocum staff work with the PLU director of financial services to prepare monthly “flash reports” that integrate the value of endowment investments held by PLU as well as trusts held by others to get a total endowment value. Slocum also prepares quarterly reports on endowment investments and carries out ongoing due diligence for all investments. PLU works with Slocum in carrying out ongoing due diligence.

TIAA-CREF manages investments for all life income funds and Slocum provides due diligence on the investments. The associate vice president for finance is responsible for monitoring the administration of life income funds. Periodically, the Investment Subcommittee reviews the investments.

**7. D.3 Foundations**

The university does not have a foundation that is involved in fundraising.

**Appraisal**

Financially, the university is in the best condition of its 116 years of existence. The university has stable finances and operating budget with a growing endowment.

The Investment subcommittee of the Board of Regents and university management and financial consultants have implemented a sophisticated endowment investment strategy that is well executed.

The Business Office is well managed with adequate internal controls to prevent fraud and theft. For the last seven years the university's financial audit has contained no significant findings (in two of the years there were no findings at all) and other management letters have had few comments. Financial aid is thoughtfully awarded to meet enrollment goals and build academically strong and diverse student body. After two very successful capital campaigns completed in the past 10 years, the university has launched a third that it is already off to a strong start.

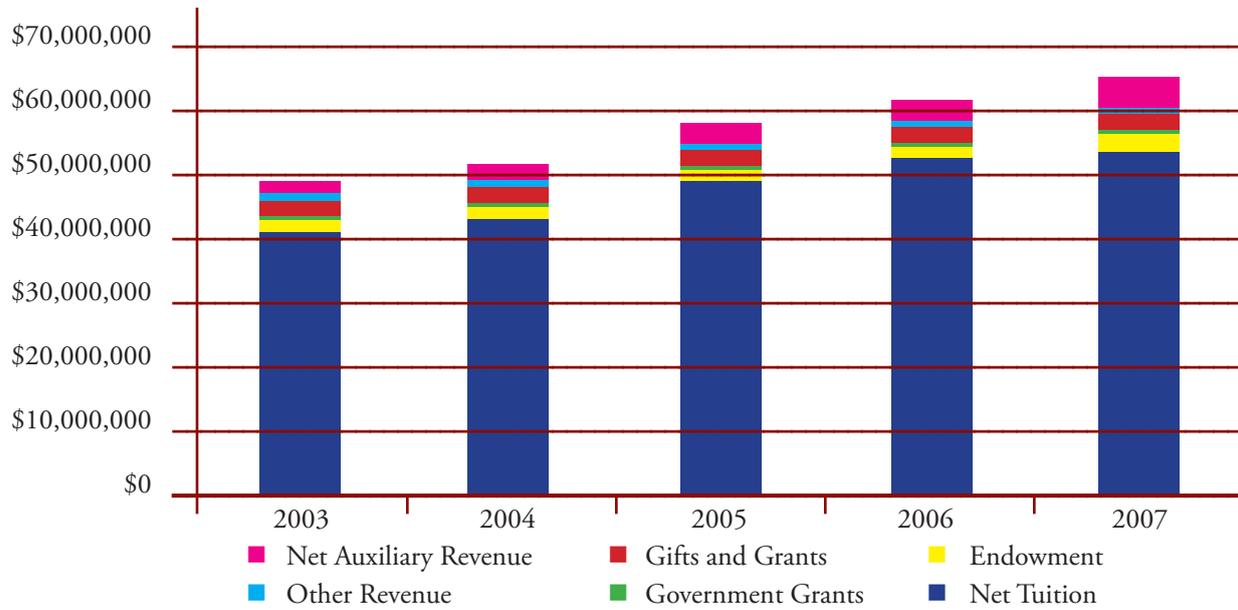
There are two challenges that face the university in finance: endowment growth and budget flexibility.

***Challenge One: Endowment Growth.*** The fiscal resiliency of the university will benefit from additional financial resources through

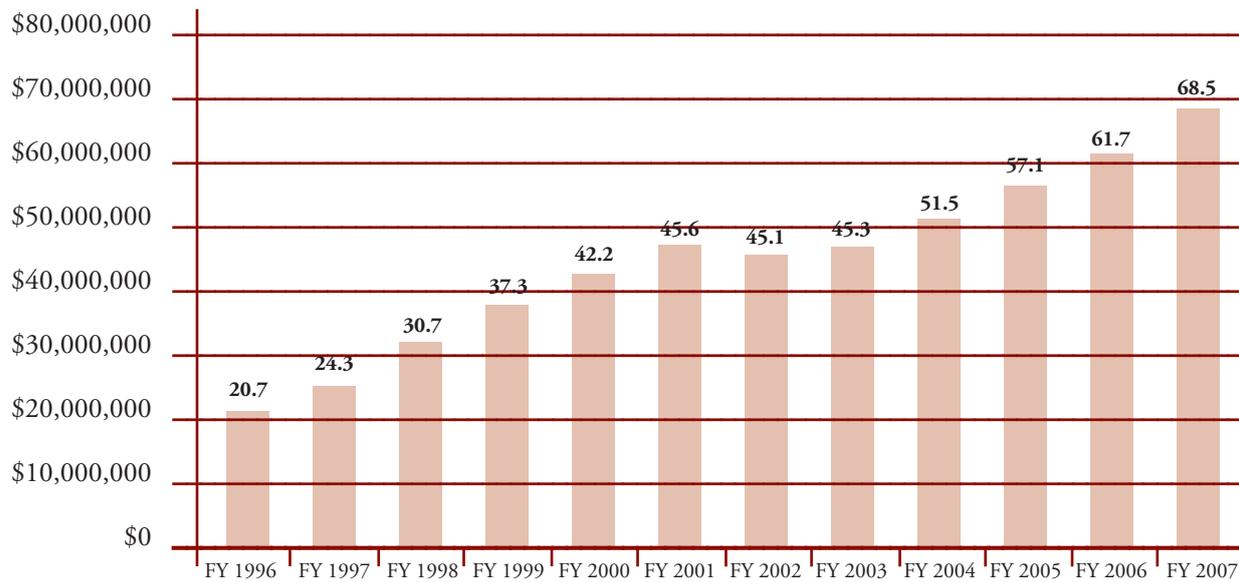
the growth of endowment. This would allow for improved employee compensation, additional maintenance of the campus infrastructure, and improved program support. Endowment growth is being pursued through fund raising and continued diligent investment strategies.

***Challenge Two: Budget Flexibility.*** One important institutional priority for PLU is to build flexibility into budgeting so resources can be directed to the most pressing institutional initiatives. As the university gains resources, a dedication to multi-year budgeting will improve planning, the allocation of resources, and the strategic positioning of the university.

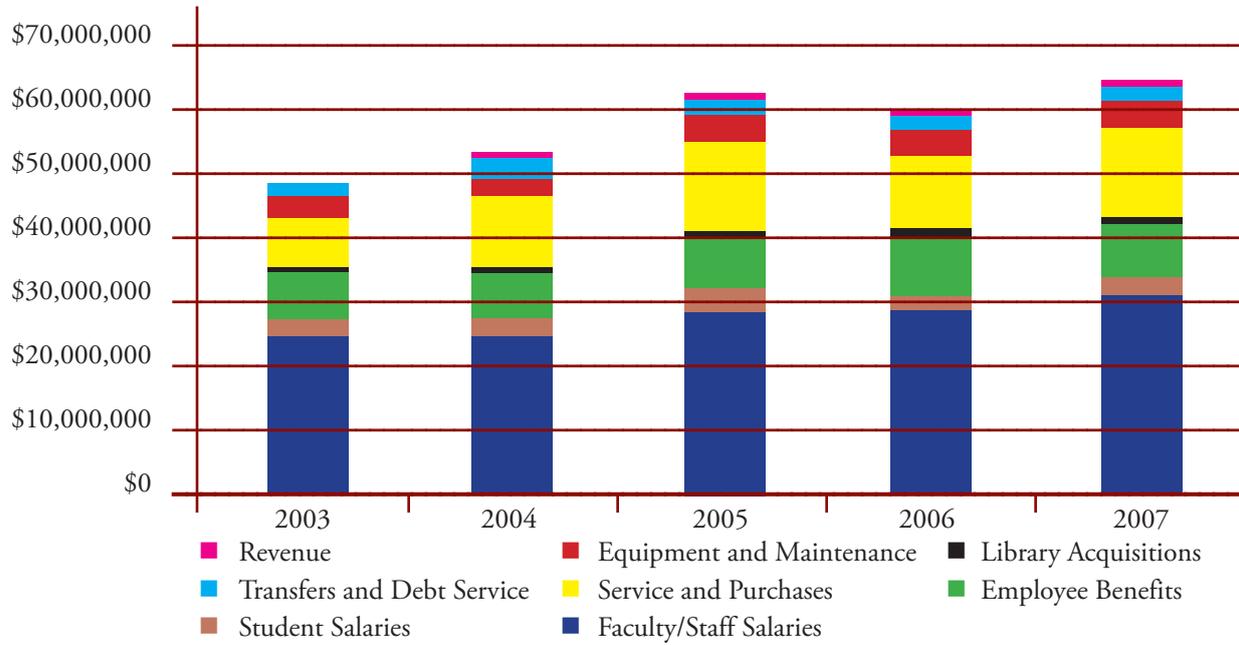
*Figure 7.1*  
**NET OPERATING INCOME**



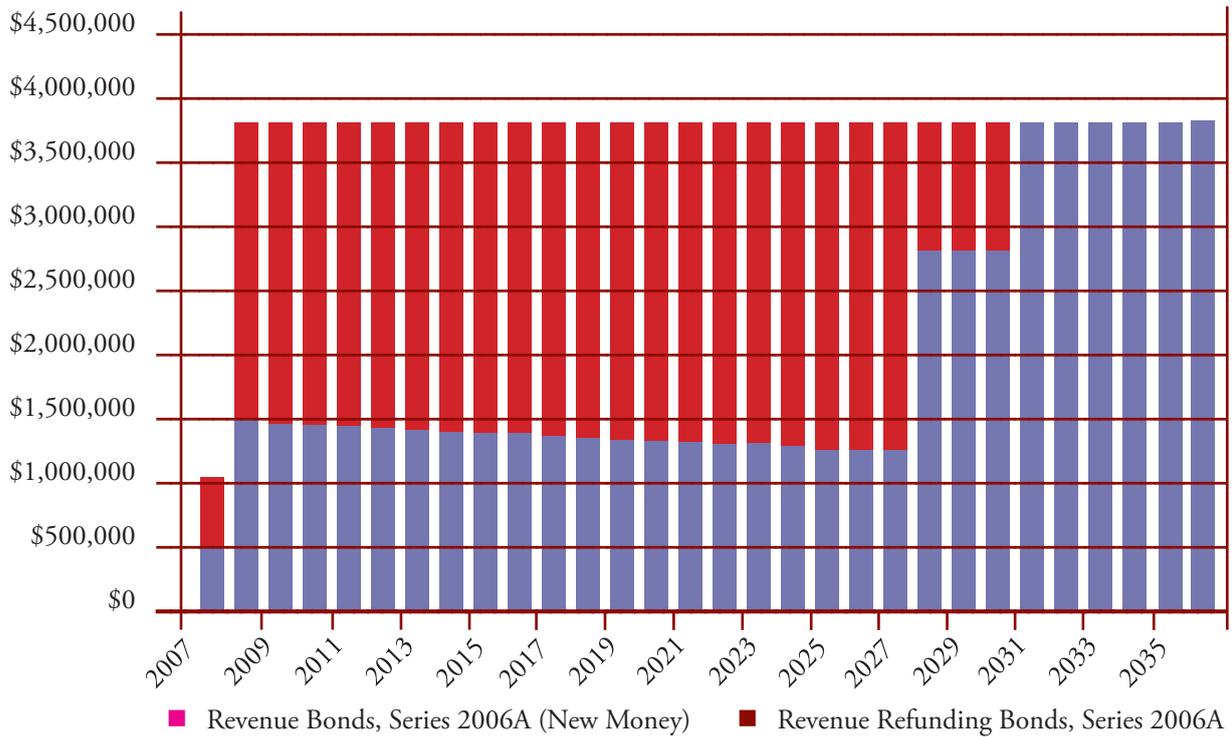
*Figure 7.2*  
**ENDOWMENT GROWTH**



*Figure 7.3*  
**NET OPERATING EXPENDITURES**



*Figure 7.4*  
**AGGREGATE ANNUAL DEBT SERVICE**



<b>STANDARD SEVEN - FINANCE TABLE 3 SUMMARY REPORT OF REVENUES AND EXPENDITURES - PUBLIC* AND PRIVATE INSTITUTIONS</b>						
	<b>ACTUAL</b>			<b>PROJECTED</b>		
	<b>Year 1 (FY 2005)</b>	<b>Year 2 (FY 2006)</b>	<b>Year 3** (FY 2007)</b>	<b>Year 4*** (FY 2008)</b>	<b>Year 5 (FY 2009)</b>	<b>Year 6 (FY 2010)</b>
	<b>Amount</b>	<b>Amount</b>	<b>Amount</b>	<b>Amount</b>	<b>Amount</b>	<b>Amount</b>
<b>Education and General</b>						
Revenues	54,239,790	57,746,574	60,465,084	62,311,860	64,980,852	67,967,642
Expenditures	(54,021,343)	(57,808,739)	(61,460,966)	(63,242,780)	(66,574,377)	(69,145,782)
Transfers – Mandatory	(1,784,072)	(1,747,446)	(2,953,636)	(3,834,000)	(3,834,000)	(3,834,000)
- Non Mandatory	(2,292,765)					
Net Excess (Deficit)	(2,858,390)	(1,809,611)	(3,949,518)	(4,764,920)	(5,427,525)	(5,012,139)
<b>Auxiliary Enterprises</b>						
Revenues	14,465,939	14,895,526	15,605,509	18,030,400	18,970,089	19,961,185
Expenditures	(10,341,542)	(11,252,811)	(10,845,788)	(12,765,480)	(13,266,917)	(13,709,082)
Transfers – Mandatory	(763,659)	(803,720)	(403,640)			
- Non Mandatory						
Net Excess (Deficit)	3,360,738	2,838,995	4,356,081	5,264,920	5,703,172	6,252,103
<b>Net Operational Excess (Deficit)</b>	502,348	1,029,384	406,563	500,000	275,647	1,239,963

*\*Optional for Public Institutions \*\*Most recent fiscal year for which audited financial statements are available \*\*\*Budget for*

**STANDARD SEVEN - FINANCE TABLE 4 SOURCES OF FINANCIAL AID -  
PUBLIC AND PRIVATE INSTITUTIONS**

	ACTUAL						PROJECTED					
	Year 1 (FY 2005)		Year 2 (FY 2006)		Year 3** (FY 2007)		Year 4*** (FY 2008)		Year 5 (FY 2009)		Year 6 (FY 2010)	
	Amount	%*	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Annual Private Contributions	182,624	0.3	189,625	0.3	206,862	0.3	200,000	0.3	200,000	0.3	200,000	0.3
Governmental State Aid	-	0.0	-	0.0	2,988,094	4.9	3,000,000	4.8	3,000,000	4.6	3,000,000	4.4
Federal Aid (PELL, SEOG, W/S)	3,074,381	5.7	3,136,001	5.6	3,175,534	5.2	3,200,000	5.1	3,200,000	5.0	3,200,000	4.7
Endowment Earnings (Non-Foundation)	1,619,489	5.4	1,638,077	2.9	1,834,023	3.0	1,950,000	3.1	2,180,000	3.4	2,350,000	3.5
Institutional Unfunded Aid	22,077,011	41.2	23,646,826	42.6	25,271,856	41.8	26,700,000	42.7	28,320,000	43.8	31,000,000	45.8
Federal Student Loans	23,460,231	43.8	23,416,334	42.2	23,181,456	38.3	23,500,000	37.6	23,500,000	36.4	23,500,000	34.7
Nonfederal Workstudy Aid	3,208,608	6.0	3,510,737	6.3	3,839,907	6.3	4,025,000	6.4	4,200,425	6.5	4,382,445	6.5
Total Financial Aid	53,622,344	100	55,537,600	100	60,497,732	100	62,575,000	100	64,600,425	100	67,632,445	100

*\*Optional for Public Institutions \*\*Most recent fiscal year for which audited financial statements are available*

**STANDARD SEVEN - FINANCE TABLE 5 UNDERGRADUATE ENROLLMENT, TUITION AND UNFUNDED FINANCIAL AID - PRIVATE INSTITUTIONS**

	ACTUAL			PROJECTED	
	3 Years Prior	2 Years Prior	1 Year Prior	Evaluation Year Budget	Next Fiscal Year
	Amount	Amount	Amount	Amount	Amount
Annual Undergraduate Tuition Rate	20,790	22,040	23,450	25,088	26,800
Index*	100	106.0	112.8	120.7	128.9
Unfunded Financial Aid (000s) Index*	22,077,011	23,646,826	25,271,856	26,700,000	28,320,000
Full-time Undergraduate Student Enrollment - Fall	100	107.1	114.5	120.9	128.3
Index*	3,070	3,171	3,107	3,110	3,150
Total Undergraduate Headcount Enrollment	100	103.3	101.2	101.3	102.6
Index*	3,324	3,369	3,340	3,349	3,375
Ratio of Unfunded Student Financial Aid to Undergraduate Academic Year Tuition	100	101.4	100.5	100.8	101.5
	0.33	0.328	0.33	0.34	0.34

*\*Use data of three years prior as base in development of 100*

**Unfunded Student Financial Aid:** Refers to that portion of total undergraduate or graduate student financial aid that is purely institutional assistance. It is the amount of tuition scholarships that is awarded that is not covered by endowment earnings and annual contributions designated for tuition scholarships, federal, state, or local funding; or monies an outside group contributes for the tuition of students-e.g., Rotary, Elks, etc. It is the amount of the total tuition cash receipts generated from enrollment that the institution is willing to forego in order to attract and retain students.

**Example:** Assume an institution has available for scholarships \$500,000 in designated endowment earnings and contributions; \$900,000 in government aid; and \$100,000 of tuition paid by outside groups. However, the institution realizes that in order to attract and retain students, it will have to award an additional \$1.5 million in tuition scholarships even though it will mean foregoing \$1.5 million in actual cash receipts from tuition. The \$1.5 million is considered unfunded student financial aid.

**STANDARD SEVEN - FINANCE TABLE 6 REVENUES - PRIVATE INSTITUTIONS ONLY**

	ACTUAL						PROJECTED			
	Year 1 (FY 2005)		Year 2 (FY 2006)		Year 3** (FY 2007)		Year 4*** (FY 2008)		Year 5 (FY 2009)	
	Amount	%*	Amount	%	Amount	%	Amount	%	Amount	%
<b>Tuition and Fees</b>										
Less: Scholarships & Fellowships	47,621,046	53.4	51,292,751	57.8	53,621,112	53.4	56,132,860	53.0	58,754,522	52.4
Sponsored	2,483,563	2.8	2,472,062	2.8	2,841,470	2.8	2,950,000	2.8	3,000,000	2.7
Un-sponsored	22,077,011	24.7	23,646,826	26.6	25,271,856	25.2	26,700,000	25.2	28,320,000	25.3
<b>Government Grants &amp; Contracts</b>										
Unrestricted	3,342,636	3.7	2,389,475	2.7	2,608,575	2.6	2,500,000	2.4	2,500,000	2.2
Temporarily Restricted	0	0	0	0	0	0	0	0	0	0
Permanently Restricted	0	0	0	0	0	0	0	0	0	0
<b>Private Grants &amp; Contracts</b>										
Unrestricted	2,288,148	2.6	1,920,622	2.2	1,736,789	1.7	1,800,000	1.7	2,100,000	1.9
Temporarily Restricted	11,945,262	13.4	9,363,653	10.5	15,531,067	15.5	15,000,000	14.2	15,000,000	13.4
Permanently Restricted	4,151,747	4.7	1,973,683	2.2	1,879,671	1.9	2,000,000	1.9	3,000,000	2.7
<b>Endowment Income</b> (includes gains)										
Unrestricted	587,162	0.7	704,218	0.8	961,690	1.0	1,100,000	1.0	1,200,000	1.1
Temporarily Restricted	3,112,156	3.5	4,174,289	4.7	5,314,800	5.3	6,000,000	5.7	7,000,000	6.2
Permanently Restricted	23,133	0.0	37,206	0.0	569,808	0.6	600,000	0.6	700,000	0.6
<b>Sales and Service</b>										
Educational Activities	110,360	0.1	124,205	0.1	139,297	0.1	150,000	0.1	165,000	0.1
Auxiliary Enterprises	14,457,223	16.2	14,886,528	16.8	15,595,974	15.5	18,030,400	17.0	19,110,000	17.1
Hospitals	0	0	0	0	0	0	0	0	0	0
Auxiliary Foundations	0	0	0	0	0	0	0	0	0	0
<b>Realized/Unrealized Net Gains</b>										
on Investments - Trusts only	337,164	0.4	515,033	0.6	916,271	0.9	1,000,000	0.9	1,000,000	0.9
<b>Other</b> (Specify)										
Investment Income & Other	1,261,469	1.4	1,422,758	1.6	1,476,250	1.5	1,500,000	1.4	1,500,000	1.3

*\*\*Most recent fiscal year for which audited financial statements are available \*\*\*Budget for Current Year*

**STANDARD SEVEN - FINANCE TABLE 7 EXPENDITURES - PRIVATE INSTITUTIONS ONLY**

	ACTUAL						PROJECTED					
	Year 1 (FY 2005)		Year 2 (FY 2006)		Year 3** (FY 2007)		Year 4*** (FY 2008)		Year 5 (FY 2009)			
	Amount	%*	Amount	%	Amount	%	Amount	%	Amount	%		
Instruction	24,642,258	27.6	26,842,655	30.2	27,682,732	27.6	30,130,950	28.5	32,222,724	28.8		
Research	358,665	0.4	347,721	0.4	333,734	0.3	397,169	0.4	410,578	0.4		
Public Service	6,229,105	7.0	6,827,804	7.7	6,632,166	6.6	7,504,947	7.1	7,987,768	7.1		
Academic Support	4,066,994	4.6	4,270,181	4.8	4,297,572	4.3	4,813,990	4.5	5,093,820	4.5		
Libraries	2,587,342	2.9	2,747,764	3.1	2,788,220	2.8	3,093,988	2.9	3,284,945	2.9		
Student Services	7,075,899	7.9	7,697,825	8.7	8,360,288	8.3	8,792,588	8.3	9,451,126	8.4		
Institutional Support	12,686,241	14.2	13,019,881	14.7	13,637,439	13.6	14,978,665	14.2	15,836,026	14.1		
Plant	11,103,599	12.4	12,984,442	14.6	14,144,024	14.1	14,517,103	13.7	15,846,744	14.1		
Depreciation	3,378,964	3.8	3,710,635	4.2	3,834,290	3.8	4,156,975	3.9	4,454,256	4.0		
Interest	2,031,709	2.3	1,998,112	2.3	2,433,050	2.4	2,451,796	2.3	2,610,902	2.3		
Auxiliary Enterprises	10,202,410	11.4	11,140,129	12.5	10,857,364	10.8	12,273,207	11.6	13,056,239	11.7		
Hospitals	N/A		N/A		N/A		N/A		N/A			
Auxiliary Foundation	N/A		N/A		N/A		N/A		N/A			
Other	(268,904)	(0.3)	913,483	1.0	1,722,711	1.7	862,022	0.8	1,329,413	1.2		
<b>Total Operating Expenditures</b>	76,096,267	85.3	84,044,121	94.6	87,668,029	87.4	94,270,640	89.1	101,234,437	90.4		
<b>Change in Net Assets</b>	13,141,239	14.7	4,760,300	5.4	12,683,275	12.6	11,542,620	10.9	10,795,085	9.6		
<b>Beginning Assets</b>	110,554,152	123.9	123,695,391	139.3	128,455,691	128.0	137,974,572	130.4	148,510,100	132.6		
<b>Ending Net Assets</b>	123,695,391	138.6	128,455,691	144.7	141,138,966	140.6	149,517,192	141.3	159,305,185	142.2		

*\*Percentage of Total Revenues \*\*Most recent fiscal year for which audited financial statements are available \*\*\*Budget for Current Year*

	ACTUAL				PROJECTED
	Year 1 (FY 2005)	Year 2 (FY 2006)	Year 3* (FY 2007)	Year 4** (FY 2008)	
	Amount	Amount	Amount	Amount	
<b>Assets</b>					
Cash	12,732,162	6,593,303	11,154,462	13,820,000	
Accounts Receivable	3,028,969	2,158,118	1,995,810	2,000,000	
Inventories	945,945	1,280,031	1,131,870	1,500,000	
Prepaid Expenses	985,669	781,106	1,012,307	900,000	
Notes Receivable	7,559,063	7,476,742	7,589,495	7,500,000	
Investments	73,359,253	74,705,366	103,594,105	87,000,000	
Plant and Land	63,291,521	82,147,222	84,165,523	103,000,000	
Pledges Receivable	11,500,263	8,815,561	11,252,800	15,000,000	
Other - Unamortized bond costs and construction in progress	8,549,423	3,090,987	11,098,611	7,500,000	
<b>Total Assets</b>	<b>181,952,268</b>	<b>187,048,436</b>	<b>232,994,983</b>	<b>238,220,000</b>	
<b>Liabilities</b>					
Accounts Payable	9,657,045	9,265,022	11,687,345	9,300,000	
Notes Payable	0	0	0	0	
Government advances for student loans	7,564,030	7,490,650	7,441,740	7,400,000	
Other (Specify)	0	0	0	0	
Deferred Revenues	0	0	0	0	
<b>Long-term</b>					
Bonds Payable	34,264,200	33,592,530	63,512,425	62,575,000	
Notes Payable	0	0	0	0	
Annuity and Life Income Actual Liability	5,531,691	5,684,282	6,203,360	6,300,000	
Other (Specify) Asset Retirement Obligation	0	1,295,000	1,392,904	1,495,000	
<b>Deposits Held for Others</b>	<b>1,239,911</b>	<b>1,265,261</b>	<b>1,618,243</b>	<b>1,650,000</b>	
<b>Total Liabilities</b>	<b>58,256,877</b>	<b>58,592,745</b>	<b>91,856,017</b>	<b>88,720,000</b>	
<b>Net Assets</b>					
Unrestricted	45,063,833	66,069,138	70,803,424	73,000,000	
Temporarily Restricted	24,931,987	6,200,159	11,213,168	14,500,000	
Permanently Restricted	53,699,571	56,186,394	59,122,374	62,000,000	
<b>TOTAL NET ASSETS</b>	<b>123,695,391</b>	<b>128,455,691</b>	<b>141,138,966</b>	<b>149,500,000</b>	

\*Most recent fiscal year for which audited financial statements are available \*\*Budget for Current Year

STANDARD SEVEN - FINANCE TABLE 9						
OPERATING GIFTS AND ENDOWMENTS - PUBLIC AND PRIVATE INSTITUTIONS (If Applicable)						
	ACTUAL			PROJECTED		
	Year 1 (FY 2005)	Year 2 (FY 2006)	Year 3* (FY 2007)	Year 4** (FY 2008)	Year 5 (FY 2009)	
	Amount	Amount	Amount	Amount	Amount	Amount
<b>Annual Gifts</b>						
Operations Restricted	7,629,502	7,583,811	8,285,168	8,500,000	8,500,000	
Operations Unrestricted	2,288,148	1,920,622	1,736,789	1,800,000	2,100,000	
Endowments Exclusive of Foundation Gifts	4,151,747	1,973,683	1,879,671	2,000,000	3,000,000	
Plant	4,315,760	1,779,752	7,245,899	6,500,000	6,500,000	
<b>Total</b>	18,385,157	12,357,868	19,147,527	18,800,000	20,100,000	
Ratio of Annual Gifts to E&G	0.242	0.158	0.218	0.199	0.199	
<b>Endowment Fund Balance</b>						
Permanent	44,924,587	47,178,982	50,163,492	53,000,000	56,000,000	
Term	0	0	0	0	0	
Quasi	12,125,467	14,492,481	18,304,679	22,000,000	25,000,000	
<b>Total</b>	57,078,804	61,671,463	68,468,171	75,000,000	81,000,000	

\*Most recent fiscal year for which audited financial statements are available \*\*Budget for Current year  
Note: If applicable, explain/describe Foundation relationship and prepare separate statement for Foundation gifts to the

STANDARD SEVEN - FINANCE TABLE 10 CAPITAL INVESTMENTS - ALL INSTITUTIONS						
DO NOT INCLUDE DEPRECIATION EXPENSE	ACTUAL			PROJECTED		
	Year 1 (FY 2005)	Year 2 (FY 2006)	Year 3* (FY 2007)	Year 4** (FY 2008)	Year 5 (FY 2009)	Year 6 (FY 2010)
	Amount	Amount	Amount	Amount	Amount	Amount
<b>Land</b>						
Beginning Cost	1,736,566	1,736,566	1,797,038	1,797,038	1,797,038	1,797,038
Additions	0	60,472	0	0	0	0
Deductions	0	0	0	0	0	0
Ending Cost	1,736,566	1,797,038	1,797,038	1,797,038	1,797,038	1,797,038
<b>Buildings</b>						
Beginning Cost	75,520,038	75,520,038	95,074,586	98,856,359	120,856,359	122,856,359
Additions	0	19,554,548	3,781,773	22,000,000	8,000,000	2,000,000
Deductions	0	0	0	0	0	0
Ending Cost	75,520,038	95,074,586	98,856,359	120,856,359	128,856,359	124,856,359
<b>Furniture and Equipment (includes library books)</b>						
Beginning Cost	35,472,736	36,306,795	38,411,139	40,294,528	42,394,528	43,994,528
Additions	1,175,318	2,482,874	2,265,900	2,500,000	2,000,000	1,500,000
Deductions	341,259	378,530	382,511	400,000	400,000	400,000
Ending Cost	36,306,795	38,411,139	40,294,528	42,394,528	43,994,528	45,094,528
<b>Construction in Progress</b>						
Beginning Cost	2,359,543	7,176,773	1,779,692	9,460,147	4,374,147	3,274,147
Additions	4,817,230	1,048,006	7,680,455	1,500,000	400,000	
Deductions	0	6,258,727	0	6,586,000	1,500,000	
Ending Cost	7,176,773	1,779,692	9,460,147	4,374,147	3,274,147	3,274,147
<b>Debt Service</b>						
Principle	631,098	671,671	717,296	947,000	992,000	1,042,000
Interest	1,970,353	1,936,756	2,335,146	2,897,000	2,849,000	2,798,000
<b>Depreciation</b>	3,378,964	3,710,635	3,834,290	4,000,000	4,100,000	4,200,000

\*Most recent fiscal year for which audited financial statements are available \*\*Budget for Current Year

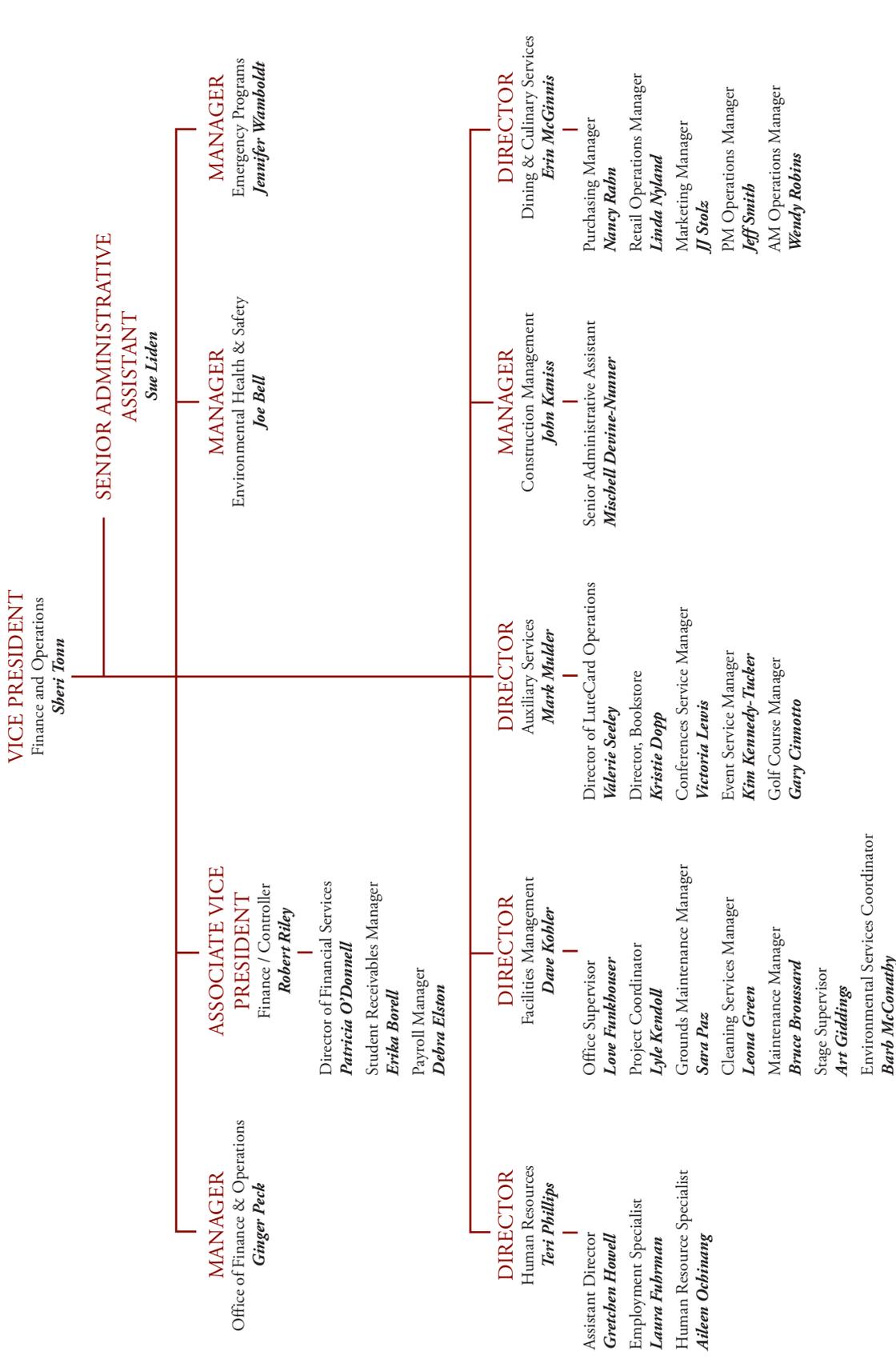
<b>STANDARD SEVEN - FINANCE - NET ASSETS BY HISTORICAL CATEGORY (AT COST) - PRIVATE INSTITUTIONS ONLY</b>				
	<b>ACTUAL</b>			
	<b>Year 1 (FY 2004)</b>	<b>Year 1 (FY 2005)</b>	<b>Year 2 (FY 2006)</b>	<b>Year 3* (FY 2007)</b>
	<b>Amount</b>	<b>Amount</b>	<b>Amount</b>	<b>Amount</b>
<b>Net Assets</b>				
Current Unrestricted	213,655	726,652	1,762,135	2,168,699
Current Restricted	4,461,752	4,980,663	4,287,733	4,870,706
Loan - Total	8,664,722	8,714,109	8,771,160	8,787,713
Institutional Loans	209,930	215,386	220,678	225,826
Nursing Loans	996,861	1,017,058	1,038,918	1,066,540
Perkins Loans	7,391,203	7,353,062	7,275,591	7,214,633
Nurse Faculty Loans	66,728	128,603	235,973	280,715
Endowment	46,858,967	51,037,944	53,455,126	58,909,557
Deferred Gifts - Total	10,408,530	10,689,510	11,168,801	12,926,813
Gift Annuity Funds	3,527,776	3,729,498	4,130,127	4,517,113
Charitable Rem Unitrust Funds	5,402,478	5,824,917	5,882,935	7,068,802
Charitable Rem Ann Trust Funds	946,231	596,493	604,506	744,920
Life Income Trust Funds	135,339	137,817	143,263	166,239
Other Trust Funds	396,706	400,785	407,971	429,738
Plant - Total	33,322,447	42,053,045	44,659,572	47,443,161
Unexpended	5,009,364	15,359,614	1,046,799	3,295,519
Net Investment in Plant	28,313,083	26,693,432	45,706,372	44,147,642
Agency	447,451	518,349	543,802	505,733
<b>TOTAL NET ASSETS</b>	<b>104,377,524</b>	<b>118,720,272</b>	<b>124,648,329</b>	<b>135,612,382</b>

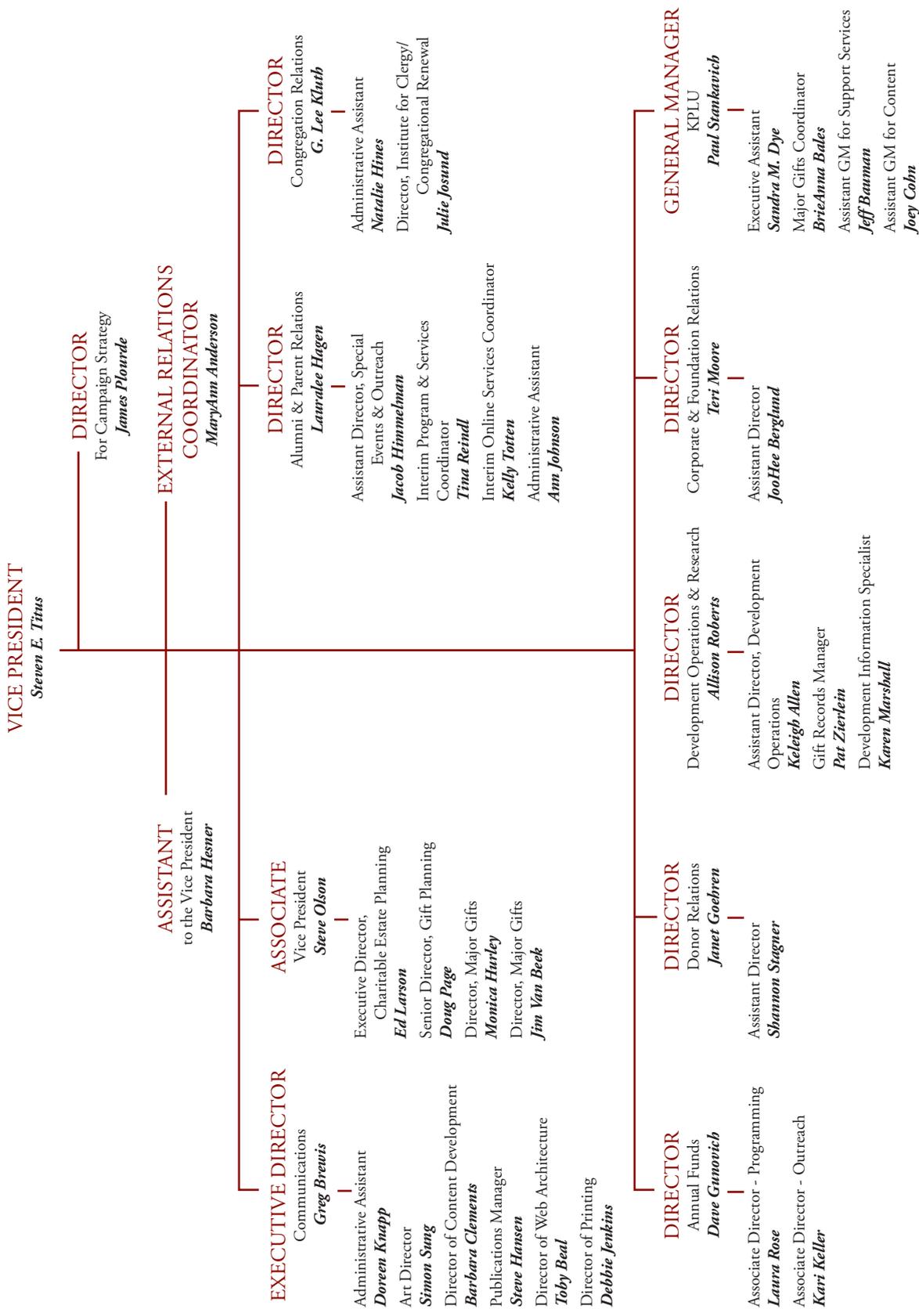
*\*Most recent fiscal year for which audited financial statements are available*

<b>STANDARD SEVEN - FINANCE - FINANCE TABLES</b>					
	Fiscal Year 2004	Fiscal Year 2005	Fiscal Year 2006	Fiscal Year 2007	
	Amount	Amount	Amount	Amount	Amount
<b>3.a Net Investment in Plant</b>					
Total	28,313,083	26,693,432	45,706,372	44,147,642	
<b>3.b Unappropriated Net Gain - Endowment</b>					
Market Value at 5/31	51,480,543	57,078,804	61,671,463	68,468,170	
Less: Cost Basis	(46,858,968)	(51,066,694)	(53,455,126)	(58,909,556)	
Net Unrealized Gain	4,621,575	6,012,110	8,216,337	9,558,614	
Plus: Cumulative Realized Gains and Excess	2,792,618	2,701,284	2,897,151	5,157,301	
Total	7,414,193	8,713,394	11,113,488	14,715,915	
<b>3.c Scholarships and Fellowships Funded by Tuition</b>					
Total	18,584,966	22,077,011	23,646,826	25,271,856	
<b>3.d Cumulative Unrealized Appreciation on Investments</b>					
Market Value at 5/31 - Other Investments	12,043,869	14,583,671	13,771,838	13,785,736	
Less: Cost Basis	(11,373,322)	(13,126,461)	(11,968,376)	(13,274,096)	
Net Unrealized Gain - Other Investments	670,547	1,457,210	1,803,462	511,640	
Plus: Net Unrealized Gain - Endowment	4,621,575	6,012,110	8,216,337	9,558,614	
Total	5,292,122	7,469,320	10,019,799	10,070,254	
<b>3.e Excess Endowment Total Return</b>					
Income	426,138	394,859	661,137	666,941	
Realized Gains	1,763,442	1,582,651	1,693,818	3,885,210	
Unrealized Gains - Current Year	1,817,278	1,390,535	2,204,227	1,342,277	
Less: Distributions	(2,107,392)	(2,068,845)	(2,159,036)	(2,292,001)	
Total	1,899,466	1,299,200	2,400,146	3,602,427	
<b>3.f Maximum Aggregate Annual Debt Service</b>					
Total	2,789,889	2,789,889	2,789,889	3,837,813	

**STANDARD SEVEN - FINANCE RATIOS**

	Fiscal Year	Fiscal Year 2005	Fiscal Year 2006	Fiscal Year 2007
	Amount	Amount	Amount	Amount
<b>5. Ratio 1</b>				
Change in Net Assets	15,722,680	13,141,239	4,760,300	12,683,275
Beginning Total Net Assets	94,831,472	110,554,152	123,695,391	128,455,691
	0.166	0.119	0.038	0.099
<b>5. Ratio 2</b>				
Expendable Fund Balances	18,943,412	23,838,990	24,168,859	32,445,801
Plant Debt	34,895,299	34,264,200	33,592,530	62,315,234
	0.543	0.696	0.719	0.521
<b>5. Ratio 3</b>				
Net Investment in Plant	28,313,083	26,693,432	45,706,372	44,147,642
Plant Debt	34,895,299	34,264,200	33,592,530	62,315,234
	0.811	0.779	1.361	0.708
<b>5. Ratio 4</b>				
Educational Services Expense	29,639,883	31,230,028	34,018,180	34,648,632
Educational and General Total Expense	70,172,114	76,096,267	84,044,121	87,668,029
	0.422	0.410	0.405	0.395
<b>5. Ed Ratio 1 - Primary Reserve</b>				
Expendable Net Assets	18,943,412	23,838,990	24,168,859	32,445,801
Total Expenses	70,172,114	76,096,267	82,749,121	87,668,029
	0.270	0.313	0.292	0.370
<b>5. Ed Ratio 2 - Equity</b>				
Modified Net Assets	110,554,152	123,695,391	128,455,691	141,138,966
Modified Assets	168,215,611	181,952,268	187,048,436	232,994,983
	0.657	0.680	0.687	0.606
<b>5. Ed Ratio 3 - Net Income</b>				
Change in Unrestricted Net Assets	2,357,981	3,106,583	22,300,305	4,734,286
Total Unrestricted Income	73,581,533	79,626,360	105,105,791	92,069,478
	0.032	0.039	0.212	0.051





**DIVISION OF DEVELOPMENT AND UNIVERSITY RELATIONS TABLE OF ORGANIZATION JANUARY 2008**





# Standard Eight Physical Resources

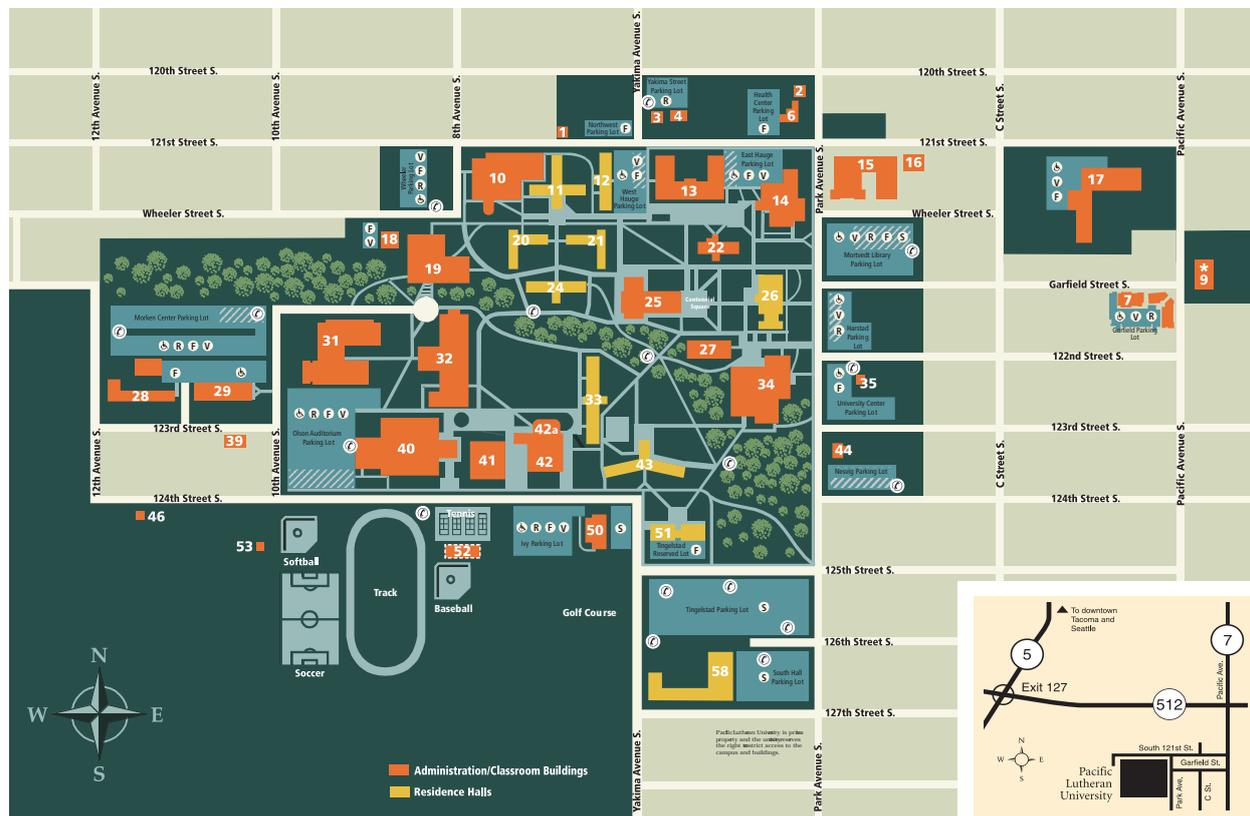
The facilities and grounds at Pacific Lutheran University are in significantly better condition, are safer, and have been aesthetically improved in the 10 years since the most recent full accreditation review. In conjunction with progress made on long-range facilities plans as outlined in *PLU 2000* and *PLU 2010*, campus facilities have been enhanced through the development and execution of facility Master Plans dating from 1997 and 2006. Together these planning documents have guided the construction and renovation of several major buildings and the strategic planning and placement of computer technology and other equipment. Funding for facility improvements has been provided through fund-raising

campaigns and bond financing. The result has been enhanced living, learning, and teaching environments across campus.

In addition, PLU has also made an investment in the adjoining neighborhood with the relocation of the bookstore to the university-supported Garfield Street retail complex.

## The Campus

Pacific Lutheran University's 146-acre campus has 40 buildings with 1.3 million square-feet of space. Ten residence halls house more than 1,700 students. Supporting three academic divisions, four schools, and 3,650 students are



academic buildings including the Morken Center for Learning and Technology; Mary Baker Russell Music Center; Rieke Science Center; Mortvedt Library; Ingram, Xavier, Ramstad, and Eastvold halls; and Olson Auditorium.

The campus athletic and recreation facilities are available to four club sports, a variety of intramural sports, and 20 intercollegiate teams as well as every member of the campus community. Facilities include an indoor swimming pool, two gymnasiums, a fieldhouse with an artificial turf surface, an outdoor sand volleyball court, lighted tennis courts, a nine-hole golf course, racquetball and squash courts, outdoor athletics fields and track, and a fitness center with free weights, weight machines, fitness machines, aerobics areas, and an indoor running track.

A variety of visual and performing arts events are presented in concert halls, theaters, and galleries. The Department of Music sponsors more than 100 concerts every year in Lagerquist Concert Hall. The Department of Art maintains two galleries in support of its programs. The Theatre Department produces plays and other stage events in Eastvold Auditorium. ASPLU sponsors regular musical performances in the “Cave” at the University Center.

The University Center is the center of university social life for students, employees, and guests with its four interior informal community gathering spaces, the Commons and the Old Main Market (both food venues), 12 meeting rooms, the Cave, and an outdoor plaza and atrium.

Outdoor gathering places include Eastvold Hall’s Centennial Square (Red Square), Foss Field, and the amphitheater of Mary Baker Russell Building.

## The Past Decade

The enhancement of campus learning and living environments were a significant focus of the university’s long-range plans *PLU 2000* and *PLU 2010*. The entire university community was engaged in collaborative planning through the development of the Campus Master Plan, that resulted in beautiful new spaces that refreshed and revitalized our university and surrounding community in ways that PLU hadn’t seen for three decades.

Among the recommendations in *PLU 2000* was recognition of the need for facilities improvements in order to adequately support the academic enterprise. Based on these goals, the 1997 strategic Campus Master Plan identified and set out the revitalization of academic spaces, reduction of deferred maintenance, and blending of campus borders into the neighborhood as a way to increase community interaction. (The 1997 Campus Master Plan is available in the Exhibit Room.)

Between 1998 and 2007, 545,000 square-feet of mission-critical space was constructed, renovated, or refurbished; 40,000 square-feet of functionally obsolete space in 10 buildings was demolished. New construction included South Hall, the Morken Center for Learning and Technology, the Keck Observatory, and the Garfield Book Company at PLU. In addition, Xavier Hall, the University Center, and various residence halls were renovated.

South Hall, a 78,620 square-foot apartment-style residence hall for married and upper-class students, was constructed in 1999 with \$13 million in bond funds. South Hall contains 100 residence suites for up to 230 student residents during the academic year. It also serves as an overnight conference facility during the summer.

In 2001, the capital campaign fully funded a \$5 million renovation of the 1937 Xavier Hall which became the home of the Social Sciences Division and the first fully-wired building on campus. It added a state-of-the-art lecture hall for campus which features installed technology and multi-media capacity in each classroom. This project resulted in the adoption of standards for faculty and other offices, classrooms layouts, and furnishings that have since been improved and applied to renovations of campus facilities. (Building standards used by Facilities Management are in the Exhibit Room.)

The 53,318 square-foot, high-tech, LEED Gold Morken Center for Learning and Technology was constructed in 2005 with 100 percent capital campaign funding. The building houses the departments of Mathematics and Computer Science and Computer Engineering, and the School of Business. It added 13 classrooms, 55 offices, and six labs to campus. The Morken Center serves as a central hub for lower campus with meeting rooms, study and lab spaces, lounges, and a café.

A multi-year plan to renovate all 10 residence halls began in 2003 with a combination of endowment, operating capital, and bond funding. The sixth renovation is scheduled for summer 2008, with subsequent renovations to follow each summer. As part of the overall technology plan, all residence hall rooms now contain at least one hard-wire high-speed network connection per room. Six of the 10 residence halls have one hard-wire connection per student in each room. All halls have wireless network in their main lounges. Plans are in place to expand wireless coverage to all lounges in the halls and to add two hard-wired connections to each room. In 2006, all residence hall exterior doors were equipped with card swipe systems for security improvements.

## Looking Forward

Among the goals set out in *PLU 2010* is a commitment to learning environment investments, “Creating and maintaining the healthiest learning environment in the decade ahead, the university will continue to invest in vital capital needs” (page 33).

Concluding a three-year campus needs analysis, the Board of Regents accepted a new Campus Master Plan in 2006 that will guide learning, living, and working environment investments for the next 15 to 20 years (Exhibit Room, 2006 Campus Master Plan). A new capital campaign was launched in 2007 to raise \$36 million to support strategic 2006 Capital Master Plan goals.

In 2007, given the opportunity to refinance bonds, the university completed three capital priorities prescribed by the 2006 Campus Master Plan: renovation of the University Center and Tingelstad Residence Hall, and construction of a new bookstore.

The 87,787 square-foot University Center (UC) was renovated for the first time since its 1970 construction. Many student life functions are centralized in this building: clubs, media, student government, Student Involvement and Leadership (SIL), Residential Life, Campus Ministry, and the Diversity Center. The UC houses a convenience market (The Old Main Market), state-of-the-art dining facility (The Commons), remodeled conference rooms, four informal gathering spaces, and the concierge desk.

The university bookstore, originally 6,000 square-feet, was relocated from the University Center into a new 15,582 square-foot retail space on Garfield Street, adjacent to campus. The new store, Garfield Book Company at PLU, meets aspirations set forth in *PLU 2000*,

*PLU 2010*, and the 2006 Campus Master Plan by connecting curricula and programming to related products and support spaces. The store also reaches out to the local and global community, connecting PLU to its neighborhood. (A bookstore report is located in the Exhibit Room.)

Tingelstad Hall, the biggest residence hall on campus, was completely renovated and refurbished. Since its original construction in 1967 it had undergone one minor upgrade in 1994.

### **Green Building and Capital Planning**

Pacific Lutheran University has a long and significant commitment to sustainability. The campus Sustainability Committee was first organized and has led campus efforts over the past five years. In 2004, student leadership asked President Anderson to sign the Talloires Declaration, a 10-point plan for university sustainability ([www.ulsf.org/programs\\_talloires.html](http://www.ulsf.org/programs_talloires.html)). He signed the declaration on Earth Day and was the first president at any university in the Pacific Northwest to do so. Student government endorsed the signing and the faculty assembly voted unanimously to ratify it.

The 2006 Campus Master Plan set several major goals with respect to sustainability. One was to build new buildings to at least LEED Silver standards. The Morken Center for Learning and Technology received the LEED Gold designation; the first LEED Gold certified building in Pierce County and the first at a private university in the Pacific Northwest. The Morken Center for Learning and Technology was presented with the Association of General Contractors of Washington's 2007 Building Washington Award for Construction Excellence for Green Buildings. A new building for KPLU is

targeted for LEED Gold and the current University Center renovation has applied for LEED Silver. The new bookstore and Tingelstad Residence Hall incorporate LEED standards, but because of external constraints we do not anticipate applying for certification.

Another of the university's goal related to sustainability is to become carbon neutral by 2020. This ties to reduced energy consumption, greening the campus through tree planting, and the use of renewable energy as well as the purchase of green tags. In 2007, President Anderson was one of the first 12 presidents of colleges and universities in the U.S. to sign the commitment ([www.presidentsclimatecommitment.org](http://www.presidentsclimatecommitment.org)). To date over 450 college and university presidents from across the U.S. have signed it. In addition to the goal of becoming carbon neutral by 2020, PLU has targeted five of seven tangible actions to take within the next two years. Two of these have already been met: the commitment to LEED silver construction and the use of at least 15 percent renewable power.

### **Standard 8.A – Instructional and Support Facilities**

Sufficient physical resources, particularly instructional facilities are designed, maintained, and manager (at both on-and off-campus sites) to achieve the institution's mission and goals.

#### **8.A.1 Instructional Facilities are Sufficient**

#### **8.A.2 Effective Operation**

A 2005 space-needs analysis, completed by Mithūn Architects, commissioned as a foundation for the 2006 Campus Master Plan, indicated that PLU instructional facilities are adequate. PLU has enough space to comfortably carry out contemporary instruction for 3,700 students, the top of our

enrollment target. From a physical size perspective, 43 percent, or 569,477 square feet, of total building space on campus is instructional space and faculty offices. There are 86 dedicated classrooms and 20 laboratories across campus.

Based on the *PLU 2010* mission, the 2006 Campus Master Plan further defined PLU's general goals for academic environments as, "The academic environment should inspire learning and engagement with others, provide a sense of connectedness and encourage a feeling of communal ownership. Classroom interiors should inspire students and faculty to maintain and respect space." (Interiors Volume of the 2006 Master Plan, page 9).

Renovated buildings and new construction are consistent with PLU's interior academic environment goals by creating adjacencies and consolidating departments and groups. To meet the space needs of faculty, students and staff, PLU utilizes a collaborative planning process involving space users and occupants, facilities management staff, architects, and senior administrators to evaluate current and future space needs and develop a comprehensive space plan on which to frame renovation or construction planning. The collaborative process maximizes the voices of faculty and students regarding space needs. This process was applied to Morken Center for Learning and Technology, Xavier Hall, Eastvold Hall, Olson Auditorium, Fitness Center, University Center, Garfield Book Company, and residence halls.

### ***Classrooms***

Most general classroom needs are met by the current inventory according to the 2005 space-needs assessment. Two additional medium classrooms and one large classroom are proposed for the future; however, the

current space available is adequate to meet the space needed for instruction at any one time.

In the 2006 Campus Master Plan, we identified that future classroom space will also involve development of specific standards for small, medium, and large classroom layouts that promote "active" learning (2006 Campus Master Plan, Space Needs Analysis).

### ***Laboratories***

Out of the 20 labs on campus, only two labs had critical issues at the time of the 2005 space-needs assessment: the nursing lab and graphic arts labs (2006 Campus Master Plan, page 23). Since then, the nursing lab was renovated.

- ***Nursing Lab Renovation:*** Grant funding was received for a clinical lab renovation designed to meet standards for two nurse program accrediting institutions (Commission on Collegiate Nursing Education and National League for Nursing Accrediting Commission) and the PLU nursing lab was renovated in 2007 to include simulation of a professional clinic environment, a computer simulated patient, medical equipment, and computers.
- ***Graphic Arts Lab:*** While its equipment is adequate for current curricula, our graphic arts lab requires more sophisticated equipment before the curricula can expand. The space could benefit from refurbishment as well. Strategic assessment and identification of funding for the graphic arts lab and equipment is a future priority.

The 2005 space needs-assessment reminded us that the research and teaching labs at PLU have unique requirements based on curriculum needs and must be dedicated to specific programs. For example, the PLU music, psychology, nursing, business, math,

and natural sciences labs all require distinct software, equipment, and environments.

The 2006 Campus Master Plan identified that future lab space planning should include matching lab equipment and storage needs with teaching curriculum needs and planning more space opportunities for student-faculty collaborative research (2006 Campus Master Plan, Space Needs Analysis).

### ***Technology for Instructional Facilities***

In 1997, PLU developed its first long range technology infrastructure plan that defined infrastructure growth, user base, and budget requirements to meet the technology goal PLU set for itself. The plan also defined the education and support that would be needed for our faculty, student, and employee user base. Since then the technology plan is redefined periodically. Each of the technology plans are implemented and supported by institutional budget allocations (see the Exhibit Room, Technology Plan 1997 and forward).

Currently, all office spaces, resident spaces, instructional spaces, and meeting rooms are hardwired to the campus network. Most classrooms are equipped with a presenter station that includes a computer, internet, LCD projector, audio, video, and CD/DVD capabilities. Where equipment is not permanently installed, it is delivered and set up by Multimedia Services, upon request (see Standard Five).

In addition, the wireless network is available in the University Center, Garfield Book Company at PLU, Morken Center for Learning and Technology, Xavier, Rieke Science Center, Ingram, Mary Baker Russell Music Center, Hauge Administration Building, Mortvedt Library, Olson Auditorium, and Memorial Gym.

### ***Instructional Space Going Forward***

Long-range instructional facility improvements include renovation of the Rieke Science Center, Mortvedt Library, Eastvold Hall, Ingram Hall, Olson Auditorium, and athletic and recreation facilities.

In the winter of 2007, PLU began collaborative space planning for the Rieke Science Center renovation. This building, opened in 1985, houses our natural science classrooms and labs and equipment, as well as natural sciences faculty offices.

In 2006, a master plan was developed for athletic facilities and fields. New spaces will support instruction, recreation, athletics, wellness, and fitness spaces. Olson Auditorium will be renovated. New construction would add sports and recreation center and two synthetic turf fields. A future stadium may be constructed around one of the fields as funding allows. Fundraising for some of these projects is part of the current capital campaign goals. In 2006, the Office of Development revitalized the LuteClub, a fundraising group for athletic facilities and programming.

Fundraising for Eastvold Hall has been underway for several years. Conceptual drawings and floor plans were completed through the collaborative process and revised due to funding constraints. The renovated building will house a chapel, theatre and dance programs, and a multi-use auditorium. Construction will begin as fundraising approaches 100 percent. Part of this renovation includes relocating KPLU radio station to a new building on the perimeter of campus. The groundbreaking ceremony for KPLU occurred in January 2008, and construction is scheduled to begin Spring 2008.

### 8.A.3 Furnishing of Facilities

In the past seven years, significant improvements in furnishings were accomplished when buildings were built (Morken) or renovated (Xavier, UC, Women's Center, Hauge Offices, University Center). Older yet satisfactory furnishings were redeployed and substandard furnishings were sold through PLU SurPLUs sales, or recycled. Facilities Management works routinely with the faculty Instructional Resources Committee to develop schedules for replacement of furniture in academic spaces.

The 2006 Campus Master Plan provides standards for color, materials, lighting, and furnishings for academic, residential, and office environments. The goal for office environments is that, "The office environment should provide a professional and visitor friendly atmosphere" (Interior Design Guidelines Volume, 2006 Campus Master Plan).

These guidelines and goals are not new. They improve on master standards that were established in the 1997 Campus Master Plan and refined in 2001 with the renovation of Xavier Hall. These early standards refined as needed by the Instructional Resources Committee and Facilities Management and standards have been applied to all space upgrades between 2001 and 2006. The 2006 Campus Master Plan updated and added to these standards and they were applied to 2007 renovations (Facilities Management Standards; 1997 Campus Master Plan).

We know the space density factor of campus is comfortable for the number of students and employees utilizing campus. The density calculation for PLU was 200 people per 100,000 square feet in 2006-2007, compared to the peer average of 393 people (see the

Exhibit Room, ROPA 2007 by Sightlines, slide 8).

Of the 327 dedicated faculty offices and other office spaces, there are only a few remaining spaces that could benefit from renovation, although functional (2006 Campus Master Plan). As future capital projects are completed, these remaining pockets of office space and furnishings will be upgraded.

Any faculty and staff member may request an ergonomic assessment and receive furniture when ergonomic corrections are needed. The Environmental Health and Safety Manager provides assessment of ergonomic and workplace safety and has a budget to fund needed improvements. The director of disability support services works with ADA compliance issues for furnishings.

#### *Study Spaces*

Five buildings offer dedicated study spaces: Mortvedt Library, Morken Center, University Center, Rieke Science Center, and Hauge. So does each residence hall.

Study space usage is measured in the library building. Approximately 337,462 people entered the library in 2006-2007 to access print/online resources, four public internet stations, unscheduled study space, 13 study rooms, 158 study carrels, 65 computer stations, four assistive technology stations, the computer help desk, computer center, media and digital services, language laboratory, academic assistance and writing center, University Archives, and an espresso cart. The 13 study rooms were checked out 3,119 times in 2006/2007.

Seven computer labs across upper and lower campus are available to PLU students for study between 8 a.m. and midnight, or later, seven days a week. One lab in the Morken

Center is available 24/7 via swipe card access. Printers are available in labs, and computer workstations are furnished with rolling task chairs and surfaces that can accommodate group collaboration, laptops, and books. The Morken Center labs provide advanced software and whiteboard walls. All these labs have current technology and newer furnishings. See Standard Five for details. Various kiosks equipped with computers with an internet connection are available in a number of strategic locations across campus and serve commuter and resident students, guests, and employees.

All these dedicated study spaces, both informal and formal, are equipped with appropriate contemporary furnishings, lighting, and surfaces large enough to accommodate books and/or laptops. Wireless or hard wire internet access is available in each area. Areas accommodate group collaboration with moveable furnishings or spaces designed specifically for collaboration. Other study spaces are specialized. For example, music practice rooms provide seating and where appropriate, non-portable instruments.

All 10 residence halls have a large multi-use lounge on each floor that is used for study, although not dedicated or formally equipped for that purpose. Some halls provide separate study spaces.

Though undergraduate research is conducted in most PLU programs, particularly in Natural sciences, PLU is not a research university. The laboratory research facilities on campus are primarily housed in Rieke Science Center. Some departments have dedicated research space while others utilize teaching labs for research. The psychology department houses a lab in Ramstad Hall and faculty offices in Xavier Hall and in the lower level of Harstad Hall. The psychology lab space needs a

renovation; and psychology faculty should be co-located in one space, probably in Ramstad Hall. Rieke Science Center constituents are currently engaged in space planning in preparation for a building renovation.

Through our 2006 Campus Master Plan, we identified that future lab space planning will involve matching of lab equipment and storage needs with teaching curriculum needs and planning more space opportunities for student-faculty collaborative research.

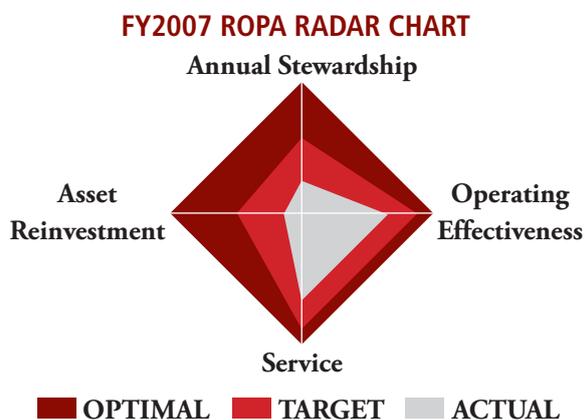
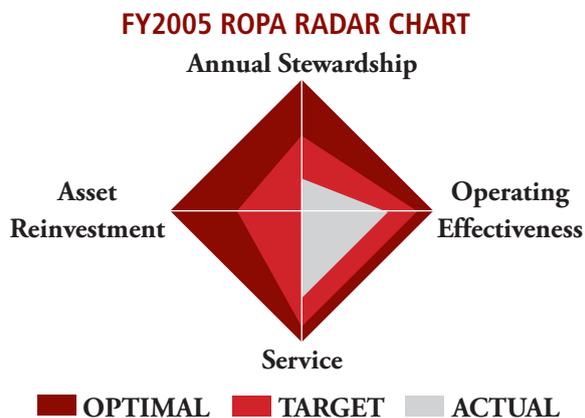
#### **8.A.4 Management, Maintenance, and Operation of Instructional Facilities**

Strong senior leadership, financial success, and a decade of facility renovation puts PLU facilities at a competitive level with our peers (ANAC Benchmarking Surveys available in the Exhibit Room). We have a strong record of providing safety equipment and training with the provision of 1.30 FTE staffing in Environmental Health and Safety, Risk Management, and Emergency Programs Management (Risk Management Department report in the Exhibit Room.)

The university has made concerted efforts to decrease deferred maintenance and increase maintenance effectiveness over the past decade. Following are highlights of these efforts. This focus will continue in the decade ahead.

Beginning in 2002, the university engaged in biennial assessments of facility and grounds operations through Sightlines in order to benchmark the effectiveness of maintenance operations and develop operational goals. Each assessment indicated that PLU maintains 40 buildings and 1.3 million square feet with operational effectiveness comparable to our peers, but with slimmer budgets and staffing. Each year PLU has achieved growth in each of

the four areas by which effective facilities operations is measured: capital reinvestment, service satisfaction, operations effectiveness, and annual stewardship.



Changes in staffing models contributed to those improvements. In 2002, a new director of facilities management was hired. Since that time Facilities Management has undergone some strategic reorganization of services and staff. Facilities maintenance and custodial operations is supported by 67 regular, permanent employees and a student staff of approximately 40.

Goals for the decade ahead are to implement

critical facility upgrades called for in the 2006 Campus Master Plan; to eliminate more obsolete space and infrastructure; and to continue strategically selecting capital projects that reduce deferred maintenance and release operating dollars. PLU will also continue the training program it began in 2004 to immediately equip maintenance staff with new tools and training so they can effectively manage or implement new technical infrastructure and sustainable practices.

### 8.A.5 Health and Safety

#### *Construction and Maintenance for Health and Safety*

The Capital Improvements Committee, composed of representatives from facilities management, academic, and student life, annually recommends small scale facility improvements across campus. A portion is assigned to remedy life safety issues with priorities assigned by committee agreement but quantified by several institutional experts: the director of disability support services; environmental health and safety manager; safety committee; and emergency Programs Manager. Since 1999, the committee allocated \$1.8 million to life safety matters outside of needs met through renovations or new construction (capital improvements allocations 1999-2007).

In 2001, the university engaged IPSA to assess security on campus. Related to facilities, IPSA recommended increasing pathway and street lighting, installing parking lot security cameras and additional outdoor emergency call phones, and cutting back shrubbery. All these recommendations were implemented. Forty security cameras are now located in 15 of 16 parking lots and 18 outdoor emergency phone boxes are available in strategic locations. Street lighting was added to 121st Street and pedestrian-level lighting was

installed on pathways and in landscaping areas. Attention to vegetation management has improved visibility along walkways and around windows and doors. (IPSA Safety Evaluation; Safety and Security Task Force minutes; Parking Committee minutes, capital improvements allocations—all available in the Exhibit Room.)

PLU continues its focus on health and safety in the 2006 Campus Master Plan through the design guidelines for lighting and safety and recommendations for improving pathways that suffer from poor drainage and unevenness (2006 Campus Master Plan, page 125).

### ***Access for Physically Disabled***

All buildings feature ADA accessible restrooms, and at least one exterior entrance with an automatic door-opener system. All campus elevators feature audible floor notification and braille signage. (2006 Campus Master Plan, campus analysis volume, Page 9, 16; 2006 Campus Master Plan, page 14, 124)

Since 1996, facility upgrades and new construction include ADA features that exceed ADA standards:

- access-friendly components to increase access for those with mobility impairments (door handles, surfaces, equipment, heights, furnishings etc);
- ADA accessible restroom facilities; and exterior entry with automatic door opener systems.

The 2006 Campus Master Plan evidences PLU's commitment to access for the physically disabled by identifying interior and exterior projects that will enhance accessibility and mobility on campus. These include equipping three academic buildings with additional ADA exterior entrances and enhancing exterior pedestrian pathways for wheelchairs and other

mobility tools. This will be accomplished through collaboration between the directory of disability services, the ADA Advisory Committee, and the director of facilities management (2006 Campus Master Plan).

### **8.A.6 Off-site Facilities**

PLU does not operate programs off-site.

### **8.A.7 Leasing/Renting Facilities**

PLU does not lease or rent facilities from any party.

## **Standard 8.B – Equipment and Materials**

**Equipment is sufficient in quality and amount to facilitate the achievement of educational goals and objectives of the institution.**

### **8.B.1 Suitable Equipment**

The university evaluates equipment needs annually, with departments requesting new and replacement equipment through the Central Equipment Committee.

### **8.B.2 Maintenance of Equipment**

Departments are responsible for inventory control, equipment maintenance, and upgrades. All computer equipment is inventoried centrally through Information and Technology Services. The Natural Sciences Division has specialized technical administrators and staff for the maintenance of their computer and scientific equipment.

### **8.B.3 Hazardous Materials**

PLU is in compliance with Washington State Department of Ecology regulations, is regularly inspected, and has received no pollution or environmental fines from

government agencies. PLU has a pollution prevention plan in place which is submitted annually to the Department of Ecology. In 2007, PLU began compliance with the Homeland Security chemical inventory program. (Pollution prevention plan and DOE inspection reports available in the Exhibit Room).

A full-time environmental Health and Safety Manager oversees waste management operations at PLU and manages compliance with government regulations. The university's hazardous waste management plan prioritizes waste management activities in the following order: minimization, recovery, treatment-by-generator, and commercial disposal. It details the safe and legal on-site handling of hazardous wastes. It was last updated in 2006, and available in the Exhibit Room.

Biology, Chemistry, Geosciences, Environmental Studies, and the Physics departments maintain customized chemical management plans and student training procedures. Faculty instruct students about proper handling, distribute written procedures, and provide personal protective gear. Biology and Chemistry each employs a chemical hygiene officer.

## **Standard 8.C – Physical Resources Planning**

**Comprehensive physical resources planning occurs and is based upon the mission and goals of the institution.**

### **8.C.1 The Campus Master Plan**

The 1997 and the 2006 master plans were based upon *PLU 2000* and *PLU 2010* long-range plans. The 2006 Campus Master Plan will be updated in 15-20 years, earlier if needed, and be coordinated with the updated

university long-range plan subsequent to *PLU 2010* (see Exhibit Room for all volumes of the 2006 Campus Master Plan, meeting minutes, board presentations, and committee roster).

### **8.C.2 Capital and Operating Funds for Facilities**

The 2006 Campus Master Plan and the current fundraising campaign identify funding sources and priorities for major facilities development. Small scale facility renovations are annually planned in the Capital Improvements Committee and funding by an operating budget allocation (2006 Campus Master Plan, 2008 campaign, and capital improvement allocations for 1999-2008).

### **8.C.3 Physical Resource Planning**

All new construction is reviewed by the university's director of disability support services so that appropriate campus spaces meet ADA standards and physical barriers are minimized to meet a wide variety of access needs. Year round, the ADA Advisory Committee meets periodically about the needs of special constituencies as they relate to facilities. Again, the Capital Improvements Committee annually prioritizes and addresses life/safety needs for campus. The 2006 Campus Master Plan sets forth access/mobility standards and priorities for interior and exterior facility projects.

### **8.C.4 Governing Board and Planning**

The Board of Regents reviews and accepts each stage of development for major capital projects including the feasibility study, concepts, contractor selection, budgets and pricing. The Board reviews capital improvement projects twice a year. The Board takes part in developing the strategic and campus master plans and approves final documents. All of

campus was engaged in developing the 2006 Campus Master Plan through department meetings, focus groups, and forums. (Meeting minutes, presentations, and steering committee membership profile can be found on the 2006 Campus Master Plan website, [www.plu.edu/~mstrplan](http://www.plu.edu/~mstrplan).)

Before building or upgrading, PLU utilizes a collaborative planning process that involves the space users or occupants, facilities management staff, architects, and senior administrators to evaluate current and future space needs and develop a comprehensive space plan. This process maximizes the voice that faculty and students have in space design for their needs (Olson Task Force minutes and Eastvold Steering Committee minutes are available in the Exhibit Room).

### Appraisal

Looking forward there is clear direction for the future development of Pacific Lutheran University facilities over the next 10 to 20 years. Facility improvements will continue as directed by the 2006 Campus Master Plan to cultivate physical environments that: 1) facilitate the growth of our students, faculty, and staff; 2) strengthen the sense of community within our campus community and the neighborhood in which campus resides; and 3) encourage stewardship in terms of PLU heritage, sustainability, and departmental and administrative functions.

The practical application of these goals leads the university to three challenges ahead: enhancing learning spaces, offices, and student living space by linking physical improvements to the programs; incorporating replacement of obsolete infrastructure and space into facilities improvements; and supporting the Garfield Street Activity Center and creating welcoming campus entrances and grounds.

**Challenge One: Enhancing learning spaces, and faculty offices and research space.** Renovation planning is now underway for Eastvold Hall, Rieke Science Center, and Olson Auditorium, including the facilities and fields that support athletics, recreation, and Department of Movement Studies and Wellness Education. Fund raising for all of these projects is part of the current campaign. In the long term, the School of Arts and Communication space, housed in Ingram Hall, must be addressed in the future; most likely Ingram will be replaced. Renovation of Harstad Hall, Old Main, will also be a future capital project. (Eastvold Hall concepts and minutes; Olson Auditorium and Recreation Center concepts and minutes; and Rieke Science Center Task Force roster and minutes are available in the Exhibit Room.) A study of Mortvedt Library usage may allow programs currently located in Ramstad Hall to be relocated in the library. This would allow the psychology department to be consolidated in Ramstad Hall.

**Challenge Two: Incorporating replacement of obsolete infrastructure and space into facilities improvements.** Goals for the decade ahead include the implementation of critical facility upgrades called for in the 2006 Campus Master Plan; to eliminate more obsolete space and infrastructure; and to continue strategically selecting capital projects that reduce deferred maintenance and release operating dollars.

**Challenge Three: The campus entrances and grounds.** The campus master plan identifies the creation of a campus entrance at Garfield Street and Park Avenue as the top priority for landscape improvements. This, along with sidewalk, crosswalk, and parking lot improvements, will enhance the campus look and feel. In addition, continued improvements in plantings and lighting will improve safety, security, and the physical environment.





## Standard Nine Institutional Integrity

Pacific Lutheran University employees, students, and members of the Board of Regents are fully informed of their professional responsibilities and of the expectation that they adhere to impeccable ethical standards. Strictly enforced codes of conduct exist for all university constituencies. The university community has a proven record of dedication to the equitable resolution of conflict arising out of ethical concerns.

The university adheres to the highest ethical standards in its representation to its constituencies and the public; in its teaching, scholarship, and service; in its treatment of its students, faculty, and staff; and in its relationships with regulatory and accrediting agencies.

### 9.A.1 High Ethical Standards

Students, staff, faculty, and members of the Board of Regents ethically operate at a high level, and follow their respective bylaws, codes of conduct, and policies for operations. PLU has in place policies required by law and many additional policies for the university community. For faculty, staff, and administrators, the following excerpt from the Standards of Personal Conduct in the Personnel Manual defines accepted behavior: “The university is steadfastly committed to full compliance with all applicable laws and ethical standards that govern its operation as an institution of higher education and as an employer. Consistent with that commitment, the university expects each employee to acknowledge and exemplify the highest standards of professional and ethical conduct.

In that regard, the university expects that its employees, while on working time or while representing the university, will conduct themselves in a manner consistent with all applicable legal and ethical standards” ([www.plu.edu/~humr/personnel-manual/general-human](http://www.plu.edu/~humr/personnel-manual/general-human)).

Likewise, students are also expected to adhere to ethical standards. This excerpt from the Student Code of Conduct provides the general landscape. “Once accepted for admission into the PLU community, PLU assumes that each student who enters the university possesses an earnest purpose; the ability to exercise mature judgment; the ability to act in a responsible manner; a well-developed concept of, and commitment to honor, morality and integrity; and a respect for law and the rights of others” ([www.plu.edu/print/handbook/code-of-conduct](http://www.plu.edu/print/handbook/code-of-conduct)).

Like all institutions, educational or other, the vast majority of the community members exemplify high ethical and moral standards. In rare occasions members of the community commit infractions to standards. Policies and procedures are in place to manage such situations. When integrity is an issue, there are specific steps taken to ensure that the issue is dealt with in a thorough yet concise manner. These policies and procedures are found in the Personnel Manual, Faculty Handbook, and the Student Handbook.

### 9.A.2 Integrity in Publications

Policies and procedures as needed are reviewed by those responsible, normally in consultation

with affected parties. When required, policies are brought before the President's Council for review and action. University attorneys are consulted to ensure that policies are within and in line with the law.

Publications are reviewed continuously, first to ensure that they are consistent with the university core messages, and second that they portray factual information. The Office of University Communication holds the primary responsibility to ensure that core messages are incorporated appropriately, while individuals are responsible for keeping their publications current.

### 9.A.3 Accurate and Consistent Representation

PLU has developed a sophisticated system for telling, in a compelling and accurate way, the story of what makes the university distinctive. All of the recruiting publications, the alumni magazine *Scene*, the web presence, the speeches and public presentation by university representatives, and many other outreach mechanisms are intentionally tied to what we call our "core messages."

These messages have been derived in two ways. First they are grounded in *PLU 2010*. (See Chapter IV of *PLU 2010*. Also see the Introduction to this self-study for more information.)

Second, in 2001 a group of faculty, staff, and administrators worked to define the essence of a PLU education for public presentation—a branding exercise. This work is periodically reviewed, but the message remains consistent: "PLU is the academically rigorous, Lutheran university that promises to challenge and support every student as he or she develops beliefs and values, explores life's purpose, and acquires the capacity to succeed and make

a difference in the world." Core messages ensued from this, including "A Unique Blend of Academics and Support," "A World of Understanding," "Professors and Students Learning Together," and "Your Wild and Precious Life."

As indicated in 9.A.2, our admission recruiting materials, our alumni magazine, *Scene*, our website and other communication vehicles include these core messages. Those familiar with the campus and community firsthand find that PLU is always accurate and consistent in presenting claims about its distinctiveness.

### 9.A.4 Conflict of Interest

The PLU conflict of interest policy, available in the Appendices to the Self-Study, pertains to members of the Board of Regents and to those employed by the University in positions of significant responsibility and authority. The policy is distributed each fall to members of the Board and to approximately one hundred administrators. The signed Regent disclosure form is maintained in the Office of the President. Administrator forms are maintained by Human Resources in individual personnel files.

### 9.A.5 Academic Freedom

Article III, Section 1 of the Faculty Constitution (Faculty Handbook, page 27) specifically states that the individual faculty members have particular rights and obligations, including "the obligation to uphold the objectives of the university and the right of academic freedom in order that the obligation of examining and interpreting special areas of instruction may be freely and thoroughly exercised." There is strict adherence to academic freedom in the classroom. More information can be found in 4.A.7.



# Glossary

<b>ASPLU</b>	Associated Students of Pacific Lutheran University.
<b>Banner</b>	PLU's Administrative software.
<b>Board of Regents</b>	37 members, elected by the members of the Corporation.
<b>CAPP</b>	Web-based Curriculum Advising and Program Planning report which monitors students' progress in completing requirements.
<b>Capstone</b>	Senior project required of all majors to assess students' learning in relation to general education goals as well as in relation to the learning outcomes for individual majors.
<b>Charting Your Course</b>	Freshman summer registration program.
<b>CTL</b>	Center for Teaching and Learning.
<b>Core I</b>	Distributive core. With GURs, makes up the general education requirement.
<b>Core II</b>	Now International Honors (see Honors Program). With GURs, makes up the general education requirement.
<b>Dashboards</b>	University performance indicators.
<b>ELCA</b>	Evangelical Lutheran Church in America ( <a href="http://www.ecla.org">www.ecla.org</a> ). PLU is one of 28 colleges of the ELCA, and PLU is owned by the congregations of Region 1 of the ELCA.
<b>EPC</b>	The Educational Policies Committee of the faculty.
<b>Explore!</b>	Freshmen retreat during January Term. Part of the Wild Hope Project.
<b>GURs</b>	General University Requirements. One part of the general education program. The other part is either Core I or the Honors Program.
<b>Honors Program</b>	Established in 2007, an alternate application-only core. Emphasis is international.
<b>ILOs</b>	Integrative Learning Objectives. Adopted by the faculty in 1999.
<b>KPLU-FM 88.5</b>	PLU's National Public Radio station. Jazz format.
<b>LECNA</b>	Lutheran Educational Conference of North America ( <a href="http://www.lutherancolleges.org">www.lutherancolleges.org</a> ). Represents all Lutheran colleges. There are 42.

# Glossary

*(Continued)*

**Live-it!** (Lute-Fit)

A campus committee that works to educate the campus community on holistic health and wellness initiatives.

**Lute**

A PLU student, alum, or employee.

**Lute Dome**

The PLU campus.

**LuteCard**

ID card, entrance card to residence halls and Morken Center, and vehicle for LuteBuck\$ for purchasing food and merchandise.

**LuteWorld**

PLU's online store.

**Meant to Live**

Student led gathering that brings together persons to share with PLU students their stories of what has brought deep meaning and purpose to their lives.

**NACUFS**

National survey on student dining experiences.

**NSSE**

National Survey of Student Engagement.

**PLU 2000**

First long-range plan under the leadership of President Anderson. Authorized by the Board of Regents in 1995. Full title—PLU 2000: Embracing the 21<sup>st</sup> Century.

**PLU 2010**

Second long-range plan under the leadership of President Anderson. Full title—PLU 2010: The Next Level of Distinction. Adopted by the Board of Regents in 2003.

**PLU**

Pacific Lutheran University.

**PLU Corporation**  
(ownership)

Congregations in Region 1 of the ELCA. Includes Alaska, Washington, Oregon, Idaho, and Montana.

**SSI**

Noel-Levitz Student Satisfaction Inventory.

**SSRTF**

Student Success and Retention Task Force. Established in 2000 to review and make recommendations regarding retention.

**Wang Center**

Formally the Wang (Wông) Center for International Programs. Named for Peter ('60) and Grace Wang, benefactors.

**WHEFA**

Washington Higher Education Facilities Authority. Supports financing for Washington nonprofit, independent colleges through tax-exempt bonds.

**Wild Hope Project**

Lilly Endowment funded program for undergraduate campuses for "The Theological Exploration of Vocation." Started at PLU in 2003.







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