Year Three Self-Evaluation Report

Standard One: Mission, Core Themes, and Expectations
Standard Two: Resources and Capacity

Submitted by Pacific Lutheran University
to the
Northwest Commission on Colleges and Universities
March 3, 2014

Table of Contents

INSTITUTIONAL OVERVIEW

Pacific Lutheran University is a university of the first rank that continually seeks to maximize the achievement of its mission and has been recognized as a model of the New American University, integrating a high quality liberal arts education with professional studies and civic engagement (http://www.anac.org/BoyerAward_Intro.html). Students develop skills in decision making, analysis, communication, and reasoning that prepare them for a lifetime of success in their careers and in service to others. http://www.plu.edu/about/Profile/home.php

Founded in 1890, PLU is located six miles south of Tacoma on a 156-acre campus in suburban Parkland, Washington. PLU is a regional university with approximately 3460 students, over 300 of whom are graduate students. Approximately 75% of the undergraduates reside in the State of Washington, although students from 45 states and 26 countries attend PLU, and there are 160 international students. The campus is residential, with about 80% of freshmen living on campus. New freshmen enrollment is typically 650 students and has ranged between 633 and 731 in recent years. New transfer student enrollment is typically 240 students. The student body is 62% female, and 72% of the students are white non-Hispanic. About 26% of PLU students are students of color.

There are 211 full-time tenure track faculty, approximately 39% of whom have joined the faculty in the past seven years. In addition to providing instruction across all majors and minors, the faculty is committed to a providing a strong First-Year Experience Program, a robust general education program with an alternative International Honors core, student capstones, opportunities for student-faculty research, and global education. The overall student-faculty ratio is 14:1.

Students are drawn to the academic rigor and the central role of the liberal arts in the curriculum. PLU provides undergraduate education through majors and minors in three divisions of the College of Arts and Sciences, four professional schools, and eight interdisciplinary programs. Graduate education is offered in business, creative writing, education, finance, marriage and family therapy, and nursing. http://www.plu.edu/registrar/Catalog/home.php

One of Pacific Lutheran University's points of distinction is global education, and among the nation's master's institutions PLU ranks 9th in the most recent (2011-12) Open Doors survey of undergraduate participation in study abroad. Each year, approximately 400 PLU students study abroad in as many as 25 countries and, at times, all seven continents. http://www.iie.org/Research-and-Publications/Open-Doors/Data/US-Study-Abroad/Leading-Institutions-by-Undergraduate-Participation/2011-12

A central tenet of Lutheran higher education – and central to PLU's mission - is the emphasis on education for lives of service – to find one's calling, or vocation. PLU manifests this vision in many ways, but most especially through our Wild Hope Project and the Wild Hope Center for Vocation, where students, faculty, and staff explore issues that define a life with meaning and in service to others, and to explore "what they will do with their one wild and precious life." http://www.plu.edu/wild-hope/

BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 <u>Accreditation Handbook</u> for definitions of terms.

Institution: <u>Pacific Lutheran University</u>

Address: <u>12180 Park Ave S</u>

City, State, ZIP: <u>Tacoma, WA 98447</u>

Degree Levels Offered: ☐ Doctorate ☒ Masters ☒ Baccalaureate ☐ Associate ☐ Other

If part of a multi-institution system, name of system: _____

Type of Institution: ☒ Comprehensive ☐ Specialized ☐ Health-centered ☐ Religious-based

☐ Native/Tribal ☐ Other (specify) _____

Institutional control: ☐ Public ☐ City ☐ County ☐ State ☐ Federal ☐ Tribal

☒ Private/Independent (☒ Non-profit ☐ For Profit)

Institutional calendar: ☐ Quarter ☐ Semester ☐ Trimester ☒ 4-1-4 ☐ Continuous Term

☐ Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Business	BBA, MBA, MSF, acctg	AACSB International	2013
Computer Engineering	BS	Computing Accreditation Commission of ABET	2013
Computer Science	BS	Computing Accreditation Commission of ABET	2013
Education	BAE, MAE	NCATE	2012
Marriage and Family Therapy	MA	Commission on Accreditation of Marriage and Family Therapy Education of the American Assoc. for Marriage and Family Therapy	2012
Music	BA, BM, BMA, BME	National Association of Schools of Music	2013/14
Nursing	BSN, MSN	Commission on Collegiate Nursing Education; Washington State Nursing Care Quality Assurance Commission	2013
Kinesiology	BSK	NCATE	2012
Social Work	BA	Council on Social Work Education	2010

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: formula (Fulltime Headcount + (Part time headcount/3)) which is the Common Data Set formula.)

Official Fall 2013 (most recent year) FTE Student Enrollments

Classification	Current Year Dates: 2013	One Year Prior Dates: 2012	Two Years Prior Dates: 2011
Undergraduate	3054	3074	3097.67
Graduate	234	212.33	198
Professional	0	0	0
Unclassified	40	16	9
Total all levels	3328	3302.33	3304.67

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall 2013 (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: 2013	One Year Prior Dates: 2012	Two Years Prior Dates: 2011
Undergraduate	3010	3028	3049
Graduate	191	165	164
Professional	0	0	0
Unclassified	10	5	0
Total all levels	3211	3198	3213

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Total Number   Number of Full Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	55	4				1		54
Associate Professor	76	5				10		66
Assistant Professor	87	16				8		79
Instructor	15	21			1	8		6
Lecturer and Teaching Assistant	0	46						
Research Staff and Research Assistant	0	0						
Undesignated Rank	0	72						

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	82961.47	23.95
Associate Professor	67885.48	12.89
Assistant Professor	59080.85	4.78
Instructor	47166.40	4.77
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

PLU Uses a Consolidated Accounting Method, not Fund Accounting.
The Standard Form Provided for the Report Does Not Apply.
Please see Appendix A for Financial Data.

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.
Academic Credit Courses – report the total number of academic credit courses offered at the site.
Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.
Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
California	n/a	1	10	1
Neah Bay, Washington	n/a	1	14	2
Tacoma, Washington	n/a	1	11	2
Washington DC	n/a	1	22	2

Programs and Academic Courses Offered at Sites Outside the United States. Report information for <u>sites outside the United States</u> where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

Degree Programs – list the <u>names</u> of degree programs that can be completed at the site.
Academic Credit Courses – report the <u>total number</u> of academic credit courses offered at the site.
Student Headcount – report the <u>total number (unduplicated headcount)</u> of students currently enrolled in programs at the site.
Faculty Headcount – report the <u>total number (unduplicated headcount)</u> of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Australia	n/a	1	13	2
Austria/Czech Republic/Slovakia	n/a	1	14	1
Bolivia/Peru	n/a	1	15	1
Chengdu, China	n/a	4	16	1
China	n/a	1	13	2
Ecuador	n/a	1	14	1
England/France	n/a	1	18	2
England/Scotland	n/a	1	12	2
Germany	n/a	1	8	1
Germany/Czech Republic/Poland	n/a	1	16	2
Greece	n/a	1	17	2
Hungary	n/a	1	7	1
Namibia	n/a	1	9	2
New Zealand	n/a	1	16	2
Oaxaca, Mexico	n/a	4	13	1
Oslo, Norway	n/a	4	7	1
Peru	n/a	1	16	2
South Korea	n/a	1	13	1
Taiwan/China	n/a	1	15	2
Tanzania	n/a	1	18	1
Telemark, Norway	n/a	4	6	1
Tobago	n/a	1	12	2
Tunapuna, Trinidad and Tobago	n/a	5	6	1
UAE	n/a	1	13	2

PREFACE

INSTITUTIONAL CHANGES SINCE THE LAST REPORT

Senior Leadership

President Thomas W. Krise became PLU's thirteenth President on June 1, 2012. Dr. Krise holds a B.S. in history from the United States Air Force Academy, an M.S.A. in human resources management from Central Michigan University, an M.A. in English language and literature from the University of Minnesota, and a Ph.D. in English from the University of Chicago. He is a member of the Sigma Tau Delta, Phi Kappa Phi and Phi Beta Kappa honor societies and is a tenured Professor in the PLU Department of English. http://www.plu.edu/president/home.php

Prior to his appointment as PLU's President, Dr. Krise was Dean of the College of the Pacific at the University of the Pacific in Stockton, California, where he was responsible for 32 graduate and undergraduate programs in the arts and sciences with more than 200 faculty and staff in 27 departments, centers, and programs and with a total budget of more than $20 million. Besides managing facilities operations for 16 buildings on campus, he oversaw the completion of the $27 million, 60,000-square-foot Biological Sciences Center. During his tenure, the college won more than $15 million in external grants, and he raised more than $5 million in donations.

While at Pacific, Dr. Krise established a "Writing in the Disciplines" Program and created the Student Writing Center. He fostered a new diversity requirement and new university-wide student learning outcomes, and started a university Veterans Support Committee. He launched a successful student recruitment program that increased enrollments in Humanities disciplines by 62 percent while raising quality indicators by 10 percent and more than doubling enrollments by Hispanic students.

Vice President of Marketing and Communications Donna Gibbs was hired in September of 2013 to lead this newly formed division at PLU. Gibbs has vast experience in developing and marketing some of the best known brands in the world, including Nike, Apple and Microsoft. She most recently served as managing director, and helped establish the west coast operations, of Bluetext, a Washington, D.C.-based digital marketing and strategic communications firm that counts among its clients Google, Adobe, Cisco and Intel. Before joining Bluetext, Gibbs lived and worked in Malta and Barcelona where she served as chief marketing officer for emerging mobile media companies.

PLU senior officers continuing in their roles include Provost Steven P. Starkovich, Vice President for Student Life and Dean of Students Laura Majovski, Vice President for Admission and Enrollment Services Karl Stumo and Vice President for Finance and Operations Sheri Tonn. The Reverend Stephen J. Olson resigned as Vice President for Advancement in January 2014, and a search is underway to fill the position. http://www.plu.edu/president/leadership/home.php

New Programs and Notable Achievements

Master of Science in Finance
This 13-month, full-time program in the School of Business began in September 2012. PLU graduated its first class of 16 students in August 2013.

PLU-Oxford International Honors Program
PLU established a collaborative relationship with Oxford University for a study abroad program that spans six months each year, beginning in January 2014. This opportunity is available for select students in PLU's International Honors Program. Students' studies at Oxford are organized around themes related to social justice.

Nobel Peace Prize Forum & Peace Scholars Program
PLU became one of six full university sponsors of the Nobel Peace Prize Forum, the Norwegian Nobel Institute's only such program or academic affiliation outside of Norway. It was begun in 1988 as a consortium of private Lutheran colleges, and annually features keynote speeches by leading international peacemakers as well as sessions led by students and faculty on diverse aspects of peace and peacemaking. The multidisciplinary focus of the Forum is emphasized by designating specific days to address peace in relation to science and health, business and global studies. An outgrowth of the Nobel Peace Prize Forum, the Peace Scholars Program provides an opportunity for students to study at the Nansen Center for Peace and Dialog in Lillehammer and the Oslo International Summer School.

PLU-Puget Sound Gateway Program
This semester-length domestic study away program will focus on issues of human diversity, social justice and sustainability in the Parkland and South Puget Sound communities and will join PLU's five other study away gateway offerings at PLU: Namibia, Norway, China, Mexico, and Trinidad and Tobago.

Living/Learning Communities
PLU expanded opportunities for students to participate in Living/Learning communities in the residence halls with program themes such as Empowering Women, Arts and Culture, First Year Students, and First Generation Students. PLU also expanded its gender-neutral residence hall wings.

Karen Hille Phillips Center for the Performing Arts
In October 2013, PLU dedicated a new $20 million performing arts center. In combination with Lagerquist Concert Hall, PLU is now a premier location for the arts in the South Puget Sound region.

Recreation and Athletic Facilities
PLU completed construction of a $3.3 million lighted synthetic turf field and an additional grass field. The university also made significant improvements to the swimming pool, the softball and baseball fields, and the cross-country course.

Garfield Station (under construction)
PLU has joined with partners in the Parkland community to develop an entire block near campus that will provide retail space, apartments, and offices for PLU programs and services. Garfield Station is scheduled to open in August of 2014.

Administration of Graduate Programs and Continuing Education
For the purpose of expanding our service to the region with new opportunities in graduate and continuing education that are consistent with our mission, PLU has reorganized its administrative structure and has added an associate provost position.

Office of University Assessment, Accreditation and Research
For the purpose of enhancing the university's institutional research capacity and integrating assessment, accreditation and research, PLU established this new administrative office in 2012 whose director reports to the provost.

PLU 2020 and the Transition from Long-Range Planning to Strategic Planning

In January 2012, the PLU Board of Regents adopted *PLU 2020 – Affirming Our Commitments, Shaping Our Future*, a long-range plan that articulates the broad challenges and opportunities for PLU in the years ahead. http://issuu.com/pacific.lutheran.university/docs/plu-2020/01

By its nature, long-range planning establishes institutional values and sets general directions, both of which were sorely needed when the long-range planning process began at PLU in 1993. As is characteristic of long-range plans, the recommendations are broad in scope, and this is true of *PLU 2020*. Long-range planning served the university very well for two decades; indeed, one product of this process was the mission statement we now have today. The first long-range plan, *PLU 2000,* was drafted in the early 1990's, followed by *PLU 2010* and *PLU 2020*.

As *PLU 2020* was being drafted in the period 2009-12, it became clear that a more strategic approach would be necessary to accomplish the general goals set out in that long-range plan. Building on the solid foundation provided by *PLU 2020* and the earlier long-range plans, and seeking to implement *PLU 2020's* 25 general recommendations, the university began a new era of *strategic planning* with the appointment of President Thomas W. Krise in June 2012.

Beginning with the PLU mission statement, whereby
PLU seeks to educate students for lives of thoughtful inquiry, service, leadership and care - for other people, for their communities and for the earth,

the university formulated a vision statement in Fall 2013, whereby
As a university of the first rank, Pacific Lutheran University seeks to maximize the achievement of its mission and become an internationally renowned model of the New American University, integrating a distinctive liberal arts college with one of the Pacific Northwest's premier centers for professional education.

One of the first actions in this new era of strategic planning was taken in May 2013 by the PLU Board of Regents when they took the important strategic step of adopting a resolution on compensation, facilities and resources – a resolution with specific goals and target dates. For both the Board and the university, this was an historic resolution, and it has provided additional foundation and framework for our campus conversations around strategic planning and mission fulfillment. http://www.plu.edu/provost/Board of Regents Resolution/home.php

The on-campus strategic planning work advanced in August 2013 with the identification of five university strategic priorities (described below in "Response to the Spring 2011 Recommendation"). All units are now engaged in developing their annual and multi-year initiatives in line with these strategic priorities, with special attention being given to developing key performance indicators. Some individual administrative divisions and academic units have already progressed to either develop or refine their own strategic plans.

As part of this transition, President's Council (comprised of the senior leadership) is presently reviewing current budget practices, and a Budget Working Group comprised of faculty, staff and students is reviewing and making recommendations regarding the budget process and how it might change as we complete our transition from long-range planning to strategic planning.

In addition, a Strategic Enrollment Management Advisory Committee (SEMAC) was created by a vote of the Faculty Assembly. SEMAC consists of representatives from all administrative units and represents a new collaboration among academics, admissions and all units in working to establish enrollment goals for the next 3-5 years with key enrollment indicators identified.

This *transition* from long-range to strategic planning also carries with it something of an institutional cultural *transformation* as well, and this, too, is part of present-day life at PLU.

REVISION OF THE CORE THEMES
After the Year One Self-Evaluation Report was approved by NWCCU in 2011, PLU's Accreditation Task Force began the next phase of its work with a review of the core themes that had just been developed. The motivation for this review was to make sure the core themes expressed an optimal alignment with the mission statement before the Task Force began the next phase of their work of developing the more specific Objectives, Pathways to Achievement, and Indicators.

The original four themes were:
- A Challenging Academic Experience
- A Supportive Educational Environment
- Leadership and Care
- Community and Global Engagement

The Task Force observed that the Core Theme of Community and Global Engagement while of central significance to the PLU mission was in fact integrated across the other themes and

across multiple budgets and administrative structures. Further, matters of great importance such as diversity, social justice, and sustainability – issues with which the PLU community is fully engaged - did not have their own Core Theme.

The Task Force concluded that all of these important elements of a PLU education could be embedded within the first three Core Themes, with subsequent Objectives, Pathways to Achievement, and Indicators being designed to reflect this integration. The three Core Themes that align with our mission are now:

- A Challenging Academic Experience
- A Culture of Leadership, Service and Care
- A Supportive Educational Environment.

From these Core Themes, the Task Force proceeded to develop Pathways to Achievement and related Indicators, and these are reported in Chapter One. Specific benchmarks are expected to be reported to NWCCU as part of the Year Seven Self-Evaluation Report. Establishing clear benchmarks in those cases where none already exist is well underway. Better definition and assessment of mission fulfillment requires the creation of indicators and benchmarks for each core theme.

PLU-specific data from national surveys (NSSE, SSI, CLA) have been collected for some time, and internal data collection and analysis is being enhanced with our new Office of University Assessment, Accreditation and Research. We have become more intentional in our data analysis to determine the extent to which we are meeting our goals and to assess if target thresholds are reasonable. We expect to learn what might be done differently to better assess important components of the mission. PLU's new commitment to strategic planning will enhance mission fulfillment, and this will be reflected more fully in the Year Seven Report.

RESPONSE TO THE SPRING 2011 RECOMMENDATION
The Year One Peer Evaluation Report of April 2011 contained one recommendation.

Recommendation
The evaluators recommend that the University define an acceptable threshold or extent of mission fulfillment (Standard 1.A.2). While it is clear that the University's planning documents articulate institutional accomplishments, it is not as clear what defines an acceptable threshold or extent of mission fulfillment. The evaluators recommend that PLU highlight particular planning initiatives and corresponding benchmarks in order to further clarify and define an acceptable threshold of mission fulfillment.

PLU's 2011 Year One Report and the subsequent Peer Evaluation Report were written in the era of long-range planning, prior to the beginning of the transition to strategic planning that is now underway. At that time, PLU implemented long-range planning through strategic annual

initiatives, but the initiatives were organized by administrative division and not by university-wide strategic priorities.

While it could always be said that those annual initiatives advanced the general goals of the long-range plan in place at the time, the benchmarks associated with those initiatives were largely qualitative, and successful initiatives led to the "institutional accomplishments" referred to in the Year One and Peer evaluation reports. The Recommendation asked for a clearer link between these institutional accomplishments and mission fulfillment.

With the transition from long-range planning to strategic planning that has taken place since the Year One Report was written, it makes more sense that we address the Recommendation by looking forward rather than going back to 2011. For the future, Core Themes are leading to indicators and benchmarks, and mission fulfillment will be assessed accordingly. But it is also worth exploring how our present-day initiatives advance mission fulfillment within the context of our new university strategic priorities.

As noted earlier, the mission statement has led to a vision statement. Supporting this vision statement are five strategic priorities: (1) Advance Academic Excellence; (2) Enhance Student Achievement & Success; (3) Increase Leadership Capacity & Community Engagement; (4) Accelerate Strategic Enrollment Management & Marketing; (5) Improve Financial and Physical Resources.

Significantly, whereas under long-range planning the annual initiatives were organized by administrative unit, beginning in 2013-14 the annual initiatives are now organized along the lines of these five university strategic priorities. These strategic priorities now provide the framework for both university-wide and unit-level initiatives.

The Recommendation asked that we "highlight particular initiatives and corresponding benchmarks" and connect them to "mission fulfillment." We do this below, by way of three examples from the list of university initiatives for 2013-14. In these examples, we show how each of the three Core Themes – themselves rooted in our mission statement - can be related to at least one of the five strategic priorities.

Example 1: Core Theme: A Challenging Academic Experience
       Strategic Priority: Advance Academic Excellence
       Current Initiative: Establish the Doctor of Nursing Practice Program
       Benchmark: Yes or No
This initiative is significant because it would be PLU's first doctoral program, it would build upon our strong School of Nursing program, and it would meet an important need in the community.

Example 2: Core Theme: A Culture of Leadership, Service and Care
       Strategic Priority: Enhance Student Achievement and Success
       Current Initiative: Establish Mortar Board as a new student leadership honor society
       Benchmark: Yes or No

This initiative is significant because it replaces a weaker student society presently on campus.

Example 3: Core Theme: A Supportive Educational Environment
                Strategic Priority: Improve Financial and Physical Resources
                Current Initiative: Secure funding for renovation of two specific residence halls
                Benchmark: weighs the advantages of one or both

This initiative is significant for many reasons, but here because of the positive correlation between on-campus residency and retention.

These three examples are selected as being illustrative of each of the three Core Themes. We use particular 2013-14 initiatives to show how we think about the mapping between annual initiatives, strategic priorities, Core Themes and mission fulfillment in the new era of strategic planning that is presently underway at PLU.
http://www.plu.edu/president/widgets/documents-forms/items/institutional-planning/2013-14-planning-report.pdf

Obviously, the mapping between strategic priorities and Core Themes cannot be one-to-one (there are five of the former and only three of the latter), and some university initiatives will continue to be purely administrative in nature, but all are in service, albeit perhaps indirectly in some cases, of the larger mission.

We explore the subject of mission fulfillment more fully in Chapter One.

CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS

ELIGIBILITY REQUIREMENTS 2 AND 3

2. Authority
Pacific Lutheran University is authorized by the State of Washington as a higher education degree-granting institution.

3. Mission and Core Themes
The Board of Regents adopted the original four Core Themes in January, 2011. The Core Themes have since been modified and reduced in number to three, with modified objectives, pathways to achievement, and indicators of achievement. The Board adopted the new Core Themes and the Year Three Self-Evaluation Report on February 8, 2014.

STANDARD 1.A MISSION

PLU seeks to educate students for lives of thoughtful inquiry, service, leadership and care
—for other people, for their communities, and for the earth

1.A.1 Mission Statement
The mission statement traces its origins to the early 1990's as part of the first long-range planning process that resulted in *PLU 2000: Embracing the 21st Century.* Since that time, this single statement has guided the university through all aspects of subsequent long-range planning efforts (*PLU 2010* and *PLU 2020*). Today it lies at the foundation of our new strategic planning process. The mission statement is often recited from memory by students, faculty and staff. Academic programs, lecture series, the Wild Hope Center, and operational units of PLU use it as a basis for their mission-oriented development. The mission statement has a simplicity and clarity of purpose that is consistent across all aspects of the institution.
http://www.plu.edu/president/widgets/documents-forms/items/long-range-planning/PLU 2000.pdf
http://community.plu.edu/~plu2010/PLU2010-Final-041503.pdf
http://issuu.com/pacific.lutheran.university/docs/plu-2020/01

1.A.2 Mission Fulfillment
As described in the Preface, PLU has migrated from a long-range planning era to a new era of strategic planning that is rooted in our mission statement, our vision statement, and strategic priorities. We also embrace a deliberate and meaningful approach to measure mission fulfillment, and the Preface provided examples of how we can map planning initiatives to the Core Themes that, in turn, connect to mission.

As an institution of higher learning, we ultimately demonstrate mission fulfillment through the enhancement of the student learning experience – an experience that includes pursuit of

academic excellence and education of the whole human being through the development of character, discipline and self-awareness. Through discovery and exploration, students at PLU are challenged to find their vocation; a calling that inspires them to live a life of purpose and meaning. Such goals are not easily condensed into a single number or an immediate outcome but are important to our students and their families.

We have begun considering a model to assess mission fulfillment that combines "purpose", "method" and "level", knowing full well that each program will occupy a unique place within this regime. We formulate this model as a *Mission Fulfillment Globe* described below.

Purpose: The x-axis represents the *purpose* of an assessment method. This is a measure with either (a) a focus on accountability to an internal or external group, or (b) a focus on information that can be used in a formative way to inform program improvement. Typically assessments will serve both functions in some combination. Measures like student retention are summative and focus on accountability. At the same time, such accountability measures are tied to program level outcomes that may facilitate continuous improvement, and then such improvements ultimately lead to improvements in the retention outcome.
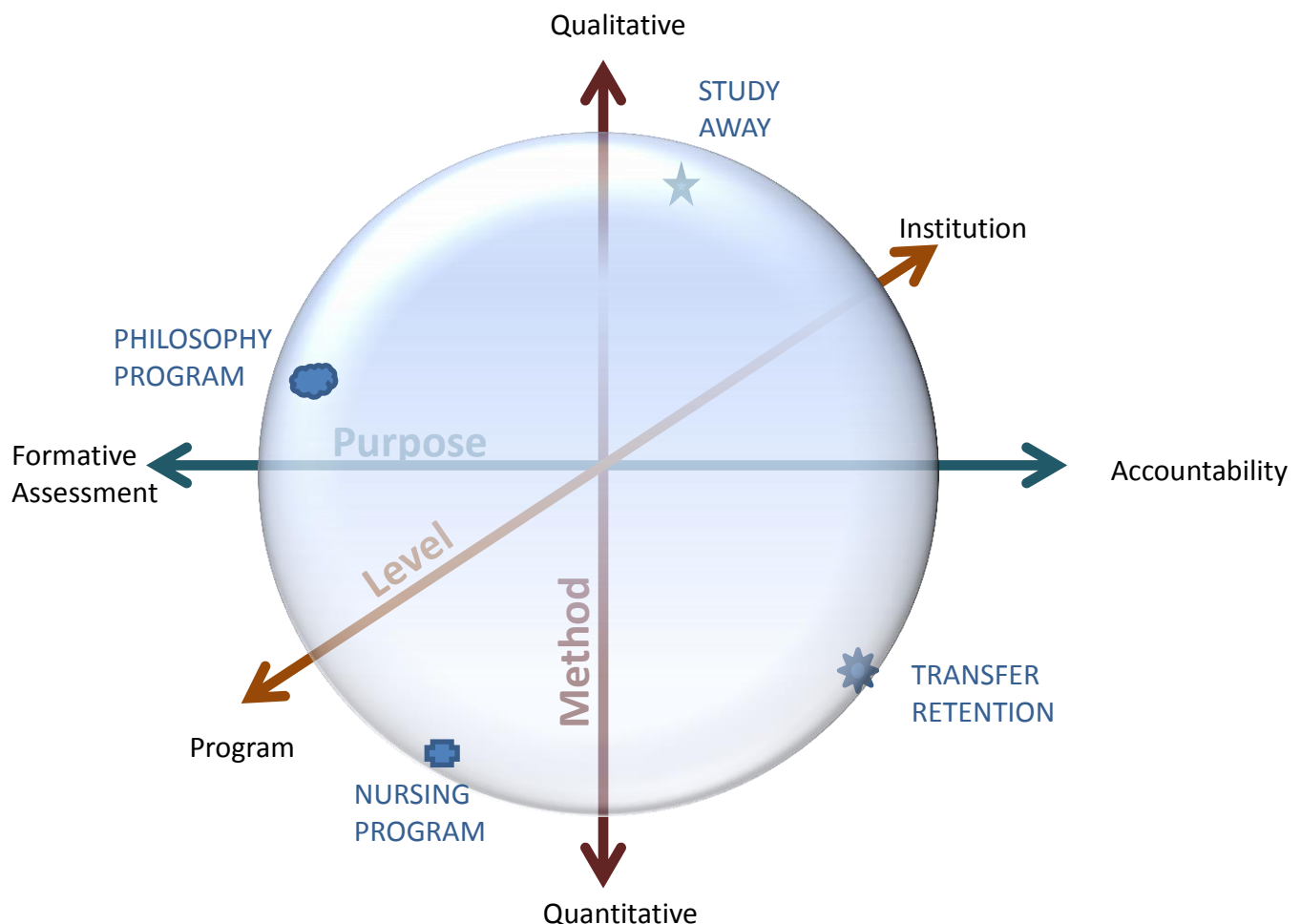
Method: The y-axis is the assessment _method_ which may be quantitative or qualitative in nature. For example, the Nursing program has clear outcomes tied to important standards in the health care industry, and outcomes may be highly quantitative in nature. Alternatively, a major program objective of the PLU study away program is for students to gain an awareness of multiple perspectives and be able to appreciate and value situations in which they are in an environment very different from one to which they are accustomed.

Level: The z-axis sorts outcomes that may be assessed at the program or institution _level_.

We think the _Mission Fulfillment Globe_ will assist us in visualizing the many complexities and nuances of assessment of mission fulfillment. The Globe provides a sense of place for various operations and programs at the institution, with each playing an important role in mission fulfillment. The model permits programs to identify quadrants where they rightfully belong, and it visually transmits the message that each sector is important in creating a holistic and meaningful measure of mission fulfillment.

STANDARD 1.B CORE THEMES

The Core Themes are a direct reflection of university's mission statement. The academic and scholarly experience is the cornerstone of the means by which the PLU mission comes to life. That experience involves faculty who work with our students in small classes where collaborative learning can take place with fellow students. Taken together, the curriculum, the co-curricular programs, student services and the general operation of PLU provide an optimal environment for learning, reflection, and growth. A healthy respect for unique perspectives, and an understanding of how and why differences exist across nations, communities and people is a core learning objective integrated across the curriculum. Caring for community and each other and a commitment to the development of tomorrow's leaders rounds out our vision of the PLU mission.

Central to PLU's mission is the concept of vocation – one's purpose and role in life that gives purpose and meaning both within a career and outside it. PLU staff and faculty culture is infused with the essence of the mission statement, viz., that PLU assists and guides students in their exploration and identification of vocations. Students develop an awareness of their needs, desires and dreams and align them with a career choice – a choice that will always be a movable and flexible target. It is this exploration where students develop the ability to make informed choices in life for themselves in consideration of their commitments and community for decades to come. This is the outcome PLU highly prizes and has attempted to create in the development of the Core Themes.

Core Theme One: A Challenging Academic Experience

Core Theme One is expressed primarily through the undergraduate and graduate academic programs. The programs and curriculum are developed and led by faculty who are excellent teachers and engaged scholars. Academic majors, minors, concentrations, interdisciplinary programs and freshmen experiences give students the freedom to explore both the world

outside and the world within themselves, so they can best chart a path for their future. Beginning with a vibrant First Year Experience Program (FYEP), a PLU education culminates with senior capstone projects in which students demonstrate integration and application of learning through research and creative projects. Students participate in internships, community engaged learning, and study away opportunities to gain perspective on global issues and contexts. Faculty achievement in their respective disciplines assures students that they are learning from scholars engaged in current research in their field.

Objective 1A: Thoughtful Inquiry Rooted in the Liberal Arts, the Sciences and Professional Programs

Pathways to Achievement	Indicators
General Education	1. Assessment of First Year Experience Program (FYEP) common assignments 2. Assessment of undergraduate Capstone papers, presentation and posters 3. Extent to which General Education offerings cover Integrative Learning Objectives (ILO's)
Undergraduate Majors	4. Percentage of degree programs that demonstrate use of program level assessments for program improvement
Graduate Programs	5. Percentage of degree programs that demonstrate use of program level assessments for program improvement

PLU's General Education Program prepares graduates to ask significant questions, engage relevant knowledge, and wrestle with complex issues. The program is rooted in the classical liberal arts and sciences as understood within the Lutheran educational tradition, and is grounded in an understanding of scientific perspectives, mathematics, languages, and the longstanding traditions of critical discourse about nature, humanity, and the world. The General Education elements, the academic majors and minors, along with the Senior Capstone experience are guided by the principles described in the Integrative Learning Objectives (ILOs). The ILOs are emphasized across a student's educational experience so that the student may explore possibilities, understand different perspectives, and identify a vocation, ultimately leading to a life of service, purpose, and meaning. The Senior Capstone is a seminar or project-based course in which students work individually with faculty to produce and present culminating scholarship in their major. http://www.plu.edu/catalog/2013-2014/academic-calendars/home.php

PLU offers a variety of professional and liberal arts degrees at the baccalaureate and graduate level. Each program and department has designed its own assessment program to determine if and to what extent learning objectives are met in each of the degree programs. Assessing program outcomes and using this information to improve program delivery and content gives faculty the ability to understand the extent of student learning in their specific areas. These assessments are used as a continuous improvement model to keep the academic activities at PLU current and on mission.

Objective 1B: An Engaged and Purposeful Learning Experience

Pathways to Achievement	Indicators
Student-Faculty Research and Creative Projects	6. Number and type of research and creative projects 7. Assessment of student presentations or research and creative projects
Internships, Practica and Community Engaged Learning	8. Number and type of Internships, Practica and Community Engaged Learning experiences 9. Assessment of Internships, Practica and Community Engaged Learning experiences
Global Education	10. Number of courses meeting Multiple Frameworks ILO 11. Number and percentage of students participating in study away experiences 12. Qualitative narratives of students participating in study away experiences

PLU is committed to a deep engagement with people, cultures, ideas, and the environment. The university provides a rich array of opportunities through which students may inquire into the human condition and the natural world both near and far. There are opportunities for experiential learning, leadership and service, and there are programs that support students physically, emotionally, ethically, and intellectually.

Engaged and purposeful learning experiences enhance the breadth and depth of the academic experience by allowing students to engage their liberal arts education within their discipline and in a larger community context, and to pursue opportunities for specialized study and work. Primarily through their capstone experience, students engage in research and creative activity with faculty. These integrating experiences give students an opportunity to demonstrate a thorough knowledge of their discipline in addition to sharpening their skills of communication and creative thinking.

Many campus partners collaborate to promote the holistic development of students and shape a dynamic campus community. Throughout the university, purposeful experiential learning opportunities are offered that challenge students to make a difference in the world as they care for themselves and others and positively impact the diverse communities in which they live.

To fulfill the expectations of the ILOs, in particular the objectives of Valuing and Multiple Frameworks, PLU offers students internships and service learning opportunities in the community. The Wang Center for Global Education facilitates those programs where students travel and study both nationally and internationally to explore new ways of viewing the world.

Objective 1C: Faculty Achievement in Teaching and Scholarship

Pathways to Achievement	Indicators
Teaching	13. Student satisfaction with faculty and the academic experience as determine by the Student Satisfaction Inventory 14. Number of professional development faculty experiences in teaching and learning
Scholarship	15. Number of faculty scholarly and creative products 16. Institutional investment in promoting faculty research and creative activity

As befits a vibrant university, continued engagement in research and scholarship at PLU are essential for faculty to remain current in their fields, and the professional development of the PLU faculty provides a foundation for creative and effective teaching and service.

Excellence in teaching is a key criterion for all personnel decisions (hiring, tenure, and promotion). Teaching and learning is enhanced through thoughtful and intentional professional development offerings including New Faculty Orientation, with workshops throughout the academic year. In many cases, seminars and panel discussions explore how teaching and learning can be enriched in alignment with the PLU culture and mission.

Faculty research and scholarship directly support the university's educational mission. A faculty member who is actively engaged in scholarship contributes more deeply to their disciplines and to the wider world of scholarly research and creative work. This professional activity allows faculty to bring new experiences and learning back to the classroom and their students, reinvigorating the curriculum and modeling, by their own example, the practice of life-long learning. In many programs and departments, meaningful and challenging student-faculty research opportunities are encouraged as well and are often reflected in the student capstone projects.

Core Theme Two: A Culture of Service, Leadership and Care

The PLU Mission Statement compels us to educate students for lives of service, leadership and care, and this is a fundamental part of the curriculum and co-curriculum. Effective leadership by faculty and staff is essential to PLU's educational mission and by extension, PLU's sustainability.

As the institution better articulates and expands the academic pathways (e.g. post-baccalaureate programming), a new and renewed academic vision will require appropriate expertise and leadership. To that end, PLU invests in the development of a cadre of administrative, faculty, and staff leaders who can lead the university now and in the future. Developing student leaders is equally important and programs across the university, and particularly in the Student Life division, assist students with developing the skills to live lives of leadership, service, and care.

The university's record of community stewardship and service is strong and vibrant. Supporting local commerce and moving students, faculty, and staff out into the community in positive ways is reflective of our commitment to care for our local community. The university's ability to successfully partner with local developers to rejuvenate and renovate the business district immediately adjacent to campus, the redesign of the campus bookstore to serve both the university and the community, and partnering with restaurants in the area to accept student dining monies are just three indicators of the university's commitment to successful and mutually beneficial partnerships that enhance community development and restoration.

Additionally, PLU's suburban location affords students the opportunity to engage in community-based research and service projects via class projects, internships, field work, and practica. Many activities are coordinated through the Center for Community Engagement and Service and individual departments. The Department of Education coordinates practica for teacher candidates, the School of Nursing places future nurses into the workplace, and the Social Work students are placed by department staff in collaboration with social service agencies. Data on community outreach efforts are often facilitated and tracked through the Center for Community Engagement and Service, a department reporting to the Office of the Provost. http://www.plu.edu/service

Objective 2A: Cultivating and Sustaining Leaders

Pathways to Achievement	Indicators
Faculty Leadership Development	17. Annual faculty leadership assessment of the shared governance system 18. Annual deans report on department chair development program 19. Faculty leadership positions in external professional organizations
Staff Leadership Development	20. Staff assessment of Leadership Seminar 21. Staff participation in professional development
Student Leadership Development	22. Assessment of Student Leadership Institute 23. Student participation in campus programs and events

One of the deepest cultural values of Pacific Lutheran University is that major decisions are made through shared authority, and nowhere is this more clearly defined than in PLU's system of shared governance. The strength and collaboration that goes with shared governance ensures that information from all viewpoints is communicated when formulating the strategic direction of the institution. Each new generation of faculty inherits the legacy of those who have gone before to build this system, and they need to appreciate and build upon that legacy.

As PLU focuses on increasing its core constituent base and as we reach out to an expanding and more diverse student population (e.g. commuters, veterans, students of color, and graduate students), faculty and staff with familiarity and skill in recruiting, advising, and teaching these students are necessary and professional development opportunities are aligned with this challenge.

The university is committed to educating students for lives of leadership and care for others, their community, and the earth. A university that effectively models caring and practices the art of leadership development can instill these characteristics in its students. PLU is indeed a community that cares for its students and employees—a caring that extends to health, wellness, and performance. Through its sustainability practices and programs, the university models care for people, planet, and prosperity, both now and in the future. Sustaining the university's commitment to its mission requires the identification, development, and continuous renewal of individuals who will lead the university.

Student leadership is promoted through educational programs that include retreats, institutes, and speakers. The Student Leadership Institute (SLI) is a targeted and long-standing program to develop student leaders on campus, and it develops leadership skills that can be directly translated to life after PLU.

Objective 2B: Community Stewardship, Service and Care

Pathways to Achievement	Indicators
Institutional and Programmatic	24. Projects reported by the Center for Community Engagement and Service 25. Assessment of projects facilitated through the Center for Community Engagement and Service
Faculty and Students	26. Percentage of faculty participating in community engagement and outreach 27. Percentage of courses with a community engagement and outreach component

PLU has redoubled its efforts to broaden community engagement, service and outreach through an expanded role for the Center for Community Engagement and Service. The center now reports directly to the Provost's Office, indicating a heightened interest in the integration of community engagement with the curriculum. A long term goal of PLU is to become classified by the Carnegie Foundation as a community engaged institution.

Core Theme Three: A Supportive Educational Environment

PLU strives to model its values of service, leadership and care throughout all aspects of the institution. Faculty and staff strive to demonstrate concern through programs and services that turn PLU values into observable behaviors. Whether it's a highly involved and proactive academic advising center, tutoring services focused on student need or innovative networking services to prepare students for future employment, PLU helps students be successful at each stage of their educational experience and beyond.

Co-curricular programs and services are specifically designed to meet student needs in a manner aligned with institutional goals and values. The Student Leadership Institute, Diversity Center, Sustainability Office, Learning/Living Communities, and many other programs are designed to connect the academic experience with life outside the classroom and align student experiences with institutional objectives described in the Integrative Learning Objectives.

In addition to investment in programs and people, teaching and learning infrastructure is maintained that leads to enhanced student learning. Technology appropriate to the learning environment must be maintained not only to keep up with fast-paced changes but to improve learning for students accustomed to new and different ways of communicating. Maintaining academic spaces such as science laboratories is important to ensure students are using the technology and methods appropriate to the modern workplace. Long-term capital improvement plans are vital to the sustainability of PLU to attract future students and stay current in today's competitive higher education environment.

Objective 3A: A Connected Learning Environment

Pathways to Achievement	Indicators
Ramstad Commons	28. Percentage of students receiving academic advising each year 29. Student assessment of academic support services program 30. Percentage of junior and senior standing students participating in Career Connections
Learning Through Co-Curricular Programs	31. Extent to which co-curricular programs map to the Integrative Learning Objectives 32. Student assessment of Student Leadership Institute and Sustainability program
Complementary Facilities and Technology	33. Percentage of courses utilizing technology and/or learning management software 34. Annual investment in laboratory and learning environments 35. Progress report of capital improvement plan

Services are offered to students in primary "hub" models of access. For ease of student utilization, the Ramstad Commons offers collaborative services for academic advising and educational planning, career exploration and preparation, volunteer and service opportunities, and work experiences through internships and student employment. An additional support "hub" is found in the Library where assistance with academic tutoring, foreign language acquisition, writing, research, and technology are all available.

A key objective of PLU is to continue to provide students with timely and accurate information regarding the pathway to graduation. Many students spend the first two years exploring and defining their chosen vocation prior to selecting a specific major. Tutoring is available to students in the Mortvedt Library where the Academic Assistance Center and Writing Center reside. This service employs students to provide academic assistance to their fellow students. The Career Connections program has numerous relationships with alumni and the business community to give students opportunities for internships, job shadowing, mock interviews, and resume building – all important methods for developing a network to identify employment opportunities upon graduation.

Co-curricular programs realize the PLU mission for students through programs and activities that align with the Integrative Learning Objectives; these are important in ensuring students are exposed to experiences that develop the whole person. Through the efforts of the Student Life division and working collaboratively with faculty, students have numerous opportunities in leadership development in their particular areas of interest whether it be student government, theatre and the arts, social justice, sustainability, or clubs. The Center for Community

Engagement and Service facilitates initiatives in the local community for service learning courses and outreach.

PLU faculty and staff challenge and support their students to succeed and to achieve their academic and professional goals, thus preparing them for a lifetime of learning and success. Faculty and staff work collaboratively to provide programs and services that advance the development and well-being of students. The campus community is committed to the holistic development of students in mind, body, and spirit and strives to be inclusive and supportive, modeling respect for every individual. The advancement of the Integrative Learning Objectives is imbedded in all programs, as is the call for active engagement as citizens of the campus, of their communities, and of the world.

PLU encourages the use of innovative models for teaching and learning to meet the rapidly changing and tech-savvy expectations of students. Long-term planning that keeps laboratories and buildings modern, usable and safe is an important component to providing a contemporary state-of-the-art learning environment.

Objective 3B: Community Stewardship, Service and Care

Pathways to Achievement	Indicators
Convenient Business Services	36. Timely and accurate information
	37. Integration of services
Healthy and Safe Campus Environment	38. Assessment of Health and Counseling Center
	39. Clery report data

The Student Services Center was established to provide student access to three central offices: Office of Financial Aid, Registrar's Office and Student Accounts. Staff and administrators from each office work closely to ensure quality service to students.

PLU assists students in maintaining their health, wellness, and safety during their academic studies. Some of these services include medical assistance, counseling, spiritual guidance, and fitness and recreation. Campus safety is available to students 24 hours a day and includes a shuttle service for students needing a ride to campus within a pre-determined radius to campus.

CHAPTER TWO: RESOURCES AND CAPACITY

ELIGIBILITY REQUIREMENTS 4 THROUGH 21

4. Operational Focus and Independence
The core of Pacific Lutheran University is the academic enterprise, and the budget is allocated to support this function. There are sufficient funds, derived through tuition and donations, to provide a quality education. The institution has organizational independence.

5. Non-Discrimination
As evidenced in the legal documents, and supported through numerous policies, procedures and practice, Pacific Lutheran University respects all those who are in our community. The non-discrimination policy is public and published.

6. Institutional Integrity
Pacific Lutheran 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.

7. Governing Board
Pacific Lutheran University has a Board of Regents that functions at the highest level of appropriate oversight and participates fully in setting policy direction, providing advice and counsel for the campus community, and reviewing the mission and core themes for progress and fulfillment. The Board consists of 36 members, of whom only the president has a contractual relationship with the University.

8. Chief Executive Officer
The president, a full-time employee, is the chief executive officer of Pacific Lutheran University. By virtue of the Bylaws, he may not chair the Board of Regents. The current president is Thomas W. Krise, now in his second year of service at PLU.

9. Administration
The university employs a provost and five vice presidents who oversee the administrative divisions of the university. Staff members within these divisions represent those areas considered best practice for service to the entire PLU community.

10. Faculty
The faculty core is full time and professionally qualified. The faculty-student ratio is 1 to 14. Faculty members are evaluated following a system in accord with NWCCU standards, established by the faculty, and described in the faculty handbook.

11. 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.

12. General Education and Related Instruction
Students graduating from PLU with a bachelor's degree are required to complete a general education program. General education requirements are applied to students entering as freshmen and to transfer students. Transfer agreements exist for all community colleges in the state and for selected community colleges in Oregon. Each graduate program contains a required body of knowledge.

13. Library and Information Resources
Information and Technology Services is organized as a Merged Information Systems Organization (MISO) and provides an appropriate level of programs and services to the students, faculty and staff of the university.

14. Physical and Technological Infrastructure
The physical plant and the technological support systems are adequate to meet the current needs of the PLU community.

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

16. Admissions
Undergraduate student admission policy is published in the catalog and on the admission website. Graduate admission policies for the programs are also found in the catalog and on the programs' websites.

17. Public Information
The university posts accurate information on the website, including the catalog; mission statement and core themes; admission and graduation requirements; and student, faculty, and staff policies.

18. Financial Resources
The university maintains a balanced operating budget, appropriately managed debt, sound investments, and internal controls.

19. 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.

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

21. Relationship with the Accreditation Commission

The university accepts the standards and related policies of the Commission and agrees to comply with these as currently stated or as modified. Further, the institution agrees that the Commission may make known the nature of any action regarding PLU's status.

STANDARD 2.A GOVERNANCE

2.A.1 Governance System
PLU maintains clear lines of authority and responsibility as indicated in the Articles of Incorporation and Bylaws, the Faculty Handbook, and the ASPLU Bylaws.
http://www.plu.edu/president/widgets/documents-forms/items/articles-of-incorporation-and-bylaws/Articles of Incorporation and Bylaws.pdf
http://www.plu.edu/provost/Faculty Handbook/home.php
http://www.plu.edu/asplu/About/home.php

The authority, structure, and working relationships between and among the faculty, administration, staff, and students are clearly and transparently described in the above documents. PLU takes pride in a highly collaborative system of governance. Faculty, administrators, staff, and students have prescribed avenues of communication with the Board of Regents to ensure representation. Faculty Bylaws describe a structure of broad faculty authority in partnership with the Board of Regents in the establishment and elimination of academic units, degree programs, and governance structures among others.

2.A.2 Multi-Unit Systems
PLU is not part of a multi-unit governance system.

2.A.3 Compliance with Commission Standards
The NWCCU Accreditation Liaison Officer (ALO) regularly reviews accreditation policies, standards, and reporting requirements. The ALO ensures all changes at PLU requiring NWCCU review are properly reported and approved if necessary.

Governing Board
2.A.4 Board of Regents Organization
The university is governed by a Board of Regents comprised of no more than 37 individuals (Board Bylaws - Article 4.3). http://www.plu.edu/president/regents/

Regents are nominated by various groups including the Representatives of the Corporation at the annual meeting, the University Alumni Association and the Regents themselves. At least 18 members are from the membership 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 and 12 are regents-at-large. The president is a voting member of the board.

2.A.5 Board Actions
The Board of Regents meets three times a year, generally in October, January/February, and May. Board decisions are made in board plenary sessions, except when the board-authorized Executive Committee makes a board decision between regularly scheduled board meetings. This authority, granted in the Board Bylaws (Article 4.18), is of two kinds: when the Board has given the Executive Committee the authority to make the decisions and when some unforeseen decision must be made in very short order (Board Bylaws Article 4.11). These seldom occur.

2.A.6 Board Oversight
The Board of Regents regularly reviews or approves university policy as granted in the Bylaws. The Board hears reports and approves appointments to high-level administrative positions including vice presidents, deans, and department chairs in addition to approving faculty promotion, tenure and sabbaticals. The Board approves the annual budget at the May meeting, and hears progress reports throughout the year. Audit reports are also presented to the board for approval. These authorities and responsibilities are outlined in Article 4 of the Bylaws.

Board actions come to the full board via the committee structure, of which there are nine committees: academic affairs, advancement, audit and compliance, budget and finance, enrollment and student life, executive, governance, investment, and real property. The Board continually reviews the Bylaws and the committee structure of the board; the current committee structure was enacted in 2011.

2.A.7 President
The president is elected by the Board (Bylaws Article 4.1.2) and is appointed as executive head of the University (Bylaws Article 5.1). Each year, 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 then makes decisions regarding contract and/or other items pertaining to the president's leadership.

2.A.8 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. Surveys capture both board evaluations and self-assessments. Regents also provide personal action plans for the next academic year. The results are reviewed by the Governance Committee of the board. These assessments have led to changes such as inclusion of an academic report to the entire board, student capstone and research presentations, and plenary sessions focused on strategic conversations and decision making.

Leadership and Management
2.A.9 Leadership System
The leadership of PLU is managed by a team of individuals that comprise the President's Council. http://www.plu.edu/about/Profile/PLU-Officers/home.php

Steven Starkovich, Provost, is an associate professor of physics at Pacific Lutheran University and serves as the chief academic officer of PLU. Dr. Starkovich first came to PLU in 1992 and was hired into a tenure-track position in 1997. He taught for 17 years prior to becoming acting provost in 2009 and then provost in 2010.

Karl Stumo became Vice President of Admission and Enrollment Services on June 1, 2007. In his role, Mr. Stumo oversees the Offices of Admission, Financial Aid and Student Services, and works with the university community to develop marketing, financial aid, recruitment, and communication strategies in support of the university's overall enrollment goals.

Sheri Tonn, a professor of chemistry and a veteran PLU educator and experienced administrator, was named Vice President of Finance and Operations in May 1999. Dr. Tonn oversees Facilities Management, Culinary and Retail Services, Auxiliary Services, Garfield Book Company at PLU, Conferences and Events, Human Resources, and the Business Office. Her office manages all university property and real estate transactions in addition to PLU construction projects, risk management, and management of the endowment and trusts.

Laura Majovski became Vice President of Student Life and Dean of Students in June 1999. Dr. Majovski oversees the Office of Student Life and gives direction to a variety of student service departments and co-curricular programs, including new-student orientation. Departments within the division are Student Involvement and Leadership, Residential Life, International Student Services, Athletics, Career Development, Student Employment, Health Center, Campus Safety, Counseling Center, Diversity Center, and Disability Support Services.

A new position of Vice President of Marketing and Communications was recently created by Board of Regents, and the position was filled in September of 2013. Ms. Donna Gibbs leads this newly formed division at PLU and includes marketing, communications and KPLU 88.5 FM, for which PLU is the licensee. She brings a wealth of experience to PLU from her work with some of the world's best known brands.

The position of Vice President of Advancement is presently vacant and a search is underway.

The President's Council consists of the president, provost, vice presidents, associate vice president of Human Resources, associate vice president for Finance and Operations, senior advisor to the president, and director of administration. The council meets weekly to review important activities within each division and guide the direction of the institution. The council works together regarding strategic planning, budgeting, and major projects.

2.A.10 President

The president's role is full time and the president serves full time. The current president, Thomas W. Krise, came to PLU in 2012. His background includes extensive experience in higher education, most recently as Dean of the College of Pacific at the University of the Pacific in Stockton, California. He is a tenured professor in the PLU English Department. As outlined in the Bylaws, the President serves as an ex-officio member (Article 4.3.1) of the Board of Regents. Further information about the president may be found at
http://www.plu.edu/president/about/home.php.

2.A.11 Administrators

The PLU organizational chart showing direct reports to senior leadership can be found at the following link.
http://www.plu.edu/human-resources/widgets/documents-forms/items/misc/org-chart-2013.pdf

Administrators work in collaboration to ensure that the mission and core themes are fulfilled. The previous emphasis on long-range planning and the transition to strategic planning requires that senior leadership focus on the university mission with pan-university attention to the individual components of the mission, including inquiry, service, leadership, and care. Across the university, annual unit plans advanced a long-range plan, and now annual initiatives are more intentionally organized around university strategic priorities. The president, provost and vice presidents have always worked diligently and collaboratively to ensure success. Since the core themes are clearly aligned around mission, administrators have made the transition to use core themes and strategic priorities in annual planning and assessment.

Policies and Procedures

Academics
2.A.12 Academic Policies Communication

Academic policies are clearly articulated in the Faculty Handbook, the University catalog and the Student Code of Conduct.
http://www.plu.edu/provost/Faculty Handbook/home.php
http://www.plu.edu/catalog/2013-2014/academic-calendars/home.php
http://www.plu.edu/srr/code-of-conduct/

These resources include not only the policies but also the processes community members may use if policies are violated in any way. Faculty members are introduced to academic policies at New Faculty Orientation, and students review policies at the new student orientation. Administrators and staff responsible for overseeing policies are well versed in implementation.

2.A.13 Library and Information Resource Policies

Policies regarding access to and use of library resources and services are available to all on the Library Services website. Information and policies regarding access and use are also available for alumni, visitors, consortium members, and university affiliates.
http://www.plu.edu/library/about-the-library/home.php

Pacific Lutheran University provides generous access to library resources, whether physically located in the building or available online. Library databases, online journals, and other online research tools are available to all PLU Library users. PLU students, faculty, and staff may access online library resources both on and off campus. Due to licensing restrictions, individuals who are not currently enrolled in or employed by the university may only use online library resources while on the PLU campus. To that end, Mortvedt Library provides four guest computers and guest access to the wireless network so that patrons can use online library materials. Mortvedt Library offers these individuals use of computers for up to two hours per day.

Policies and licensing restrictions regarding access to and use of library and information resources are enforced using IP authentication, an EZProxy server, and ID management using PLU account credential authentication and authorization. The Ex Libris Voyager library system automates the process for sending out overdue and other courtesy notices via e-mail.

2.A.14 Transfer Policies

PLU's transfer-of-credit policy is stated in the PLU catalog and on the PLU website.
http://www.plu.edu/catalog/2013-2014/undergraduate-program/undergraduate-admission/evaluation-of-credits.php
http://www.plu.edu/admission/transfer/credits/

The PLU Registrar's office is responsible for enforcing transfer of credit academic policy. All evaluation and awarding of credit is done by the Registrar's office under policies and procedures that ensure fairness to all students. Credit from other regionally accredited colleges or universities is normally transferable to ensure seamless mobility of students between institutions. Credit from other institutions, including foreign colleges or universities, is awarded on a case-by-case basis, and includes 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. PLU academic departments review the courses from the most popular transfer institutions (the Washington Community College system) to ensure transfer of courses is up-to-date. Courses from other colleges or universities are reviewed as necessary based on the professional judgment of the Registrar's office. Transfer credit and coursework for the major is determined by the individual schools and departments. The Registrar's office determines transferability of courses to meet general education elements. The PLU catalog clearly states how credit can be earned and the maximum number of hours in each category that is transferable

Students

2.A.15 Student Policies
Policies and procedures regarding students' rights and responsibilities are contained in the PLU Student Code of Conduct and the Student Rights and Responsibilities Procedures.
http://www.plu.edu/srr/

Both are posted on the PLU website with hard copies available upon request. In addition, an outline of these policies is included in the Student Planner which is available to all students at the opening of the academic year. The Academic Integrity Policy is contained in the Code of Conduct, as are the procedures for appeals and grievances. The Student Rights and Responsibilities Office is led by the associate director of Students Rights and Responsibilities and is housed in the Student Involvement and Leadership Office. The associate director oversees the annual training of review officers and ensures that the policies and procedures are administered in a fair and consistent manner. The policies and procedures are reviewed annually and the process for changing student policies is described in the procedures. The Student Code of Conduct and Procedures are sent to students at the beginning of each semester through an all-student email with the web link embedded.

The policies and procedures regarding students' rights and responsibilities about disabilities are posted on the website of the Disability Support Services (DSS) Office. These policies are available to all students and are distributed to those students who inquire as to services from the DSS Office. The director of DSS oversees the fair and consistent administration of these policies which are reviewed and updated as needed on an annual basis.
http://www.plu.edu/dss/policies-procedures/home.php

2.A.16 Admission/Enrollment Policies
The university seeks to annually enroll a well-qualified student body that has the capacity to flourish academically and 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, and 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 PLU mission and positively impact the overall student body. Minimum requirements for admission are listed in the Catalog and on the website. http://www.plu.edu/admission/first-year/apply/

Admission policies and standards rest with the faculty. This is exercised for the undergraduate program through the faculty standing committee, Admission and Retention of Students, which recommends policy to the faculty assembly. The vice president for admission and enrollment services ensures that the policy is adhered to in the admission process. Graduate admission standards are set by the individual graduate programs.

Undergraduate students' abilities are assessed at the time of admission. PLU employs a process by which student needs are met by way of academic advising and appropriate course placement. The orientation for all new students includes modules for academic preparation. Specific placement examinations are given to undergraduate students for mathematics and the languages. http://www.plu.edu/new/

Academic progression policies are clearly communicated in the undergraduate and graduate sections of the catalog. Academic warning, academic probation, dismissal, and petition for reinstatement are covered. PLU staff and faculty adhere to these policies which provide students clear guidance. http://www.plu.edu/catalog/2013-2014/undergraduate-program/academic-policies-procedures/home.php

2.A.17 Co-Curricular Policies

As indicated in *PLU 2020*, the commitment to deliver an outstanding academic program is augmented by strong co-curricular programs designed to engage the whole student in a transformational educational experience. The array of co-curricular education and services offered at PLU is based on the university's educational mission and commitment to the holistic development of students in body, mind, and spirit. PLU publishes a student planner that is available to all students and includes abbreviated versions of the student code of conduct, students' rights and responsibilities, and the intersection of the Integrative Learning Objectives and the co-curricular. Co-curricular opportunities are intentional and align with the Integrative Learning Objectives http://www.plu.edu/student-life/co-curricular-prgms/home.php

Human Resources

2.A.18 Human Resources - Policies

The university maintains and publishes via the Web all human resources policies. http://www.plu.edu/personnel-manual/

Included on the site is information about employment, benefits, equal employment opportunity, and employee rights and responsibilities. Policies are reviewed regularly to stay current with legal requirements as well as with changes instituted by the university.   Decisions regarding changes to major policies are made by the President's Council.

2.A.19 Conditions of Employment

All employees are apprised of their conditions of employment. New faculty members participate in an orientation program that introduces them to the Faculty Handbook and its contents (including requirements for tenure and promotion). All faculty contracts contain pertinent employment information for the year. New administrators and staff participate in an orientation program within their first six months of employment, and prior to that are provided access to the Personnel Manual and specific policies regarding benefits. The orientation

programming is solid and the information is readily available on the Provost and HR websites. Modifications to what and how information is provided are made when necessary to provide updates or better serve the community.

http://www.plu.edu/personnel-manual/

http://www.plu.edu/provost/Faculty Handbook/home.php

2.A.20 Human Resources - Records

The institution ensures the security and appropriate confidentiality of human resources records. Paper personnel files for all university employees are stored in the Office of Human Resources. Personnel files are housed in locked filing cabinets located in an alarm secured building and are only accessible to Human Resources staff. Former employee files are maintained off site, in a secure location, according to file retention policy. At close of business each day, all records are removed from unsecured areas and stored in locked cabinets. Electronic records of all types are stored in the Banner database as well as a central file server. "Least privilege" security practices are applied to all systems from hardware through application levels. In addition to regular monitoring of logs these practices are reviewed as part of the annual financial audit process.

Institutional Integrity

2.A.21 Integrity in Publications

Publications are reviewed continuously, first to ensure that they are consistent with the university core messages, and second that they portray factual information. Marketing and Communications holds the primary responsibility to ensure that core messages are incorporated appropriately, while individuals are responsible for keeping their publications current.

Communication about academic programs to students is done primarily through the Web. The General Education website clearly articulates the requirements for that portion of an undergraduate student's program.

http://www.plu.edu/ucom/

http://www.plu.edu/general-education/

Four-year advising guides exist for all undergraduate majors. They may be accessed from departmental web pages or from the academic advising website. Two-year course cycles are available for each department.

http://www.plu.edu/my-academic-pathway/advising-resources/advising-guides/home.php

http://www.plu.edu/my-academic-pathway/two-year-course-cycles/home.php

Graduate students are able to access accurate program information through the individual program or graduate admission websites.

2.A.22 Ethical Standards

Students, staff, faculty, and members of the Board of Regents operate at a high ethical 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 Standards of Personal Conduct in the Personnel Manual defines acceptable behavior. http://www.plu.edu/personnel-manual/

Students are also expected to adhere to ethical standards. Upon their acceptance 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.
http://www.plu.edu/student-handbook/code-of-conduct/introduction.php

2.A.23 Conflict of Interest Policies

The PLU conflict of interest policy 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.

2.A.24 Intellectual Property

Publications, discoveries, inventions or improvements resulting from an employee's efforts at PLU, and which are the result of the employee's efforts on their own time, are the sole property of the employee. In other instances, including those where an employee collaborates with someone at PLU or another institution, PLU negotiates terms with the employee and the other institution on a case-by-case basis, as necessary.

2.A.25 Accreditation Representation

NWCCU accreditation is articulated on the Web in two places, in the "About PLU" section of the home page and in the on-line Catalog. This information is in accordance with the NWCCU Policy on Public Notification about Affiliated Institutions.
http://www.plu.edu/about/Profile/Accreditation/home.php
http://www.plu.edu/catalog/2013-2014/university-information/accreditation.php

2.A.26 Contractual Agreements

PLU has policies governing the establishment of contractual agreements. Procedures are clearly defined and the contract review process is posted on the finance and operations website. The vice president for finance and operations maintains primary signature authority over contracts that are $7,500 or more. Major contracts are reviewed by the university attorneys. www.plu.edu/finance-ops

Academic Freedom
2.A.27 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. Academic freedom is explicitly referenced in Article III, section 1 of the Faculty Constitution and By-laws (page 8). Procedures for disciplining or dismissing a faculty member also are written to guarantee that such actions are not violations of academic freedom.
http://www.plu.edu/provost/Faculty Handbook/home.php

2.A.28 Promotion of Independent Thought
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." 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.
http://www.plu.edu/provost/Faculty Handbook/home.php

2.A.29 Academic Scholarship
It is expected that academic scholarship is presented fairly, accurately, and objectively.
http://www.plu.edu/provost/Faculty Handbook/home.php

Finance
2.A.30 Financial Resource Policies
Ultimately, management of the financial affairs of the university rests with the board, as indicated in the Board Bylaws (Article 4.16). The president, with the assistance of the chief financial officer (vice president for finance and operations) reports to the board concerning 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. The Budget and Finance Committee, Audit and Compliance Committee, Investment Committee, and Real Property Committee charters are explicit as to the scope of each committee's fiscal duties and their reporting relationship to the entire board.
http://www.plu.edu/president/widgets/documents-forms/items/articles-of-incorporation-and-bylaws/Articles of Incorporation and Bylaws.pdf

STANDARD 2.B HUMAN RESOURCES

2.B.1 Qualified Personnel
Each May, the Human Resources department reports the official headcount of regular staff and administrators and faculty. The most recent report (May 31, 2013) is shown below.

Group	Male	Female	Total #	Caucasian	People of Color	Total #	Avg. Age	Avg. Years of Service
Professor	37 / 64%	21 / 36%	58	51 / 88%	7 / 12%	58	59	25
Associate Professor	41 / 49%	42 / 51%	83	73 / 88%	10 / 12%	83	48	13
Assistant Professor	19 / 36%	34 / 64%	53	43 / 81%	10 / 19%	53	41	4
All Faculty (Tenure and Tenure-Track)	97 / 50%	97 / 50%	194	167 / 86%	27 / 14%	194	50	14
Upper Level Administrators (A23, A24, Deans, Officers)	31 / 66%	16 / 34%	47	45 / 96%	2 / 4%	47	54	14
Junior and Mid-Level Administrators (A19 – A22)	62 / 38%	103 / 62%	165	128 / 78%	37 / 22%	165	43	9
All Administrators	93 / 44%	119 / 56%	212	173 / 82%	39 / 18%	212	45	10
Upper Level Staff (S7 – S10, SUG)	61 / 42%	84 / 58%	145	130 / 90%	15 / 10%	145	44	8
General Staff (S1 – S6)	34 / 31%	77 / 69%	111	77 / 69%	34 / 31%	111	47	8
All Staff	95 / 37%	161 / 63%	256	207 / 81%	49 / 19%	256	46	8
Total Employee Population (regular with benefits status; w/out temps, adjuncts, etc.)	285 / 43%	377 / 57%	662	547 / 83%	115 / 17%	662	47	11

NOTES:

These figures are based on regularly scheduled full and part time employees as of May 31, 2013, and do not include departures (resignations, retirements, or terminations) of those working less than .5 FTE or those on temporary or on-call assignments. Academic deans are counted in the administrator total, since for EEO purposes they are considered executives. Faculty figures do not include visiting or clinical faculty, lecturers or instructors since they are temporary positions. Due to federal regulations, the categories of race and ethnicity have changed. As of the 2010-2011 fiscal year these statistics are being calculated using the new categories.

PLU employs a sufficient number of qualified personnel to support operations and functions and to meet obligations toward achievement of the institution's mission and goals. For each open position, the criteria and qualifications are clearly posted on the Human Resources website. The procedures for applying for an open position are publically posted and available to all interested parties. http://www.plu.edu/human-resources/Employment/home.php

Every vacancy announcement clearly outlines duties and responsibilities and the reporting lines of the position. Ongoing job descriptions are maintained jointly between departments and Human Resources. As more supervisors and managers have understood the value of having up-to-date job descriptions for their staff, the number and completeness of these job descriptions has improved. However, there is not yet a current job description available for every position on campus.

2.B.2 Administrator and Staff Evaluation

The Associate Vice President for Human Resources is given the authority and responsibility to carry out the performance review system for staff and administrators. The system currently used includes a standard review form and follows a formal process. The forms are available on the HR website. http://www.plu.edu/human-resources/documents-and-forms/home.php

2.B.3 Professional Growth and Development

The university has strong programs in place for faculty, staff, and administrators to support professional growth targeted and appropriate to individual roles and responsibilities and the needs of the institution. Adequate resources are allocated and distributed by directors for off-campus conferences and workshops for specialized topics and professional growth opportunities. Information and Technology Services regularly offers technology classes, and the University contracts with Washington Employers for professional workshop opportunities. Human Resources sponsors workshops throughout the year along with a day dedicated to personal and professional growth.
http://www.plu.edu/itech/learning-opportunities/home.php
http://www.wa-emp.com/training

In addition to seeking new talent from outside the university, PLU seeks to provide professional development services for existing staff and promotes qualified staff from within. The Leadership Seminar, a program started in 2000, provides an annual cohort of university leaders with the opportunity to participate in the year-long professional leadership development program. Over 170 individuals have graduated from the program.

PLU supports faculty professional growth and renewal through on-campus faculty development programs and by providing resources to support individual faculty. Faculty development opportunities in the form of workshops and seminars are provided under the auspices of the Provost's Office, Information & Technology Services (including Mortvedt Library), the Wild Hope Center for Vocation, Wang Center for International Programs, Academic Advising Office, First-Year Experience Program, International Honors, and other interdisciplinary programs. These offices also alert faculty to professional growth opportunities outside the university.

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 through the Human Resource Office also are relevant and available to faculty. Participation in these opportunities by new faculty is high.

The Karen Hille Phillips Regency Advancement Award, Wang Center grants, grants sponsored by the Wild Hope Center for Vocation, and other special grant and stipend opportunities are available. Individual units allocate travel funds in accordance with their own procedures, and additional travel funds are often available from the Provost's Office. The Provost's Office has granted course releases for faculty to explore new program ideas or engage in professional development that is more directly beneficial to the university as well.

The university has an excellent faculty sabbatical leave program.   Sabbaticals are not guaranteed but are granted to all eligible faculty members who submit acceptable proposals. Salary compensation during the sabbatical period is 75% of the faculty member's full-time base salary. Most faculty elect to take year-long sabbaticals, though some elect semester-length sabbaticals. The sabbatical program is the single most important support the university provides for faculty renewal and scholarly activity. There is also a professional leave program for qualified administrators.

The provost promotes faculty development and often supplements the faculty travel allotment available through units. Currently the Provost's Office is endeavoring to provide support for some mid-career faculty as they explore their careers or take on administrative roles such as department and program chairs.

2.B.4 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. Virtually all tenure-line faculty hold the highest terminal degree in their field. Faculty who are hired into tenure line positions in anticipation of completing their degree and who fail to do so are issued terminal one-year contracts.

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. Modest employment in the profession is considered a normal part of a faculty member's professional activity and is accepted in certain professional fields, notably the arts, business, education, marriage and family therapy, visual arts, theatre, music, and nursing.

2.B.5 Faculty Responsibilities and Workloads

Faculty workloads reflect the mission and goals of PLU. A faculty member's workload involves teaching, scholarly and professional activity, and university service. The balance among these varies depending on the stage in career, talent, and the particular university service role the faculty member is filling.

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 pedagogy of substance: a convincing and evidence-supported articulation of why they teach in the way they teach 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 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 in addition to study-away experiences.

PLU faculty members engage 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 (page 24) are taken from Ernest Boyer's *Scholarship Reconsidered* (Jossey-Bass, 1990). The university expects each faculty member to maintain a scholarly agenda. To move successfully through the tenure and promotion process, 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 and 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. http://www.plu.edu/provost/Faculty Handbook/home.php

There is a high faculty service obligation necessary to maintain the culture of faculty leadership on which the university depends. The expectations for faculty 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, to serve in the governance of various programs and on a wide range of committees. Faculty members are actively involved in advising and mentoring students. 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 to the community to be a value rooted in its mission.

Faculty are creative, generous, and effective in their teaching, advising, and mentoring of students, ambitious in their scholarly agendas, and committed to carrying out their service responsibilities. This combination contributes significantly to the effectiveness of the university in carrying out its educational mission, and this work is recognized annually through a series of high-profile Faculty Excellence Awards whose recipients are selected by their faculty peers.

2.B.6 Faculty Evaluation
Pacific Lutheran University has a clearly described policy for ongoing review of faculty (Faculty Handbook, Faculty Personnel Policy, pages 88-92, 94-98). The procedure involves annual reviews for all faculty before tenure, a more extensive third-year review for pre-tenure faculty, reviews for tenure and promotion, and post-tenure reviews every four or five years depending on seniority. All post-tenure faculty have been reviewed at least once in the past five years,

representing a marked improvement over the situation found at the time of the 2008 accreditation visit. In keeping with the culture of the university, peer professional review is carried out primarily by PLU colleagues. Scholarship, research, and artistic creation are also reviewed by qualified external adjudicators. The 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.

The faculty handbook outlines policies and procedures for working with a faculty member where areas for improvement in performance have been identified through the faculty review process.

STANDARD 2.C EDUCATION RESOURCES

2.C.1 Alignment of Academic Programs with Mission
The Integrative Learning Objectives (ILOs) are designed to reflect the spirit of the mission of Lutheran higher education and of the specific PLU mission. Undergraduate programs include specific alignment with the ILOs. All undergraduate and graduate degree programs are planned around student learning with clear statements of goals as appropriate to discipline-related learning objectives. Departments pay close attention to the discipline-based trends in best practices for teaching and learning and incorporate this information into their review and revision processes. Specific goals for General Education elements, and their alignment to the ILOs are published in course syllabi.
http://www.plu.edu/catalog/2013-2014/ilos-values-principles-gened-writing/home.php
http://www.plu.edu/catalog/2013-2014/undergraduate-program/general-education/home.php
http://www.plu.edu/catalog/2013-2014/undergraduate-program/program-curriculum-information/home.php

2.C.2 Expected Course and Learning Outcomes
Course, program, and degree learning outcomes are provided for students in multiple ways including through course syllabi and departmental and assessment websites. Faculty endeavor to use consistent language regarding learning outcomes in ways that assist students in clearly understanding course and program expectations and outcomes.

2.C.3 Degrees Based on Documented Student Achievement
All four-year PLU students participate in either a discipline-based general education program or in the 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 program at PLU has a published assessment plan and submits an annual report of student achievement of learning goals. This reporting is based upon published learning goals.

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.

2.C.4 Program Design and Requirements
Program design is the responsibility of the faculty. Discipline-based trends for best practice in teaching and learning are often the inspiration for ongoing curriculum revision. Yearly assessment data impacts curricular decisions and revisions in a growing number of programs. All degree programs require a capstone experience that provides students the opportunity to synthesize and apply their learning experiences. The curriculum for each degree program is listed in the catalog.
http://www.plu.edu/catalog/2013-2014/undergraduate-program/program-curriculum-information/home.php

Admission requirements for undergraduates (first-year as well as transfer students) are clearly described on the PLU admissions website as well as in the catalog. Admission counselors work closely with the Registrar to verify candidate qualifications.
http://www.plu.edu/education/Admissions/

Graduation requirements are clearly stated in the PLU Catalog and on program or department websites. The Registrar's Office and academic departments use PLU's Curriculum and Program Planning Tool (CAPP) within the Banner system, where student progress is easily accessible by students and advisors. Department chairs must approve student entry into a major or minor, and the student is shown how the coursework can be completed. Just prior to the time of graduation, a review of a student's completion of major, minor, concentration, general education and other university requirements is conducted prior to the commencement ceremony with information given to the student on any deficiencies. The Registrar's Office verifies completion. After the commencement ceremony, another review of the student's entire academic record is conducted by the Registrar's before the degree is awarded.
http://www.plu.edu/catalog/2013-2014/undergraduate-program/academic-policies-procedures/home

2.C.5 Faculty Role in Curriculum Design
Departments, schools, and interdisciplinary program committees, working with the Registrar's Office and the Provost's Office, carry the primary responsibility for the design and implementation of the 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 manages curriculum approvals and modifications. Final decisions on design of curriculum and responsibility for delivering it rest with the faculty. The provost and associate provost for undergraduate programs provide broad oversight; the provost holds primary responsibility for assuring effective allocation of faculty resources to all university programs. Department and program chairs work with their deans, the provost, the General Education Council, and the Educational Policies Committee in curricular planning and approval. Multidisciplinary programs, such as the First-Year Experience Program and the International Honors Program engage in collaborative planning and curricular development through their designated committees and regular faculty development workshops. http://www.plu.edu/provost/Faculty%20Handbook/home.php

A process for regular review of the curriculum exists in those units that carry the accreditation of outside disciplinary or professional bodies. A process for review in departments and programs that do not carry outside accreditations is carried out on an ad-hoc basis. This process is being regularized through a program review process being formulated by the provost in consultation with deans and chairs.

2.C.6 Integration of Library and Information Resources

Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process

Librarians partner with faculty to integrate library and information resources through the library's Information Literacy (IL) program. Librarians help faculty develop course-specific and transferable information literacy benchmarks that integrate resources into student learning. Librarians also closely collaborate with faculty through the Collection Development and Faculty Library Liaison program wherein librarians partner with teaching faculty to build a collection that supports their students' information needs.
http://www.plu.edu/faculty-governance/widgets/documents-forms/archived/integrative-learning-objectives.pdf
http://findit.library.plu.edu/content.php?pid=418835&sid=3426521

2.C.7 Credit for Prior Experiential Learning

Pacific Lutheran University does not award credit based on prior experiential learning.

2.C.8 Transfer 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. Academic departments review courses at Washington community colleges to ensure the 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 majors 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 education and other university requirements. The PLU 2013-14 Catalog 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 2013-14 Catalog. 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, outside credit evaluators (for some foreign colleges or universities), and the professional judgment of the Registrar's Office.
http://www.plu.edu/catalog/2013-2014/undergraduate-program/academic-policies-procedures/home#Transfer-of-Credit-from-Other-Colleges-and-Universities

Undergraduate Programs
2.C.9 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.

Students may fulfill the general education requirements via two programmatic routes: 1) the General Education Program (GenEd) or, 2) the International Honors Program (IHON). http://www.plu.edu/catalog/2013-2014/undergraduate-program/general-education/home.php http://www.plu.edu/catalog/2013-2014/undergraduate-program/international-honors-program/home.php

The current General Education Program was approved by the faculty in Spring 2008, and implemented in Fall 2009. It requires a total of 48 credits and consists of the following elements:
Embracing the Life of the Mind: the First-Year Experience Program (FYEP) (FYEP/WRIT 101, FYEP/DEPT 190 and the First-Year J-term);
Engaging Arts and Performance: (Art, Music, Theatre, Physical Education);
Interpreting Living Traditions for a Humane Future: (Literature, Philosophy, Religion);
Exploring Nature and Number: (Mathematical Reasoning, Natural Sciences/Computer Science/Mathematics, Science and Scientific Method);
Investigating Human Behavior, Culture, and Institutions: (Anthropology, Economics, History, Political Science, Psychology, Social Work, Sociology);
Encountering Perspectives on Diversity: (Cross-Cultural and Alternative Perspectives); and
Producing and Presenting Culminating Scholarship: (Capstone)

The IHON program requires a two-course sequence for first-year students (IHON 111 and 112); four 200-level courses aligned with requirements for a course from four perspectives (Humanities, Social Sciences, Natural Science, and the Arts); and a culminating 300-level seminar that focuses on integrating knowledge through a lens of social justice.

Requirements for general education at PLU are framed by the Integrated Learning Objectives and the Principles of General Education. The ILOs, which were adopted by faculty in 1999, provide an understanding of the learning objectives for PLU graduates and help integrate the work done in majors and minors with GenEd and IHON. The Principles of General Education, adopted by the faculty in 2004, explain the purpose of the general education program and provide a rationale for the requirements. These principles reflect the long-range planning documents (PLU 2000, PLU 2010, PLU 2020), the ILOs, AAC&U documents, and the catalog in explicit ways.
http://www.plu.edu/catalog/2013-2014/ilos-values-principles-gened-writing/home.php
http://www.plu.edu/catalog/2013-2014/undergraduate-program/general-education/home.php

Oversight of the General Education Program at PLU is provided through the Office of the Provost via the Associate Provost for Undergraduate Programs. A General Education Council, with representation from all program elements, maintains faculty oversight roles. The Council has implemented an assessment system for gathering student outcome data.
http://www.plu.edu/provost/general-education-council/home.php

2.C.10 General Education Learning Outcomes

The Integrative Learning Objectives frame the overarching learning outcomes for the General Education Program at PLU. Each department or program aligned with each general education element has published explicit discipline-based learning outcomes that are included in the annual assessment reports. The First-Year Experience Program documents learning through common assignments in FYEP/WRIT 101 and FYEP/DEPT 190 courses, and provides alignment to the ILOs and other FYEP program goals. The Perspectives on Diversity element, while housed within department-level courses, carries specific element-related outcomes, documented under the auspices of the General Education Council.
http://www.plu.edu/catalog/2013-2014/undergraduate-program/program-curriculum-information/home.php
http://www.plu.edu/provost/general-education-council/home.php

2.C.11 Applied Degree and Certificate Program Learning Outcomes

Not Applicable

Graduate Programs
2.C.12 Graduate Programs and Their Alignment with Mission

At present, PLU's graduate programs are offered 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 programs in the professions emphasize social responsibility, ethical leadership, service to the community, and the global context within which all professionals work today.

Graduate programs at PLU require students exercise a deeper level of thoughtful inquiry, higher expectation of preparation for classes, deeper analysis, more application of knowledge, and a greater expectation for self-direction and learning than undergraduate programs. These expectations are made clear in the individual course syllabi.

In January 2014 PLU created a new position of Associate Provost for Graduate Programs and Continuing Education. A Graduate Council, consisting of the individual graduate program directors and others who work directly with graduate students, is responsible for developing and monitoring graduate policies and overseeing some graduate program coordination. It is chaired by the Associate Provost. Although individual graduate program faculty adjudicate requirements and graduate program directors enforce them, policies and procedures are reviewed each year by the Graduate Council.

2.C.13 Graduate Admission and Retention Policies

Student qualifications and expectations for graduate admission and retention are compatible with institutional mission and goals and are articulated in the PLU 2013-14 Catalog and on each program's web page. The policies and regulations are also described in the individual program manuals or handbooks.

General graduate admission criteria (such as minimum entrance GPA requirements) are established by the graduate council. Each graduate program may establish additional and/or higher admission criteria. General requirements and requirements specific to the program are reviewed each year by the graduate council.

Policies regarding transfer credit, good standing, persistence, and graduation are included in the catalog. Where requirements are more stringent for a particular program, that program provides that information on the program web site and in program handbooks or manuals. All program policies are available on the individual graduate program web sites.
http://www.plu.edu/catalog/2013-2014/graduate-program/home.php

2.C.14 Graduate Credit Policies

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 attained prior to matriculation to the program. When a graduate student enrolls in an internship, the sponsoring faculty member is responsible for oversight and assessment. Graduate program directors must approve these internships.

2.C.15 Graduate Program Descriptions and Goals

PLU offers graduate programs in the areas of business, creative writing, education, marriage and family therapy, and nursing.

School/ Division	Program	Format	Fall 2013 Enrollment
Business	MBA	2 – 2 ½ years (evening)	57
	MS in Finance	10 month (day)	19
Humanities	MFA	3 year/4 summer low residency	55
Education	MAE with certification	1year (day)	52
	MAE alternative routes to certification	1 year (evening and Saturday)	24
	MAE Instructional Leadership	1 year (evening)	1
	MAE Principal certification	1 or 2 years (evening)	7
Nursing	Entry Level MSN	2 years (day)	42
	MSN	1 to 2 years (day)	14
Social Sciences	MA in Marriage and Family Therapy	2 – 2 ½ years (day)	49

http://www.plu.edu/catalog/2013-2014/graduate-program/home.php

Most of PLU's graduate programs are designed to prepare students for professional practice (e.g., those in Business, Education, Marriage and Family Therapy, and Nursing). The highly regarded creative writing program attracts students who are more directly interested in artistic creation and personal fulfillment.

PLU graduate programs have high expectations for academic rigor, leadership, innovation, creativity, and global awareness of the students. These characteristics prepare graduates to be global citizens with a commitment for ethical responsibility, social justice, and stewardship for the planet. Programs are designed to serve the community by fostering cultural understanding and developing diverse and creative approaches for critical understanding and problem solving.

The university's primary graduate focus is on early and mid-career professionals who seek to develop leadership and applied competencies that help them adapt to and manage a complex and rapidly changing cultural and technological environment. Graduate programs offer individualized, adaptive education plans in traditional and low residency environments, integrating liberal with applied learning.

All programs preparing students for professional practice maintain professional accreditations as indicated in the following table:

Graduate Program	Accrediting Body	Year of First Professional Accreditation	Most Recent Reaccreditation
Business	The Association to Advance Collegiate Schools of Business (AACSB International)	1976 MBA	2012
Education	National Council for the Accreditation of Teacher Accreditation (NCATE)	1958	2013
Marriage and Family Therapy	Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)	1990	2012
Nursing	Commission on Collegiate Nursing Accreditation (CCNA) (prior to 2003 accredited by the National League for Nursing)	2003	2013

Continuing Education and Non-Credit Programs
2.C.16 Continuing Education Alignment with Mission
At present, continuing education at PLU is decentralized. The School of Education and Kinesiology and the School of Nursing are the only units that currently offer continuing education programs. Continuing education is therefore tied to the specific schools and to their respective disciplines, and consequently is aligned with the mission of PLU.

2.C.17 Continuing Education Oversight
Administrative oversight for continuing education rests with the deans of the respective programs, though we expect a greater central coordination of continuing education in the future with the new Associate Provost. PLU maintains direct and sole responsibility for the academic quality of its continuing education programs.

The School of Education and Kinesiology contracts with Learners Edge where students obtain PLU continuing education credit through the Learners Edge instruction. Continuing education in PLU's department of education is carried out through its Partnerships and Professional Development Office (PPD) where an advanced placement institute and the Pro Cert and National Board programs are administered as well.
http://www.plu.edu/education/PPD/home.php

Continuing Nursing Education provides quality educational opportunities in the form of workshops, seminars, and short- and long-term courses which enable registered nurses and other health professionals to increase their knowledge and skills and ultimately improve health care for society. http://www.plu.edu/ccnl/

2.C.18 Continuing Education Credits
Current practice allows for a limited amount of credit for continuing education courses to be applied to select master's degree and certificate programs, notably in education. All continuing education that bears credit is awarded through series of course numbers that are reserved solely for continuing education (800 series for continuing education credits at the undergraduate level; 900 series for credit at the graduate level).

2.C.19 Non-Credit Instruction Records
The individual schools that provide continuing education maintain records describing the non-credit instruction courses and information about those who have participated in continuing education instruction. If credit is placed on a transcript (800- and 900-level continuing education credit), that credit appears on a separate PLU continuing education transcript (as compared to an undergraduate or a graduate transcript).

Credit Hour Policy and Scheduling
Pacific Lutheran University offers graduate and undergraduate courses on a semester hour basis in accordance with a class schedule adopted by the Faculty Assembly in October 1993. Semesters are 15 weeks in length. The schedule provides that daytime classes be offered

8:00am-5:25pm, and that daytime classes carrying four (4) semester hours be offered MWF in 65-minute time blocks, or TR in 105-minute time blocks. Evening classes typically begin at 6pm or later, and evening classes carrying four (4) semester hours are offered in 2-hour time blocks twice per week, or in a 4-hour time block once per week. http://www.plu.edu/registrar/academic-calendar-dates-and-deadlines/class-scheduling-time-blocs.pdf

Laboratory, studio, and rehearsal class times and the credit attached to those times are set by the departments in consultation with the Provost's Office through the normal course adoption process. Departments are expected to have sound pedagogical reasons (e.g., how the lab relates to the corresponding lecture) when recommending that a certain level of semester hour credit be given to these courses.

Graduate programs have a variety of scheduling formats and may not adhere exactly to this class schedule, but class time per credit hour is the same as for undergraduate courses.

Departments and Schools post two-year course cycles on the web for purposes of program planning and academic advising (http://www.plu.edu/my-academic-pathway/two-year-course-cycles/home.php). Each semester, department and program chairs submit to the Registrar the proposed rooms and times for each course being offered that semester. Chairs are asked to indicate the faculty member teaching the course and any other relevant information (e.g., fees or descriptions of special topics courses). The Registrar's office reviews the requests with the Provost's Office to ensure adequate offerings and dispersal of offerings throughout the day and then sets the class schedule for that semester.

STANDARD 2.D STUDENT SUPPORT SERVICES

Pacific Lutheran University articulates the essence of its educational mission to offer each and every student a transformational life experience. The university challenges students to succeed both in and out of the classroom, provides a range of support services to assist students in that endeavor as well as to prepare for meaningful careers and service to others after graduation. The commitment to students is seen throughout the university, and faculty and staff work together collaboratively to deliver the educational program of the university.

2.D.1 Effective Learning Environments

PLU creates safe and effective learning environments across campus. The primary educational mission is delivered by the faculty through classroom facilities. Each year, the Instructional Resources Committee of the faculty, the Capital Improvements Committee and the Office of Instructional Technologies upgrade a strategically selected group of classroom and instructional facilities to improve the interactive pedagogy that supports student learning and is consistent with the nature of the educational programs at PLU.

The residence halls provide safe, clean and comfortable living/learning environments which are intentionally designed to support the educational mission of the university by allowing for and encouraging intellectually dynamic interactions with students, staff and faculty. These environments link with important curricular emphases at PLU and foster ties between classroom learning, faculty interaction and out-of-class "learning labs." Examples of specific themed housing include: Hong International Hall, Hinderlie Hall for the Creative Arts, the Social Action and Leadership (SAL) wing in Ordal Hall, and Women's Studies in Harstad Hall. First Year student wings are distributed across eight of the ten halls, first generation student wings are supported in two halls, and gender-neutral wings are supported in two halls.
http://www.plu.edu/residential-life/residence-halls/first-year-communities.php

PLU has co-located many programs and services that support student learning needs as a strategic design to facilitate student connections to related services. The Ramstad Commons (primarily in Ramstad Hall) houses the offices of Academic Advising, the Center for Community Engagement and Service and Career Connections (including Internships and Student Employment). These are clustered together to assist a student with linking decisions about majors/minors and classes, to work experience (on or off campus), internships, service learning and volunteer opportunities and eventually to careers.

The Library serves as another "hub" of student learning services, in addition to the research and reference librarian assistance. These services include Academic Assistance (tutoring), Classroom and Event Technologies, Language Resource Center, and the Writing Center. The lower floor of the Anderson University Center (AUC) serves as the "hub" for student activities and includes co-location of the Diversity Center, Student Involvement and Leadership, the Club House, Residential Life, and the various student media outlets. Student support services of Campus Ministry, Counseling Center and Disability Support Services are also located in AUC.

The Student Services Center in Hauge serves as a one-stop service center for students seeking assistance from the Registrar, the Financial Aid Office or the Business Office thereby facilitating the ease with which students can address the many issues associated with the "business" of being a student.

2.D.2 Safety and Security

PLU has a wide range of services and programs to provide for a safe and secure environment which contributes to an effective living/learning environment. There are three categories to the University's approach to safety:

- Preparedness and Prevention
- Response
- Notifications

Preparedness and Prevention

Campus Safety is the primary department tasked with maintaining the safety and security on campus. It works directly with other campus partners such as Facilities Management, Emergency Programs, Environmental Health and Safety and the Access Department, on a regular basis to create an overall plan to address safety and security issues.

Campus Safety consists of both professional and student staffing. The department operates 24 hours a day 365 days a year. Campus Safety officers are not commissioned law enforcement. The patrol and response guidelines are based on the premise of providing a visible security presence around campus to deter criminal activity and to provide a quick response to calls for assistance. The staff is trained in both security procedures as well as medical aid response. Field staff members are certified in First Aid, CPR and AED response. The Campus Safety department utilizes several services to promote and maintain a safe environment. These include:

- Active monitoring of 60+ CCTV cameras
- 22 Emergency Blue Phones strategically placed throughout the campus
- Foot and vehicle security patrols 24 hours a day
- Access card swipe system on all Residence Halls and most academic buildings
- Campus Escort and Shuttle ride program
- Educational website with information on personal safety tips
- Contract with Pierce County Sheriff's Department for services of Campus Safety Director and additional law enforcement resources
- Additional security presence provided by off-duty Sheriff's deputies hired by PLU

Campus Safety's role focuses on the day–to-day safety and security of the campus community. Campus Safety maintains a website with information on resources and personal safety information. Several safety emails are sent to all students during each semester with reminders about personal safety information and university resources.
http://www.plu.edu/campus-safety/home.php

For larger crises and disasters the university has developed an Emergency Response Plan. This plan identifies the level of an emergency, available resources and what roles particular departments will hold in the university's response. The plan details the structure of the response by utilizing an Incident Command System (ICS) model.
http://www.plu.edu/emergency/widgets/documents-forms/items/emergency-response-procedures/Basic%20Management%20Plan%20Final...%20August%202013.pdf

The Director of Campus Safety position is held by a commissioned officer from the Pierce County Sheriff's Department providing access to many law enforcement resources for the university. The commissioned officer is able to provide experience and knowledge related to security as well as access to intelligence briefings that may impact the campus community.

Response
Campus Safety staff are the university's first responders to campus incidents. They are trained to respond to most types of incidents including medical aid calls, suspicious persons, crimes in progress and general assistance calls. The addition of the off-duty deputies allows for a quick response to the campus in case there is a need for law enforcement.

Campus Safety works closely with both the Central Pierce Fire and Rescue and the Pierce County Sheriff's Department to ensure quick and efficient response to campus emergencies. The entire university community practices evacuation, earthquake and shelter in place drills each year to assist new campus community members with understanding safety procedures.

Notification
In the event of an emergency, timely notifications are a key component to keeping the PLU community safe. PLU has several methods in place to make timely notifications to the entire campus.
• Emergency Blue Phones - Currently there are 22 emergency blue phone stations around the campus. Most of these phones also act as speakers to announce emergency messages to the community.
• PLU Alert! - This is a text and voice message system that has all university students and staff enrolled. Emergency messages are sent to recipients via four pathways; text message, phone call to cell phone, phone call to business phone and text message to PLU email address.
• PLU TV - Televisions connected to the PLU network can be interrupted with emergency messages.
• PLU Website - The main page of the PLU website can be activated to show an emergency banner with information on the status of the emergency at or near the campus.

Each year the Campus Safety department completes an Annual Safety Report as required by the Federal Jeanne Clery Act. This annual report details several university policies, Campus Safety response practices and incident data related to safety and security. Incident statistics within the report are obtained from internal Campus Safety reports, other university departments and the Sheriff's department. Upon completion of the report all students and staff are notified via email. The report is posted on the Campus Safety website for viewing by the students and staff

as well as the public. http://www.plu.edu/campus-safety/annual-report/home.php

2.D.3 Student Match

The university seeks to enroll well-qualified students who have the academic and personal capacity to flourish in a variety of areas of campus life. Recruitment and admission staff seek prospective students who are academically prepared for the rigors of the classroom and co-curricular life, as well as students who are interested in benefitting from the support of faculty and staff who are well-qualified to facilitate individual growth and success. Additionally, the recruitment and admission process seeks students with the ability and desire to lead and serve others in their community. 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. The Faculty Admission and Retention of Students Committee meets throughout the academic year to work with Admission and other campus offices on student success topics. Unique and distinctive student orientation programs are offered twice a year for first-year, commuter, transfer, and international students. These programs are operated by the Office of Student Involvement and Leadership which works collaboratively with campus departments and professional schools. New undergraduate student orientation occurs in the fall for four days. Concurrent orientations are also offered during that time for various student groups. A second one-day orientation is offered during the beginning of the spring semester for new students. Both undergraduate orientation sessions are assessed regarding impact and effectiveness and revised as needed. Orientation for new graduate students is offered in partnership through the Student Services Center. http://www.plu.edu/new/

For orientation to academic programs, all new students (first-year and transfer) are required to attend an Elements of General Education presentation by the Academic Advising Office prior to the registration process. This presentation covers the Elements of General Education and the CAPP report, a software program that maps out courses required for graduation in a chosen major. Students are provided a handout with the Elements of General Education (or IHON, as applicable). If students do not attend, they receive a copy of the handout attached to a memo addressed to the student's academic or faculty advisor alerting the advisor that the student did not attend and General Education should be reviewed at their pre-registration meeting.

In the spring semester, first-year students attend a College 201 presentation by the Academic Advising Office. This presentation includes steps on how to declare a major (i.e., go meet with the Chairs).

Neither of these presentations directly introduces students to every major available, but both presentations encourage students to explore the online catalog, connect with resources (e.g., Career Connections, faculty), and introduce academic advising staff and resources if undecided on a major. Students apply for a major in a variety of ways depending on the program, and all students must declare a major once they have completed 60 credits. Each student is given

information on standard course cycling and degree information as they are declared in the major by the department.

All evaluation and awarding of credit is done by the Registrar's Office under faculty-approved policies and procedures that ensure fairness to all students. Reviews are conducted regularly to ensure transfer of courses from other institutions 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 PLU requirements. Credit for the major is based on individual schools and departments determination of which courses are transferrable and applicable. The Registrar's Office determines transferability of courses to meet general education requirements. The university catalog contains the policies on transfer of credit from other post-secondary institutions both domestic and international as well as credit from AP, IB, CLEP, and ACE – evaluated military credit. The PLU Catalog clearly states how credit can be earned and the maximum number of hours in each category that is transferrable.
www.plu.edu/catalog/2012-2013/undergraduate-program/admission/evaluation-of-credits

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 is maintained by the Registrar's Office. The Registrar's Office reviews all courses at each community college, prepares equivalency guides, submits these guides to the department and program chairs for review, offers advice and additional research if necessary, and, after faculty approval, publishes correct and updated guides. 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, IB, and Cambridge Diploma transfer of credit also are based upon faculty evaluation of the exam content and the equivalency and are also published for incoming students to review. Pacific Lutheran University accepts ACE-evaluated military credit for transferable courses.

2.D.4 Program Elimination
As with the creation of a new program, a department proposing the elimination of a program (degree, major or minor) must complete a formal proposal that moves through the faculty governance system. This requires review by the Educational Policies Committee and a vote by the Faculty Assembly. The proposal must include an impact statement and must show how students currently in the program will be able to complete their degree requirements within a reasonable amount of time. http://www.plu.edu/provost/Faculty Handbook/home.php

2.D.5 Catalog
Pacific Lutheran University publishes an on-line catalog as well as a paper version (for faculty and staff). The catalog describes institutional mission and core themes; entrance requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course

sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules, regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; the academic calendar, and more. http://www.plu.edu/catalog/2013-2014/academic-calendars/home.php

2.D.6 Publication Information
Three program areas lead to professional certification or licensure: undergraduate and graduate education; undergraduate and graduate nursing; and graduate finance. All three of these programs provide information in the catalog and on their individual websites regarding licensure or certification information.

2.D.7 Student Records
The university maintains student academic records electronically in a secure environment with nightly backups of records. Paper records of prior students are digitized for easy access and are maintained in paper form in a secure off-site storage area. Paper academic records of current students are stored in the Registrar's office in a secure office. The Student Services Office maintains and secures student financial records. Confidentiality of records is maintained with faculty and staff receiving training. There are electronic and paper safeguards to ensure student records are safe and secure. The FERPA policy is included in the PLU catalog. Faculty and staff receive FERPA training at the time of hire and receive annual reminders of the key components of the policy. Student office assistants are trained by their supervisors to the standards of FERPA.
www.plu.edu/catalog/2012-2013/university-policies/home.php#Family Education Rights and Privacy Act

The policies regarding privacy, confidentiality and release of student records are published on line in the Student Code of Conduct under the FERPA policy. Offices with records that are protected by other state or federal laws and guidelines give information about records to students seeking the services of those offices. The faculty, staff and students are notified of the FERPA policy at the beginning of each semester via email and posting in the student newspaper. Offices such as the Health Center, Counseling Center and Disability Support Services, follow additional guidelines established by state law and HIPAA, as relevant.
http://www.plu.edu/srr/code-of-conduct/FERPA.php

2.D.8 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 academic ability. Need-based aid is awarded on the basis of financial need as

determined by the difference between a family's ability to pay (calculated by the FAFSA) and the total cost of tuition, fees, room, meals, and personal expenses for one academic year or identified term of study. Financial aid awarding policies and procedures are reviewed annually by the university's external auditing firm as well as state and federal authorities.

Prospective and current PLU students are informed of both merit-based and need-based financial aid programs via print and electronic information sources. Prospective students are regularly informed of need-based and merit-based financial aid programs via the "U Magazine" which is sent in the Fall, Winter, and Spring of the student's senior year in high school. Similar information is provided to prospective transfers, international and graduate students. Additionally, prospective students are notified of their eligibility of merit-based scholarships at the time of admission. Information regarding eligibility for need-based financial aid is provided upon receipt of the FAFSA data.

Continuing PLU students are notified of both merit and need based financial aid on a regular schedule. Multiple communications are sent from the Office of Student Financial Aid alerting students to upcoming financial aid deadlines and required paperwork, as well as opportunities to apply for additional forms of financial aid. In order to provide the best possible customer service, all PLU students are assigned a designated professional financial aid counselor. Students and their parents work with this dedicated counselor during their entire time of enrollment at the university.

2.D.9 Loans
The university closely monitors all student loan programs via regular analysis and documentation of funds awarded, as well as funds refunded to various lenders including the Federal Direct Student Loan Program and a select group of preferred alternative loan providers. Policies and practices regarding the handling of Title IV federal financial aid are audited each year. The current default rate is 2.9 percent.

All recipients of loans are required to complete both entrance and exit counseling delivered via online tutorials. It is during these tutorials and information sessions that students are officially informed of their loan obligations, repayment requirements, and terms of their loans.

2.D.10 Academic Advising
The Office of Academic Advising conducts frequent training sessions for faculty and professional advisors. Each year, prior to the beginning of the fall term, a two-hour training is offered for new advisors, which also serves as a refresher for experienced advisors. The first focus is on entrance, core, general education, and College of Arts and Sciences requirements. 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; registration/advising manual (updated annually); PLU advising system; registration, and major and minor declaration: "My Academic Pathways"; two-year course cycles; and four-year advising guides.

Academic Advising staff members coordinate and implement the New Student Registration (NSR) program for new first-year students. Each June new first-year students are registered for the first term over the course of five days. Registration counselors from across campus participate in a two-day training session prior to completing these registrations. Prior to their arrival for NSR, students receive a First-year Guidebook which introduces them to General Education requirements and the registration process. Their CAPP report further explains their General Education requirements and monitors their progress toward completing these requirements.

Each summer there is a day-long workshop for advisors on such "global" advising topics as excellence in advising, the PLU advising system, student agency, students who experience academic difficulty, the varying needs of students who transition into the university, how to use the CAPP report, and how to assist sophomores in choosing a major. In addition, periodic training sessions on various topics are offered in the fall and spring semesters. The five professional advisors in the Office of Academic Advising are available to answer questions from faculty throughout the year.

Academic Advising maintains a website which targets both advisors and students and provides a variety of forms which are useful in the advising process. Advisors and students make active use of the CAPP report which now monitors not only progress in completing General Education requirements but also (for undergraduate students beginning on or after Fall 2010) progress of students toward completing their majors and minors. Academic Advising creates and distributes advising files for each student. The office assigns initial advisors and updates advisor changes in the Banner system. http://www.plu.edu/academic-advising/

Students may change their advisor at any time. Students declaring a second major will have two faculty advisors listed in the Banner system, one advisor for each major. Advising requirements and responsibilities for advisors and students are clearly defined and are available on the Academic Advising website and in the Faculty Handbook (Page 58).
http://www.plu.edu/provost/Faculty Handbook/home.php

2.D.11 Co-Curricular Activities
Co-curricular programs are offered broadly across the university and are presented by various offices and departments. The programs are closely aligned with the university's mission and core themes. Programs link to the Integrative Learning Objectives of the university and contribute to the student's overall education.
http://www.plu.edu/student-life/co-curricular-prgms/home.php

The Division of Student Life, along with campus partners, has developed a leadership co-curricular program that is firmly grounded in the University's mission, faculty-approved Integrative Learning Objectives and national student affairs benchmarks for student learning. Student leadership development is offered through the Student Leadership Institute, held each August before the start of school. It is attended by over 200 student leaders, and students focus on leadership style and the development of leadership skills to meet their position's

expectations for the year ahead.

In addition, there is a year-long Emerging Leaders Program offered for new students. Student leadership positions exist in the student government organization known as the Associated Students of PLU (ASPLU), in the Residence Hall Association and Hall Councils, in the over 80 clubs and organizations that are student directed, in Campus Ministry as Campus Ministry Stewards and in University Congregation, in the Center for Community Engagement and Service, in athletics as team captains, and on the Student Athletic Advisory Council (SAAC) among others.

A founding principle of co-curricular programs is connecting with students and their interests and working with them individually to help them blend their academic and co-curricular experiences into one. To best meet the needs of each student, PLU offers co-curricular programs designed for a variety of affinity groups, including but not limited to, students of color, first generation students, transfer students, commuter students, veteran students and international students. PLU strives to create experiences that are both logistically and programmatically inclusive.

Co-curricular programs, while grounded in the pedagogical approach of the University, are also structured by the policies and procedures that inform the work of each member of the PLU community. Through co-curricular programs, students are also educated in the University's policies and procedures for event planning, risk management, fiscal resources and common messaging. 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 desk worker manuals, club and organization manuals and in student leadership manuals.

Career Connections is in its fourth year and serves to advance educational and career planning for students. The focus of the effort is to provide students with opportunities for employment, internships, volunteering, networking, and personal and professional development. Students are increasingly looking for guidance and coaching on discovering their vocation and calling, as well as their careers. The university is increasing its capacity to bring more job offerings and internships to PLU, prepare our students for the working world, and integrate their academic, vocational, and career goals. http://www.plu.edu/career-connections/

The Diversity Center is committed to empowering the PLU community to engage in dialogue, programs, and initiatives that promote and enhance equity, agency, and action. The Diversity Center encourages students, faculty, and staff to share their authentic selves with the Pacific Lutheran University community. The PLU Diversity Center supports co-curricular programs by bringing together people and ideas to celebrate shared human experience while exploring, affirming, and enriching dignity and diversity in our community. The Diversity Center enhances the PLU learning community while creating active leaders by providing a supportive and inclusive space for dialogue. An open door policy and a team of dedicated advocates spark passions for advocacy, social justice, and building lasting and meaningful relationships. In

addition to the open door policy, the Diversity Center also programs weekly and monthly activities that provide unique opportunities to learn about and socialize with other cultures. Students who have found the Diversity Center to be a resource comment on the welcoming atmosphere, openness of student Diversity Advocates, the inviting space for questions and learning, and the chance to just be a regular student in a comfortable setting. http://www.plu.edu/dcenter/

In the Residence Halls, co-curricular programs provide the scaffolding for the residential experience, including staff training, themed housing, and community development models. The professional staff members in Residential Life oversee the design and implementation of the co-curricular activities and ensure that each activity is developmentally appropriate and fiscally sound. http://www.plu.edu/residential-life/residence-halls/home.php

Campus Ministry co-curricular programs include Bible studies, interfaith dialogues, chapel (three times per week), alternative spring break trips, and service opportunities throughout the year. http://www.plu.edu/campus-ministry/

A student planner is published and distributed annually that includes information about the Student Code of Conduct, campus resources that address student organizations' needs and student services. The planner also includes information regarding athletics, student media, student services, student government and dates of academic and social events. The student planner has been supplemented by the use of the Guidebook application on the web and the creation of the Ultimate Lute Guide which is updated weekly.

2.D.12 Auxiliary Services
Pacific Lutheran University operates residential life, dining services and the bookstore as auxiliary services.

Residential Life
Residential Life provides on-campus housing for a diverse student population including undergraduate, graduate, international, and married/domestic partnered students. Students can select from a variety of housing options including single, double, and apartment style spaces. In addition, need-based single rooms for students with special circumstances are offered.

 Varied living/learning communities are offered throughout the ten residence halls in collaboration with a broad array of campus academic and administrative partners. These unique communities include:
- First Year Wings – located in Foss, Harstad, Hinderlie, Ordal, Pflueger, Stuen (closed for renovations 2013-2014), and Tingelstad Halls
- Returner Student Wings – located in Foss, Harstad, Hinderlie, Kreidler, Ordal, Pflueger, South, Stuen (closed for renovations 2013-2014), and Tingelstad Halls
- Harstad Women's Empowerment and Leadership – promotes gender equity and women's empowerment

- Hinderlie Community for Creative Expression – for students who appreciate art of any form or level
- Hong International Hall – for students in the International Honors Core and/or language and culture study
- Social Action & Leadership Community – Ordal Hall (for 2013-14) – for students who have a strong desire to develop their leadership skills to be agents of positive social change
- First in the Family Community – Foss Hall – for residents who identify as first generation college students
- Gender Neutral Housing – wings in Hinderlie and Tingelstad Halls – mixed gender wings, with enhanced privacy gender neutral bathrooms and the possibility of gender neutral housing rooms
- The Kreidler Community – for junior and senior residential and commuter students, transfer students, veteran students and non-traditional aged students

Residential Life further contributes to the intellectual climate of the campus community, enhanced learning environment and overall success of PLU students through the following programs:
- The Triple-i and MapWorks strategic retention programs for new and continuing residents
- The Kreidler Community Commuter Lounge for junior and senior commuter students, transfer students, veteran students and non-traditional aged students
- Residence Hall Councils under the umbrella Residence Hall Association – a very active and effective residential student government
- Residential Life Institute – an intentional and intensive theory based approach to student staff training

The Residence Hall Association, an advocacy and activity organization, consists of a president, vice-president, social justice director, sustainability director, leadership development director, activities and outreach director, and a public relations director. The president and vice-president are elected in early March and begin serving immediately – overlapping for a month with the outgoing executives. The remaining RHA positions are then filled through an application process with the incoming and outgoing leadership, along with the advisor, making the selections.

Residence Hall Councils are elected by members of each hall and work to assure that programs of interest are provided for residences, as well as at least one campus-wide program or event each year. Both the Executive Director of Residential Life and the Director of Residential Programs work closely with student leaders on topics such as housing options, rules governing life in the halls and the vibrancy of the living/learning community in each hall. The Faculty Campus Life Committee, comprised of faculty and a number of student and advisory staff members, serves to connect with the residence halls environments as new policies and housing arrangements are considered.

Dining Services

Pacific Lutheran University's Dining Services are self-operated and include campus restaurants, PLU Catering and 208 Garfield.

Campus restaurants include five unique on-campus dining venues. These venues provide meal and snack options to approximately 1,700 students with meal plans and 1,900 students without meal plans, via cash, credit, dining dollars, or LuteCard. All venues are open to, and frequented by, faculty, staff and the campus community.

In 2007, The Commons in Anderson University Center was completely renovated and expanded with a full menu 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 at all campus restaurants: on lower campus at Tahoma Market and Café and the Kelley Café, or on upper campus at the Nook in the Hauge Administration building and Old Main Market in Anderson University Center.

To help students get the most nutrition and benefit from their meal plan dining dollars, Dining and Culinary Services markets nutritious food choices and provides tips on maximizing dining dollars and how to navigate venues to meet dietary preferences. Dining and Culinary Services, in collaboration with the Wellness access plan, routinely provides a nutritionist to host information sessions and individual student appointments for nutrition assistance. In The Commons, foods are marked at point of sale with nutrition statistics, allergens, or vegan/vegetarian and gluten-friendly designations.

In 2010, 208 Garfield became the sixth restaurant operated by Dining and Culinary Services and is the only restaurant located off campus. 208 Garfield serves the campus and community as a gathering and meeting space.

Dining and Culinary Services contributes to the intellectual climate of the campus community in multiple ways. Each year, we host Culinary Week to engage the university in the conversations about current food topics and issues. Our professional cook staff offer free cooking demonstrations for the students and community. Additionally, our Culinary Adventure Series is an ongoing collaborative academic series of lectures related to food and gastronomy. The series engages a faculty member to coordinate with one of our staff on a food related topic.

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.

In order to gauge satisfaction and subsequently map improvements, Dining and Culinary Services utilizes the NACUFS national benchmarking 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 and Culinary Services management then establishes annual initiatives that focus on student satisfaction and improving performance elements. Additionally, our comment card system, paper and web based, provides ongoing feedback. Focus groups with student groups and student government validate food options and address student concerns.

Bookstore
In 2007, PLU's bookstore relocated two blocks east of campus in the heart of the Parkland community. The Garfield Book Company at PLU features a large sales floor and two meeting spaces. The bookstore provides textbooks, art and office supplies, general and technical books, PLU merchandise, clothing, and gifts. The bookstore also connects faculty, staff, students, and the surrounding community through meeting space, community events, and outreach programs.

The bookstore is a student, faculty and staff destination, while at the same time drawing in the community by offering a large selection of general books, supplies and gifts. The bookstore hosts many in-store events including author events, cooking demonstrations, children's summer programming, book clubs, and more.

Online e-commerce sales account for approximately 26% of the bookstore's sales. PLU students, alumni, parents and the Parkland community utilize the bookstore's website to purchase apparel, gifts, trade books, and textbooks online. www.garfieldbookcompany.com

In 2010 the bookstore opened the Scandinavian Shop at PLU. The Scandinavian Shop ties the bookstore to PLU's Scandinavian Heritage. The shop reaches out to the PLU's Scandinavian Community and the store's surrounding Scandinavian Community by offering a large variety of Scandinavian apparel, clothing, books, specialty foods, gifts, and more. The bookstore employs over 50 students each year through work study and student employment programs. The students bring new and creative energy to planning, and they provide and solicit feedback from fellow students.

Garfield Book Company partners with the National Association of College Stores (NACS) to create and distribute annual benchmarking surveys to faculty and student populations. Responses are evaluated to provide a roadmap for change and improvement. Additionally, the bookstore utilizes targeted focus groups to gain insight on textbooks, apparel and other store related topics.

2.D.13 Intercollegiate Athletics and Co-curricular Programs
Athletics and all co-curricular programs and their financial operations adhere to university standards and have appropriate institutional oversight. Admission standards, academic standards, degree requirements and financial aid awards are consistent for all students attending the university.

The Department of Athletics reports to the Vice President for Student Life and Dean of Students. The Department of Athletics reports to the Board of Regents through the Enrollment and Student Life Committee, which oversees all co-curricular programs. The Vice President for Admission and Enrollment Services is ultimately responsible for decisions for all students admitted to the university. All student-athlete requirements and procedures for Admission, degree requirements and financial aid are identical to all other students.

As an NCAA Division III institution, PLU is committed to offering a broad-based program that provides equal and equitable opportunities to both male and female students. Ongoing assessment and evaluation of all varsity programs insures equal access to facilities and support services. Continuous evaluation of eligibility determines the opportunities for participation. Access to the Names Fitness Center, the strength and conditioning coach, compliance coordinator and certified athletic trainers are equitable for all sports. Any differences rest with the nature of the sport rather than gender.

The Athletics Department is dedicated to providing a broad-based, quality program and experience for men and women who strive to achieve academic and competitive excellence within the Northwest Conference as well as regional and national levels of the NCAA Division III. The department subscribes to high standards of ethical conduct and fair play to achieve athletic prominence and to safeguard the health and welfare of its students.

To insure compliance and consistency with NCAA, university and Northwest Conference policies and procedures there is a student-athlete handbook and coach's manual 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 varsity 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. Additionally, all coaches and administrators take the NCAA recruiting exam each year providing continued education specific to student-athlete admission and recruitment regulations. http://www.plu.edu/health-center/athletics/
http://www.golutes.com/information/studentathletehandbook.pdf

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 Advancement and the Business Office. These gifts are handled as all other gifts to the university with proper accounting and receipting procedures. All other income through gate receipts, merchandise, corporate sponsors, camps and clinics are handled through the Business Office and follow normal accounting procedures.

2.D.14 Identity Verification Process
PLU's Department of Education is the only unit that delivers courses in an online-only format. These courses, while online, are structured in a virtual face-to-face format, where students and faculty member are meeting in real time. Identity verification is straightforward. Students who

enroll in these courses are part of regular graduate programs or endorsement areas offered by the department.

STANDARD 2.E LIBRARY AND INFORMATION RESOURCES

2.E.1 Access to Library and Information Resources
Mortvedt Library at Pacific Lutheran University (PLU) holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the university's mission, core themes, programs, and services.
http://www.plu.edu/library/
http://www.plu.edu/library/about-the-library/home.php#vision

Comparative data from member institutions in the Northwest Association of Private College and University Libraries (NAPCU) provides one way to evaluate Mortvedt Library's ability to support PLU's challenging academic programs and supportive educational environment. Library Services staff and faculty participate in and also review comparative data from the National Center for Education Statistics Academic Libraries Survey (ALS) biannually.
http://guweb2.gonzaga.edu/napcu
http://nces.ed.gov/surveys/libraries/academic.asp

For example, from fiscal year 2012, when comparing PLU to NAPCU Libraries in the category of total library expenditures per 1,000 FTE students we find that PLU is above the comparison group average and group median.

Our physical collection of books, serial backfiles and other print materials is also above our comparison group average and group median as are the number of circulation transactions. PLU has acquired fewer e-books than our peers to date but we anticipate this will change along with technology and as faculty begin to develop more online and hybrid course offerings over the next five years.

Mortvedt Library is a heavily used space with a gate count above our state and comparison group. The library open more hours per week than most of our peers and is above our comparison group average and median in the number of information literacy sessions we teach.

The two categories in which the library is lower than our comparison group average or median is total staff per 1,000 FTE students and the number of librarians. To partially address this, we hired a new instruction faculty librarian in 2013. With this new position we anticipate seeing an increase in the effectiveness of our instruction program, and we expect to improve our standing among our peers in the next ALS Survey.

For items not available on campus, PLU provides access to materials from other libraries through the robust ILLiad online Interlibrary Loan system that is free to currently enrolled

students or employed faculty and staff.
https://plu.illiad.oclc.org/illiad/logon.html
http://findit.library.plu.edu/content.php?pid=418835&sid=3423675

The University Archives and Special Collections is located on the third floor of Mortvedt Library and houses the University Archives, Scandinavian Immigrant Experience Collection, Nisqually Plains Collection, and the ELCA Region Archives. The Archives is an active partner with faculty and students in several academic areas, especially the Religion Department, Publishing and Printing Program, and Scandinavian Studies Program. In addition, PLU relies heavily on the information about the university that is stored and made accessible by the Archives. An increase in staffing in the Archives over the past several years has facilitated our digitization efforts. For example, PLU's *Saga* yearbooks and the student newspaper, *The Mast*, have all been digitized.
http://archives.plu.edu/home
http://archives.plu.edu/content.php?pid=357363&sid=3428319

Mortvedt Library is a heavily used building with a door count of over 330,000 visitors annually. Study room usage has increased over the past several years in response to the increase in group projects assigned throughout the curriculum. The library implemented an online room reservation system in 2011-2012 to enable students to reserve a space from their laptop or mobile device. In addition to the physical space, the Library Services virtual space is also heavily trafficked with the home page the second most visited site after PLU's home page according to Google Analytics.
http://findit.library.plu.edu/accreditation2014
http://findit.library.plu.edu/studyrooms
http://findit.library.plu.edu/content.php?pid=418835&sid=3423675

Library Services, along with User Support and Enterprise Systems, is one of three units that comprise Information & Technology Services (I&TS) in the Office of the Provost. I&TS serves PLU students, faculty, and staff to ensure they have ready access to technology and research assistance. The Mortvedt Library building houses I&TS, the Academic Assistance Center, Writing Center, and Language Resource Center.

Technology in Mortvedt Library is well supported by User Support and Enterprise Systems. Leveraging the Merged Information Service Organizational (MISO) structure of I&TS and co-locations of the various units, the library is technology-rich with building-wide wireless access. Workstations populate the first floor in the Haley Information Center, Assistive Technology area, and the Digital Design Lab. Computing and media equipment is also available in the majority of study rooms. http://findit.library.plu.edu/studyrooms

Available equipment on the first floor includes:
● 62 standard workstations (60 PCs and 2 Macs)
● 2 group stations with a standard computer attached
● 2 6-person media:scape collaborative technology stations

- 8 digital design stations (6 PCs and 2 Macs)
- 3 assistive technology stations

http://findit.library.plu.edu/content.php?pid=418835&sid=3423675

2.E.2 Planning

Planning and evaluating library and information resources is an integral part of Mortvedt Library's day-to-day work life. Librarians and library staff seek feedback from students, faculty, and staff through numerous ways. Library Services has a strong collaborative relationship with PLU faculty. Every department, school, or academic program has a designated Faculty Library Liaison that oversees faculty collection development requests for the library, and who partners with the subject librarian to develop and maintain the library collection. Faculty liaisons are able to track their allocations and monitor firm order purchases via a website.
http://www.plu.edu/library/for-faculty/collection-development.php#liaisons

Librarians also work closely with faculty through the library's Information Literacy (IL) instruction program (see also 2.E.3 below) so are cognizant of the requirements and expectations of what information resources faculty want their students to know about and use. Librarians also track assignments they learn about through reference interactions and note them in the LibStats reference interaction database. http://www.lib-stats.org.uk/

Librarians review usage statistics through ScholarlyStats, an online portal for library usage statistics. This service provides the library with a single point of access to consolidated vendor usage data from the library's 10 most heavily used platforms. These statistics are then used by librarians to make decisions on continuing or cancelling current subscriptions. Data also drives librarians to look for new and evolving platforms that might better fit the needs of the curriculum.

Librarians review all teaching evaluations from students received for IL instruction sessions, especially the comments sections. Librarians are responsive to patrons' information needs and will purchase requested materials rather than borrow them through Interlibrary Loan. Interlibrary Loan requests are reviewed annually to determine if a particular book or journal has been requested enough times that it warrants purchase.

Student feedback is sought in various ways and has had a significant impact on library services. Over the past five years the Director for Library Services has collaborated with students on group projects focusing on library enhancements ranging from hours to aesthetics. For example, School of Nursing students were surveyed and the resulting data were used to do a trial opening at 7:00am for a semester. Library staff reviewed the building gate count between 7:00-7:30am and deemed traffic was enough to warrant keeping the earlier opening time. Another student project in Communication & Theatre resulted in the library being open until 1:00am instead of 12:00am. In May 2013 a pilot program tested whether to have Mortvedt Library open 24/7 during the week prior to finals and finals week, with funds for the additional staffing covered by the Associated Students of Pacific Lutheran University (ASPLU). The library reviewed the results of this pilot program and decided to provide 24/7 access again during the

last two weeks of the fall and spring semesters in order to assess whether there was enough demand to make this change permanently.

Focus groups with faculty, students, and staff were held and the feedback received was incorporated into the 2010 Mortvedt Library Improvements Plan created in partnership with the architectural firm Mithun. In 2012 and 2013 the library participated in the Washington State Library Snapshot Day. Patron comments are routinely reviewed for patterns of suggestions and appreciations. For example, in 2012 students commented that they would like to have filtered water bottle fillers installed and the library was able to accomplish this. In 2013 new and improved energy-efficient lighting was installed in the building in response to requests by patrons for better lighting throughout Mortvedt.
http://findit.library.plu.edu/content.php?pid=418835&sid=3423970
http://findit.library.plu.edu/snapshot2012 http://findit.library.plu.edu/snapshot2013

Since 2007 I&TS has participated in four biannual MISO surveys. Results are compared from previous years and areas in need of improvement are addressed.
http://www.plu.edu/its/planning/MISO-survey/home.php

2.E.3 Information Literacy
The primary mission of PLU is to educate students and Mortvedt Library is an integral partner in this endeavor. In collaboration with classroom faculty, instruction librarians provide a supportive educational environment to help students successfully meet their academic challenges. Delivery of timely, active learning experiences provide students with the foundational skills needed to locate, select and ethically use information resources.

In particular, librarians have collaborated with the First Year Experience Program (FYEP) faculty and administrators to link Information Literacy (IL) to the first component described in part A of the Critical Reflection Integrative Learning Objective (ILO). This provides a common language for instructing students that aligns with the Association of College and Research Libraries (ACRL) IL standards. Over the past three years the IL program has reached into more classes and touched more students. For example, in 2012-2013, 78% of students in FYEP courses received IL instruction compared with an average of 53% over the previous two years.
http://www.plu.edu/faculty-governance/widgets/documents-forms/archived/integrative-learning-objectives.pdf
http://www.ala.org/acrl/standards/informationliteracycompetency
http://findit.library.plu.edu/content.php?pid=418835&sid=3423670

Two instruction librarians have attended the ACRL Immersion Program Track, providing Mortvedt Library with a framework for further developing a more formalized IL program. We are in the initial stages of mapping IL instruction to departmental learning objectives. We began with the FYEP and aim to strategically integrate IL throughout the curriculum including the culminating capstone experience. Another feature of this framework is assessment of IL instructional efforts as it relates to student learning. As an affirmation of this new emphasis on

assessment, Mortvedt Library was selected as a member of the first cohort of the ACRL Assessment in Action (AiA) program, funded through an Institute for Museum and Library Services grant. PLU's project team includes individuals from the Provost's Office, First Year Experience Program, and Office of University Assessment, Accreditation and Research. The project will focus on assessing the impact of IL instruction on student learning within the FYEP. . http://www.ala.org/acrl/AiA

2.E.4 Assessment, Security and Cooperative Arrangements
In addition to assessing our services and instruction program, Library Services faculty and staff evaluate library and information resources at least on an annual basis, typically when a resource is up for renewal. Librarians also collaborate with faculty through the Collection Development and Faculty Library Liaison Program where we partner in reviewing library materials. http://findit.library.plu.edu/content.php?pid=418835&sid=3426521

For example, all academic units with periodical and online subscriptions review them annually in the fall to decide whether or not to renew them. The library provides pricing and usage data when available.

While funding is always finite, PLU faculty, students, and staff have access to a vast array of material in the library's local and online collections which adequately support student research and an increasing amount of faculty research. Material not locally held or available online can be requested via Interlibrary Loan service which is offered at no cost to students, faculty, and staff. http://findit.library.plu.edu/content.php?pid=418835&sid=3423675

The PLU library provides security for the fiscal and online collections. The library includes security tape in all library material housed in the building (outside of the University Archives and Special Collections) for the security of material in the collection. Each summer an inventory is completed so that the entire physical collection is inventoried once every third year.

Access to online library information resources and services is secured using IP authentication, an EZProxy server, and ID management using PLU account credential authentication and authorization. Policies and licensing restrictions regarding access to, and use of, library and information resources are enforced. The Ex Libris Voyager library system automates the process for sending out overdue and other overdue courtesy notices via e-mail.

The PLU library also provides security for the building. During the academic year Mortvedt Library is closed to the public after 9pm. PLU faculty, students, and staff may use their PLU ID card (LuteCard) to gain entry via an electronic swipe card access system located on the front door of the building. The library employs a PLU Campus Safety trained student as a building monitor for security during evening hours. An internal alarm system provides additional security for the University Archives and Special Collections, equipment in Instructional Technologies, and for the PLU data center. In addition, the lobby is monitored by PLU Campus Security via a live video feed.

Mortvedt Library participates in several cooperative agreements to the benefit of PLU patrons. The library is a member of the Orbis Cascade Alliance's Electronic Resource Sharing Program to leverage the advantages of group purchasing of online resources. PLU is a charter member of the Northwest Digital Archives (NWDA) which provides enhanced information about unique research collections in Washington, Oregon, Idaho, Alaska, and Montana. Mortvedt library has reciprocal borrowing agreements for PLU patrons with the Puget Sound Area Independent Libraries (PSAIL) and Northwest Association of Private Colleges and Universities (NAPCU) Libraries. In addition, while not a full member of the Orbis Cascade Alliance, Mortvedt Library participates in their courier program which allows us to transfer materials between libraries as quickly and efficiently as well as cost effectively as possible.

http://www.orbiscascade.org/index/electronic-resources
http://nwda.orbiscascade.org/
http://www.plu.edu/library/about-the-library/borrowing-and-renewal/services-for-visitors-and-consortium-members.php
http://www.orbiscascade.org/index/courier

STANDARD 2.F FINANCIAL RESOURCES

2.F.1 Financial Stability

The university demonstrates financial stability through balanced operating budgets, growth in net assets, growth in endowment and a relatively low level of debt service. The university maintains an S & P bond rating of "BBB".

The university has had balanced operating budgets in each of the past five years. The size of the operating budget has grown from $71.7 million in FY09 to $76.3 million in FY13. While the economic downturn of 2008-2010 was of great concern to the university, PLU weathered it and emerged stronger than before the downturn. Monthly budget summaries are posted on the Finance and Operations website and allow the university community to monitor the operating budget.

Annual financial statements are prepared in accordance with generally accepted audit standards and allow the university to benchmark itself from year to year. Total assets of the university grew from $222 million in FY09 to $244 million at the end of FY13. The financial statement for FY13 is available at www.plu.edu/finance-ops/Budget and Finance/home.php.

The endowment reached $82.7 million as of December 31, 2013. As of May 31, 2009, it stood at $62.1 million, down from a previous high of $75 million. It had rebounded to $79.6 million by the end of FY13. Most of the rebound was due to the market recovery, although many moderately sized gifts were made during that period. PLU maintained a consistent 5% return to operating income during the downturn, providing budget stability for programs that depend on the endowment. Annual endowment reports are available at www.plu.edu/finance-ops/endowment/home.php

2.F.2 Resource Planning and Development

The PLU fiscal year runs June 1 to May 31. Fiscal 2014 began June 1, 2013. Projected total operating income for FY 2014 is $123.6 million, and is $77.6 million net of financial aid. Figure 2F-1 illustrates the sources of gross operating income. The sources and proportions of revenue are very similar to those of the past three fiscal years. An overwhelming proportion of our income comes from tuition and fees, 89.1%. The endowment and annual fund provide an important 4.5% and the remaining 6.3% represents net income from auxiliary services (dining services, residence halls, bookstore, and conference and events) and miscellaneous fees.
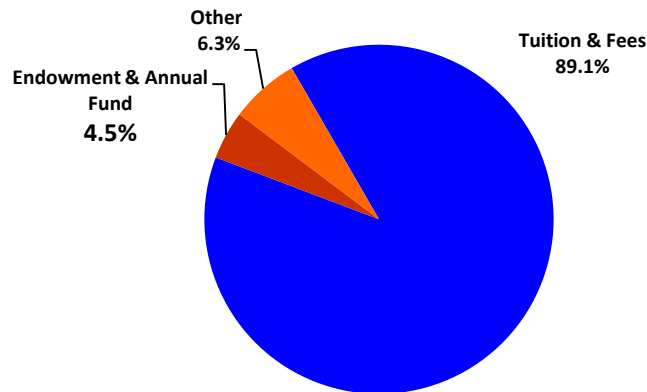
Figure 2F-1: Sources of Projected Fiscal 2014 Operating Income
Total = $126.3 million

Tuition and Fees – Tuition and comprehensive fees for several northwest and Lutheran institutions are shown in Appendix B. The 5.0% comprehensive fee increase in FY2014 is in the range of increases by other independent colleges.

Endowment – The PLU endowment was at a record high on December 31, 2013 at $82.7 million, and was up from $79.4 million on May 31, 2012. A twelve quarter rolling average is used to calculate endowment distributions; $3.0 million endowment income is projected for FY 2014 and will be about the same as that in FY 2013. Endowment income for the following year is set at the end of the second quarter of the current year. Of university-managed funds, 5% of the average endowment will be distributed. Because trusts managed by others are expected to pay out at about the same as last year, estimates of actual payouts are reflected in the current budget model. Additional endowment revenues are distributed to restricted accounts and not reflected in the operating budget. Examples include the Kresge Natural Sciences equipment account, the Names Athletics endowment, endowed professorships, and a number of other endowment funds.

Gifts and Grants – The projected income from gifts is level with each of the past three years' budgets. Annual fund gifts, unrestricted bequests (distributed between operating and endowment funds according to the gift acceptance policy) and unrestricted federal grants are included in this category. The source of unrestricted grant funds is the federal work study program. This remains at the same level as past funding

Net Auxiliary Revenue – Auxiliaries are the revenue producing operations of the bookstore, dining services, conferences and events, and residential life. Auxiliaries also manage the LuteCard program and building swipe card access and various off-campus rental properties.

Net auxiliary income has begun to recover from the difficult retail and conference environments reflected in the FY12 budget. While we have rebuilt some of the bookstore income and moved toward a new product mix, textbook sales continued to slip in FY12. A new client relationship management (CRM) system and upgraded web pages are two of our strategies to reclaim textbook sales. An improved rental program was rolled out this year. Conference bookings have returned to the FY 2009 levels and summer 2013 was a strong conference season. Our dining venue at 208 Garfield continues to build market share and is budgeted to break even.

Operating Income – Figure 2F-2 shows the trend in net income (net of financial aid) over the past five years and the budget for this fiscal year. Since FY 2005, the net income has grown from just over $50 million to $78.7 million for FY2014. For the period FY09 – FY11, net income was nearly flat at $70 million.
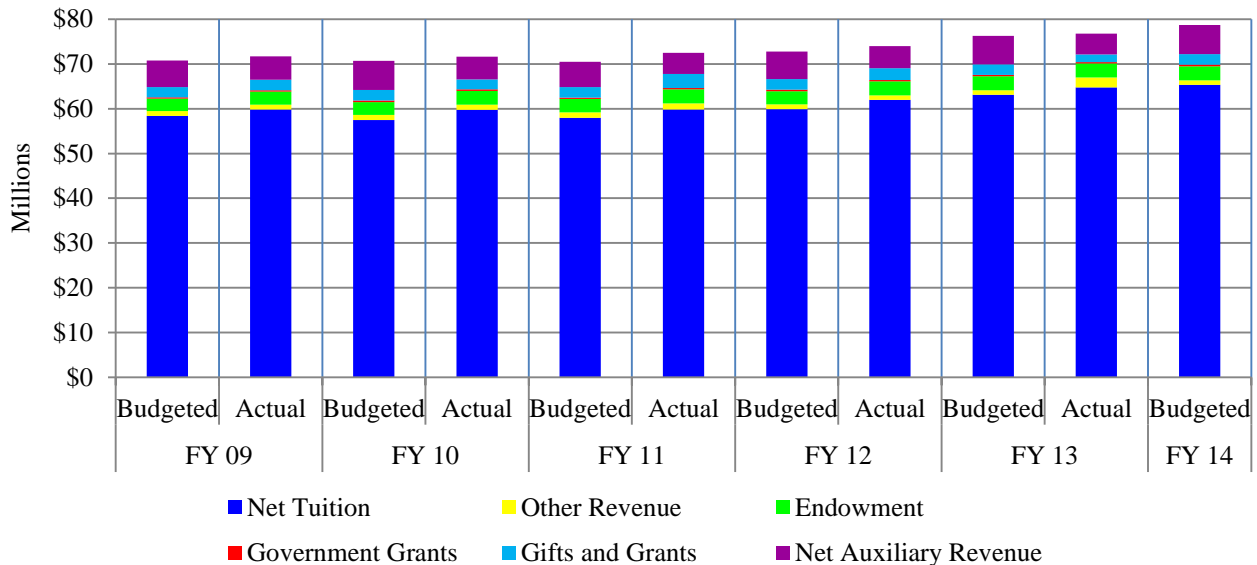

FIGURE 2F-2: Net Operating Income

2.F.3 Financial Planning Policies and Processes

The authority to adopt budgets, set tuition, and obligate university assets belongs to the Board of Regents. The Board is organized into committees that include the Budget and Finance Committee. The charter of this committee states: "The purpose of the Budget and Finance Committee of the Board of Regents of Pacific Lutheran University shall be to (1) assist the Board of Regents in stewardship of the overall financial welfare of the University; (2) oversee the University's long-range financial planning; (3) coordinate financial management, annual budgets, accounting, property transactions, insurance, annuities and trusts, and debt financing; and (4) perform any related function as may be assigned to it by the Board of Regents."

Documents are prepared before each Board meeting to inform the entire board of the status of our financial activities for the current fiscal year. The Board also receives reports on the progress of building the budget for the upcoming year. Discussion of these reports takes place in the committee meeting, with the chair then reporting to the entire Board.

Board meetings are scheduled three times per year; fall, winter, and spring. At the fall meeting the Board authorizes the tuition for the following Summer Session allowing the university to begin marketing, with known costs, courses that begin during the summer. At the winter meeting, the Board authorizes tuition and fees, and room and meal charges for the next academic year based on recommendations of the administration.

PLU is continually in the process of building and managing the annual budget. Each year the institution faces tradeoffs between the costs of running a first rate institution and keeping tuition affordable for our students. The Division of Finance and Operations is responsible for institution-wide budget planning. This planning includes assumptions about enrollment, tuition revenue, salary pools, benefit increases and expenditures for services and purchases, capital improvements, equipment and debt service.

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 of Finance and Operations and meets monthly during the academic year. Specific topics are identified on an annual calendar for each meeting.

Other campus 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 committees are broad-based and representative of the university community, and 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 of Finance and Operations work with each of the committees in establishing priorities for the upcoming year.

At the spring meeting of the Board, the Budget and Finance Committee reviews the proposed operating budget for the upcoming fiscal year as presented by the University administration to insure that the budget is consistent with the long-range financial plan and the mission of the university. After review and such adjustments as the Committee may deem appropriate, the Committee recommends a proposed operating budget to the Board of Regents for approval. The approved operating budget constitutes spending authority to the University administration to incur operating costs, subject to the policies and procedures adopted by the Board.

2.F.4 Timely and Accurate Information

Pacific Lutheran University utilizes Ellucian Banner as our enterprise-wide software system. Implementation began 1996 with finance and payroll functions being brought online in the 1999-2000 fiscal year. Accounting is included in the finance function and follows the generally accepted accounting principles required by the Financial Accounting Standards Board (FASB). As detailed in 2.F.7, an opinion on our financial statements is expressed annually by an independent auditing firm. This annual audit also includes an examination of our internal controls. No deficiencies have been reported in the past two years.

Banner allows all transactions to be viewed by department program leaders at any time via online Banner Self Service. A sample organization report is shown in Figure 2F-3. Information included on this page is the adjusted budget, year to date actual expenditures, encumbrances for purchase orders, and the available budget remaining. The information is presented by line item and can be drilled down to individual transactions. All transactions are in real time and are kept current.

https://banweb.plu.edu/pls/pap/hxpkbdst.p_Budget | Budget Status By Ac... ×

File Edit View Favorites Tools Help

Suggested Sites ▾   Web Slice Gallery ▾

Organization Budget Status By Account

Fund: 110001   Orgn: 1022   Orgn Title: Teaching & Advising Support

FY: 2012 (June 01, 2011 to May 31, 2012); PD: YTD

Generated on April 19, 2013

Acct #	Description	Adjusted Budget	YTD Actual	Purchase Orders	Available Budget
6151	Faculty Compensation	0.00	7,500.00	0.00	<7,500.00>
6201	Student Compensation	0.00	75.00	0.00	<75.00>
6404	FICA	190.00	573.75	0.00	<383.75>
6412	Workers Compensation	0.00	1.51	0.00	<1.51>
7112	Trvl/Subs-Local	510.00	132.00	0.00	378.00
7113	Trvl/Subs-Professional Development	1,020.00	0.00	0.00	1,020.00
7114	Trvl/Subs-Programatic	1,530.00	371.00	0.00	1,159.00
7122	Guest Speakers & Honoraria	4,040.00	600.00	0.00	3,440.00
7123	Other Outside Services	0.00	300.00	0.00	<300.00>
7133	On Campus Meeting & Event Expenses	2,900.00	0.00	0.00	2,900.00
7154	Computer Hardware	0.00	69.87	0.00	<69.87>
7163	Online Services	0.00	2,250.00	0.00	<2,250.00>
	Report Total (12 records)	**10,190.00**	**11,873.13**	**0.00**	**<1,683.13>**

Organization Summary

Acct #s	Description	Adjusted Budget	YTD Actual	Purchase Orders	Available Budget
5000s	Income Accounts	0.00	0.00	0.00	0.00
6000s	Labor Expenses	190.00	8,150.26	0.00	<7,960.26>
7000+	Non Labor Expenses	10,000.00	3,722.87	0.00	6,277.13
	Report Total (3 records)	**10,190.00**	**11,873.13**	**0.00**	**<1,683.13>**

Export to Excel

Return to Org Report

[Summary - PLU Financial Status Queries | Detail - Financial Transaction Queries | Inter-Departmental Charges | Summary - Fee Assessment Collector | View Document | Delete Finance Template]

RELEASE: 8.3A

Powered by

10:47 AM

Figure 2F-3 – Sample Display of Account Information in Banner Self Service

The overall university operating budget is analyzed monthly and compared to the same date in the prior year. This comparative report is distributed to president's council monthly and to the Board of Regents at every meeting. A sample is shown below.

		Provost	BUDGET	YEAR TO DATE ACTIVITY	ENCUMB	REMAIN BALANCE	PERCENT EXPEND 2/28/2013	PERCENT EXPEND 2/29/2012
	1001	Anthropology Department	9,340.00	4,780.42	-	4,559.58	51.18%	33.54%
	1002	Art Department	42,840.00	30,314.97	-	12,525.03	70.76%	87.34%
	1004	Biology Department	84,930.00	65,113.55	1,618.18	18,198.27	78.57%	75.12%
	1005	Business, Sch of Grad Studies	33,580.00	27,205.07	-	6,374.93	81.02%	65.70%
	1006	Business, School of	132,650.00	128,032.96	-	4,617.04	96.52%	71.54%
	1007	Chemistry Department	74,360.00	48,609.44	2,006.42	23,744.14	68.07%	70.63%
	1008	Chinese Studies Program	2,360.00	947.31	-	1,412.69	40.14%	33.14%
	1009	Communication & Theatre Dept	27,440.00	17,166.04	-	10,273.96	62.56%	48.59%
	1010	Computer Sci & Computer Engr	28,590.00	8,261.22	-	20,328.78	28.90%	30.70%
	1011	Lectures & On Campus Conferences	7,080.00	2,831.50	-	4,248.50	39.99%	47.66%
	1012	Continuing Nursing Education	47,320.00	13,472.09	-	33,847.91	28.47%	62.82%
	1013	Economics Department	7,480.00	3,171.44	-	4,308.56	42.40%	40.74%
	1014	Instructional Devel. and Leadership	141,330.00	68,858.73	-	72,471.27	48.72%	54.18%
	1015	English Department	10,400.00	6,849.90	-	3,550.10	65.86%	57.53%
	1016	Environmental Studies Program	4,270.00	2,590.80	-	1,679.20	60.67%	51.71%
	1017	Community Partnerships	530.00	-	-	530.00	0.00%	50.94%
	1019	Institutional Relationships	9,740.00	10,202.87	-	(462.87)	104.75%	107.09%
	1021	Program Re-accreditation	31,840.00	16,417.98	-	15,422.02	51.56%	37.54%
	1022	Teaching & Advising Support	10,000.00	3,790.97	-	6,209.03	37.91%	33.52%
	1023	Grant Matching Funds	31,820.00	-	-	31,820.00	0.00%	20.10%

2.F.5 Capital Budgets

The university utilizes its committee structure to assess both annual capital improvements and equipment needs. Each fall a call is made to all departments to submit requests which are then submitted to either the provost or the respective vice presidents. At each step, requests are ranked in priority order. Requests then go to the Capital Improvements Committee which makes recommendations to President's Council.

Periodically, the university prepares a campus master plan, with the most recent plan adopted in 2006. As part of the process for developing the master plan, each department meets with planning consultants to assess departmental needs, and priorities are aggregated in the final plan. Many of the highest priority projects from the 2006 plan have been completed, and the university is about to embark on another round of planning. The university has engaged a consultant to begin the process to develop an updated Master Plan. The new plan is expected to be completed in FY2015 and will provide context for the next capital campaign.

The university's most recent uses of debt financing were in 1996 and 1999, and then again in 2006 when previous debt was refinanced and additional debt assumed. The current debt is $57 million, with an annual debt service of $3.9 million and is manageable within the current university budget. The university's underlying bond rating was enhanced to "AA" through insurance with Radian. Standard and Poor's re-evaluates the rating annually. The "BBB" bond rating was reaffirmed May 1, 2013, and is available at
www.plu.edu/finance-ops/Budget and Finance/home.php

2.F.6 Use of Auxiliary and Operations Funds

Auxiliary activity is accounted for separately in order to monitor the expected return to operations to cover debt service. The vast majority of our debt was issued to fund income generating buildings such as residence halls and Anderson University Center. We view the activities of these facilities as being stand alone and expect them to pay for their own operating costs. While the debt service is reported as an operating item, we look to the auxiliary activity to generate positive net revenues equal to or exceeding the debt service amount. Any excess net revenues are viewed as contributions to capital improvements in these facilities that are accounted for in a centralized equipment and maintenance budget reported in operations. Auxiliary services consist of residence halls, dining operations, bookstore, and conferences and events.

2.F.7 Audit

Pacific Lutheran University undergoes an annual external audit performed by Baker Tilly Virchow Kraus LLP (Baker Tilly) in accordance with generally accepted auditing standards. Baker Tilly is a full-service accounting and advisory firm whose specialized professionals offer clear industry insight.

The external audit covers PLU's overall accounting and controls as well as additional analysis as

required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, covering grants and financial aid received from the federal government. A separate set of financial statements for KPLU-FM is compiled and an opinion expressed on them as well in order to satisfy Center of Public Broadcasting standards.

The audit requires two weeks of field work and typically begins about six weeks after the end of the fiscal year end on May 31. The audited financial statements are prepared in time to have them accepted by the Board's Audit Committee and to be presented to the full Board of Regents at their October meeting. Prior to leaving campus at the end of their field work, the audit partners will have an exit interview to discuss any concerns discovered during testing to be expressed in a management letter. Included in the acceptance process by the Audit Committee is the management letter with findings and recommendations. Management letters for the past two years have not included any findings or recommendations, and these are often referred to as "clean" management letters.

Copies of audited financial statements for fiscal years ended 2008 -12 can be found at http://www.plu.edu/finance-ops/documents-and-forms/home.php under Budget and Finance section of the Finance and Operations website.

2.F.8 Fundraising
All institutional fundraising activities are conducted in a professional manner. Professional fundraising staff members comply with governmental requirements and ethical standards and principles prescribed by both the Association of Fundraising Professionals and the Association of Lutheran Development Executives. Policies that pertain to fundraising are reviewed bi-annually by the university's Board of Regents. Salaried professionals employed by Pacific Lutheran University conduct all fundraising activities.

STANDARD 2.G PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

Physical Infrastructure
2.G.1 Physical Facilities

A 2005 space-needs analysis, completed by Mithūn Architects and commissioned for the 2006 Campus Master Plan planning process, indicated that PLU has enough space to comfortably carry out instruction for 3,700 students, the top of our enrollment target. Approximately 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.

Renovated buildings and new construction are consistent with PLU's interior academic environment goals of creating adjacencies and consolidating departments and groups. To meet the space needs of students, faculty, 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. This process gives voice to faculty and students regarding space needs, and this process was applied to Morken Center for Learning and Technology, Xavier Hall, Eastvold Hall, Olson Auditorium, Names Fitness Center, University Center, Garfield Book Company, and residence halls.

Classrooms

According to the 2005 space-needs analysis, most general classroom needs are met by the current inventory. Two additional medium classrooms and one large classroom are proposed for the future. 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. Two new classrooms for the Marriage and Family Therapy program will be added as a result of the Garfield Station project.

Laboratories

Of the 20 laboratories on campus, only two labs had critical issues that were identified at the time of the 2005 space-needs assessment: the nursing lab and graphic arts labs. Since then, the nursing lab has been renovated. In 2009, space at the north end of the Rieke Science Center was renovated to accommodate a new nuclear magnetic resonance spectrometer.

● **Nursing Lab Renovation:** Grant funding was received for a clinical lab renovation designed to meet standards of two Nursing program accrediting institutions (Commission on Collegiate Nursing Education and National League for Nursing Accrediting Commission). 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:** The graphic arts lab requires more sophisticated equipment before the curriculum can expand, and the current space could benefit from refurbishment. 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 curricular 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. In 2010-2011 the Biology Lab (Rieke Science Center Room 136) was renovated, while the Computer Science Lab (Rieke Science Center Room 222) was renovated in the summer of 2011.

The 2006 Campus Master Plan noted that future lab space planning should include matching lab equipment and storage needs with curricular needs while planning more space for enhanced student-faculty collaborative research opportunities (2006 Campus Master Plan, Space Needs Analysis).

Space Needs Going Forward
Long-range goals for instructional facility improvements include renovation of the Rieke Science Center, Mortvedt Library, Ingram Hall, Ramstad Hall, and Olson Auditorium.

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. Those plans did not advance, but some individual spaces in Rieke have been upgraded. A new impetus has been given to the Rieke project under the leadership of President Krise.

The 2006 Master Plan included plans for athletic facilities and fields. Some of these goals have been met. New spaces will support instruction, recreation, athletics, wellness, and fitness spaces. Olson Auditorium will be renovated. A future stadium may be constructed around one of the fields as funding allows.

Fundraising for Karen Hille Phillips Center for Performing Arts was successful, and the renovated building (the former Eastvold Hall) now houses a chapel, studio theatre and dance programs and a multi-use auditorium. The new Performing Arts Center opened in September of 2013.

2.G.2 Hazardous Materials Policies
A full-time Environmental, Health, and Safety (EHS) Manager oversees waste management operations at PLU and manages compliance with government regulations. PLU's EHS Manager is an accredited Certified Hazardous Material Manager (CHMM) and a Leadership in Energy and Environmental Design – Green Associate (LEED – GA). EHS's main objective is to protect PLU's most important assets: students, faculty, staff, and visitors through the implementation and training of workplace safety / health / environmental policies and procedures. PLU's EHS Manager is responsible for synchronizing ideas and standards, interfacing with divisional departments, and implementing major components relating to environmental stewardship,

industrial hygiene, and occupational safety programs to minimize hazards and meet compliance requirements.

PLU's Occupational Health, Safety & Accident Prevention Program was established to reduce and minimize injury and occupational illness by ensuring the proper identification, use, storage and disposal of hazardous materials. Beginning in Sept. 2010, PLU's Occupational, Health, Safety and Accident Prevention Manual was reviewed and updated by PLU's Safety Committee with completion in April 2013.

The PLU 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.

PLU's Chemical Hygiene Plan was updated Dec. 2011. 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. The Division of Natural Sciences employs a chemical hygiene officer. The biology and chemistry departments each employ a laboratory manager.
http://www.plu.edu/safety/widgets/documents-forms/items/health-and-safety/chemical-hygiene-plan-2011.pdf

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 was last inspected by the Washington State Department of Ecology in September 2011 when a minor universal waste discrepancy was noted. The concern was addressed and no fines were incurred from the citation. 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.

2.G.3 Campus Master Plan
As noted in 2.F.5, the planning process for the next campus master plan has begun.

2.G.4 Equipment
PLU evaluates equipment needs annually, with departments requesting new and replacement equipment through the Central Equipment Committee. A Central Equipment Fund (CEF) provides a yearly allocation to fund large equipment purchases. Requests are made by program leaders and prioritized by Deans and Vice Presidents. A Technology Initiative Fund is administered by I&TS and focuses on build-out of the networking infrastructure, and in particular the wireless network. Equipment, such as classroom technology, may also be funded as part of Capital Projects, facility renovation projects, grants, and departmental budgets. PLU Equipment Expenditures provides a summary of equipment expenditures by funding source.

Computer Equipment for Faculty and Staff

Each of PLU's faculty and staff is provided with a desktop or laptop computer and standardized software. Offices with student workers are provided with older redeployed computers for student use or given the option to purchase new computers from departmental funds. Numbers of computer systems for faculty and staff are monitored. Over the past several years PLU has moved toward more energy-efficient models of computers and displays as defined by the Electronic Product Environmental Assessment Tool (EPEAT) environmental criteria based on IEEE 1680. Most devices meet EPEAT Gold criteria, though some laptops with webcams have Silver ratings. Computer equipment is purchased with extended warranties (5 years for desktops; 3 years for laptops) and the life cycle is roughly 5 years for most computers. Operating systems, software, and device drivers of computers are regularly patched and updated using the automated WSUS patch deployment system and receive yearly preventive maintenance (PM).

Laboratory and Classroom Computers

PLU provides a number of public and departmental computing labs across campus for use by the PLU campus community. I&TS manages the following open labs: Haley Center (Library), Digital Design Lab (Library), Morken Open Lab (Morken Center), Wiegand Multimedia Lab (Morken Center), and Library Instruction Centers A & B (Library).

Though many students have their own computers and mobile devices, there is no reduction in the importance and use of lab computers. The Haley Center Lab, on the first floor of the Library, is one of the largest and most heavily used labs on campus. At peak usage times between classes, all 70 computers are often in use. With more curricular assignments involving student collaboration, there is a corresponding need for collaborative work areas that include technology. To meet that demand, many of the individual and group study rooms in the Library have been equipped with computers and large screen displays. In 2011, four collaboration tables were added in the Haley Center to allow groups to use laptops and share a large screen display.

Printers and Copiers

Copy and print services are managed by University Communications. As of March 2013, PLU has 82 Copy and Print Program multifunctional devices located throughout the campus community, including at least one in each office and the Copy Center. The Laser Print Program consists of 15 color/b&w laser printers and 82 b&w only laser printers.

The Copy Center consist of two high speed digital copiers to meet all of the central copying needs of the campus community: one black and white and one full color. Projects can be sent to the Copy Center by placing a call for pickup, via Campus Mail, or by submitting an online job ticket. Staff and student workers provide an all-day pickup and delivery service. www.plu.edu/ucom

PLU partners with a vendor to lease equipment with the understanding that the ownership and maintenance of equipment remains the responsibility of the vendor. The latest service

agreement, implemented in 2010, introduced multifunctional devices that included color copying and scanning capabilities in each office and department. Student Work Stations are located across the campus including the Mortvedt Library Haley Center, Rieke Science Center, Morken Center for Learning and Technology Lab, the Anderson University Center, and the Arts and Communication Theatre Lab.

The Laser Printer Program was introduced to the campus community in October 2010 when PLU began contracting with an outside vendor for networked laser printer toner supply, maintenance, and services. Many users have been able to migrate printing from their laser printers to the multifunction copiers.

In every production area, University Communications reviews best practices and strives to move toward the use of sustainable resources while balancing the cost and operational compatibility of new products and technologies. All materials used for printing and copying are environmentally sustainable with between 10% and 30% "post-consumer waste." The Copy and Print Program copiers are environmentally friendly with functions like duplexing and "power down" or "sleep" during idle periods.

Classroom Technology
The independent Sightlines Survey surveyed and graded classroom facilities and technology in 2009 and noted that infrastructure and equipment in classrooms could use improvements. Many received a grade of "C". With the exception of Morken Center, most classrooms did not have "smart", switched technology installed. The most recent Sightlines Survey conducted in 2012 showed significant improvements in classroom technology and nearly a third of the classrooms moved from a grade of "C" to "B". Where equipment is not permanently installed, it is delivered and set up by Instructional Technologies, upon request.

In the spring of 2011 the Instructional Resources Committee (IRC) conducted a faculty survey of classroom learning spaces and identified key concerns and priorities both for facilities and technology. In the spring of 2012 the Faculty Assembly adopted a Statement on Learning Environments, articulating faculty expectations for the spaces in which they teach. http://www.plu.edu/provost/widgets/documents-forms/items/miscellaneous/instructional-resources-committee-irc-survey-summary-3-6-12.pdf

In 2012, PLU completed a Classroom Technology Inventory and now uses this data to identify priorities for technology enhancements in classrooms. Over the past four years, I&TS has made significant investments each year in upgrading classroom and meeting space technology. In FY13 a $40,000 allotment was provided in the Central Equipment Fund for classroom technology upgrades, and with additional funds from I&TS and the Provost's Office nine classrooms received technology upgrades to the smart classroom level. Comparison of the two Sightlines surveys shows significant progress in classroom technology scores.

In 2011, a pilot project to transform a teaching-learning space, "Innovation & Faculty Development Space for 21st Century Learning", fostered renovation of the space,

infrastructure, furniture, and technology in Hauge 213. The chief goal of this project was to encourage innovation in the curriculum through creation of a teaching space with the most effective instructional technologies and flexible furniture. Faculty have experimented with different types of furniture arrangements, technologies, and pedagogies in this space and have provided valuable feedback for furniture and technology upgrades in other spaces.

Checkout Equipment

Instructional Technologies circulates a variety of equipment to support the campus community such as camcorders, digital cameras, digital audio recorders, computer projectors, laptops, and iPads. Over the past several years analog recording technology (audio and video) using tapes has been replaced with digital recording devices using SD media. This has positively affected production pipelines in labs by removing the capture step since all recordings are "born digital."

Event Production Equipment

PLU sponsors a number of large venue events throughout the year such as lectures, convocations, concerts, and recitals. Many of these events include video recordings, image enhancement on large screens, and web streaming services. Two buildings have production facilities to support these services: Olson Auditorium and the Mary Baker Russell Music Center Lagerquist Concert Hall.

Equipment Management

Computer equipment, peripherals, and software are inventoried and managed via the Web Help Desk system Assets module. Software patches and updates are applied via WSUS patch deployment automation. Most computers receive periodic maintenance and cleaning each summer and the rest are completed during the Fall and Spring semesters.

Classroom equipment is inventoried via the Arrivo media management system. Arrivo also provides reservation scheduling for events and circulating media equipment. In addition, classroom projectors and switchers are inventoried and monitored via the Extron Global Enterprise system, providing remote status information and device management via the web. Projector lamp life can be monitored and projectors automatically powered down after classroom hours to save energy and lamp life.

Equipment repair requests can be made by the PLU community via Web Help Desk tickets. Request queues are managed by the appropriate Technical Team for resolutions. Users receive email updates on the status of their tickets and can check their ticket status online as well.

Technological Infrastructure
2.G.5 Technology Systems and Infrastructure

Data Centers

PLU has two data centers located on opposite sides of the campus: in the Library basement and on the Morken Center first floor. Each has separate internet and power connections,

uninterrupted power supply backup, and an emergency power generator. Both are air conditioned, though Morken has no redundant cooling. Both data centers have alarmed entry and card access control. Currently not all production systems are fully replicated between rooms. Over the past three years I&TS Enterprise Systems has focused on identifying and investing in components of the computing and network infrastructure that increase redundancy, reduce points of failure, and allow fast recovery times.

Telephony
The campus phone PBX is an Astra MX-One which is approaching its end-of-support term in March 2015. The switch supports digital phone, emergency, and analog lines. A summary of numbers of lines and instruments can be found in the Telephony Summary document. Most phones were removed from the Residence Halls in 2011 as student cell phones became ubiquitous, but phones are still available at the front desks and in Resident Assistants' rooms in case of emergencies.

Radio Communication System
Campus Safety, Facilities Management, and Emergency Response share a digital two-way radio system for mobile and emergency communication on campus. During the transition to digital television (DTV) in 2010 the older analog radio system began phasing out since the FCC required that frequencies being used for these systems be cleared for DTV. The new digital system is being transitioned into use in four phases: phases I and II are complete for Campus Safety and part of Facilities; phase III in FY14 will reprogram existing UHF radios, install UHF base stations, and purchase Facilities radios; and phase IV in FY15 will add more radios for Emergency Building Coordinators.

Network Infrastructure
PLU has two internet connections: an Integra 500 mbps connection and a 100 mbps K-20 connection. Bandwidth has increased substantially with upgrades of the Integra connection from 200mbps to 500mbps and redundancy/failover was accomplished with deployment of the K-20 connection in 2012. A mix of 100 mbps and 1,000 mbps wired connections are built out to most areas. Residence Halls have one wired port per pillow. Wireless coverage was added to athletics fields in the summer of 2012.

The number of devices connected to the network is typically between 2,000 and 3,000, and peak simultaneous connections average around 2,200. I&TS Enterprise Systems constantly monitors and reviews wireless usage and makes adjustments for improved coverage and increased loads. Building-wide wireless for all residence halls was completed in summer, 2011.

PLU's campus cable TV system feeds all residence halls and some academic buildings. In 2010, PLU switched cable TV providers from Comcast to Campus Televideo and upgraded service to include 18 HD channels, while reserving six channels (23-28) for PLU programming such as student television (KCNS) and radio (KCCR) stations.

Storage Infrastructure

Google Apps for Education provides each student, faculty, and staff with 30GB of cloud-based storage in Google Drive. In addition to Google Apps, departments and current employees have access to Netstor file storage on campus. New on-campus storage capacity has recently been installed.

Servers and Virtual Machine Infrastructure

In 2009-2010 I&TS Enterprise Systems began deploying Virtual Machine (VM) Architecture, increasing redundancy and failover for many systems. Currently there are 8 VMWare hosts with 108 production VMs in the production cluster and 55 development/test VMs in the development cluster, including resources for Natural Sciences and KPLU. Around 40 physical servers are still in service but are being transitioned to the VM environment where it will be possible to reduce energy load and heat output.

Identity Management

In 2010, I&TS Enterprise Systems began the overhaul, upgrade, and consolidation of 15 year old account management architecture with a goal of a redundant, portable, open, distributed system that provides an authoritative source of identity information for every user in the PLU community. Visible changes and service enhancements include:

● New web based tools for account creation and management (password changes, etc.)

● Broader support for Windows Domain logins across campus (Natural Sciences, Department Labs, etc.)

● New web single sign-on (SSO) solution that is more tightly and consistently integrated across all web pages (no more mix & match authentication models)

● Support for a new account/identity life-cycle that accommodates affiliated users (e.g., Regents), multi-status users (e.g., staff who are also students), as well as a longer lifetime for the accounts to track users into their alumni years as well as transitions between various statuses through the life-cycle.

Transition to the new architecture and account management is well underway.

Applications

PLU maintains and supports a diverse set of applications locally and on the cloud to meet the needs of the PLU community. In many cases, these applications require data exchange and integration with primary systems like Banner. Many of the local applications on VMs have multiple instances for production, test, and development. User Services - System Topology - Interactions provides an overview of some of the academic systems in use.

Ubiquitous Access

Many resources, systems, and applications are available via the web. Some services such as Google Apps for Education, the Library website, and the Sakai Learning Management System have mobile interfaces for access across a variety of devices.

Access to some secure services like Internet Native Banner (INB) or Netstor (the storage area network) require Virtual Private Network (VPN) accounts. VPN accounts are distributed selectively for those employees requiring access to these resources.

2.G.6 Training and Professional Development

User Services provides a diverse set of general and academic technology instruction and support. Instruction on supported software is provided by User Services in the form of online handouts and documentation, regularly scheduled workshops, and one-on-one instruction. Program development for technology instruction is informed by MISO Survey results for skill levels, academic tools used, interest in learning, and preferred learning methods. I&TS Enterprise Systems work with Banner data custodians to identify Banner system training needs and provide specialized training in each of the functional areas.
http://www.plu.edu/its/planning/MISO-survey/home.php

Orientations

New and transfer students are introduced to basic technology as part of the New Student Orientation and First Year Experience Program. Residential students receive a Guide to Using Technology in Residence Halls when they move into their rooms. New student cohorts for Nursing programs and School of Education and Movement Studies master's programs receive short introductions to technology from I&TS staff. New faculty receive a 30-minute introduction to I&TS services as part of the New Faculty Orientation Program and the Registrar's Office provides training for faculty in Banner Web as part of the Fall Faculty Conference. Help Desk and Instructional Technologies service desks have printed versions of Getting Started with Technology guides for using technology at PLU. These guides are also available in online formats via their websites.

New employees who need access to Internet Native Banner (INB) are contacted by the I&TS Administrative Systems Program Director and provided PLU Basics for Using Banner as well as one-on-one training for their specific needs. Small group training on various topics is provided for data custodians and the Data Administration Task Force (DATF). Additional small group training is provided on Banner foundations and reporting.

Course-Integrated Instruction

To support student assignments and projects, Instructional Technologies provides customized course-integrated instruction for classes and departments on a variety of technologies and topics. One notable example is the technology instruction provided for Religion 211, where students are asked to prepare a video for their Hebrew Idol projects. They receive instruction from Instructional Technologists in storyboarding, media project management, and digital video editing. In 2011, the Hebrew Idol project won the Northwest Academic Computing Consortium (NWACC) Award for Innovation in Educational Technologies and a PLU Carol Sheffels Quigg Award for Excellence and Innovation for Religion Professor Tony Finitsis and Instructional Technologist Nick Butler. Both awards cited the integration of technology instruction and support into the curriculum.

In 2013 we expanded our capacity for developing new ventures in course integrated instruction by hiring an instructional designer, and plans for faculty workshops in summer 2014 are in place.

Workshops

Since the reorganization of I&TS in 2009, there has been an increased emphasis on providing a broader array of technology workshops for the PLU Community. In a typical year, over 70 technology workshops are offered on over 30 different topics.

Other departments offer technology workshops including: University Communications for the Cascade web content management system, Language and Literatures for language-specific workshops, and Student Involvement and Leadership for technology workshops for new students and for Student Media.

Individualized Instruction

Students, faculty, and staff can also receive face-to-face, individualized instruction in technologies as requested. Four key physical spaces for receiving these services include the Haley Center, Digital Design Lab, and Instructional Technology Lab in the Library and the Wiegand Multimedia Lab in Morken Center.

Support

The Help Desk is the central point of contact and is open the same hours as the Library building. The PLU Community can request assistance in person, by phone, by email, and by web ticket requests. Requests are triaged as soon as possible and many requests are resolved at the point of contact.

2.G.7 Planning Process

Engagement and alignment of stakeholders are important I&TS values and key determinants of project success. Several weekly meetings in I&TS provide opportunity for technology support staff to be involved in technology planning. Enterprise Systems holds an Information Systems meeting; User Services has meetings for User Services Leaders, the User Support Team, the Instructional Technology Team, and Technology Integration. Technical support personnel from Natural Sciences, Computer Science and Computer Engineering, and the School of Business are invited to weekly User Support meetings as well as other planning meetings where they are stakeholders. For large planning projects, cross-functional teams are convened with representatives from appropriate technology groups. Broader planning initiatives are vetted through bi-weekly I&TS Leadership Council meetings. Where possible, I&TS coordinates projects with the Central Equipment Committee and Capital Projects Committee.

Administrative Information Environment (AIE) Group

The AIE Group, which includes campus executive leadership, provides overall direction for administrative information systems (e.g., Banner) that reside largely in I&TS Enterprise Systems. The AIE Group administers the AIE Plan, a multi-year program for the AIE. In 2010 the Northwest Academic Computing Consortium (NWACC) awarded PLU its annual Hugi Award for

Exemplary Practice. The award recognized PLU for it's three-year effort to plan, develop, and cultivate a campus culture for stewardship of administrative information.

Data Administration Task Force (DATF)
The Data Administration Task Force DATF is the leading constituent user group for such administrative information systems as Banner. DATF meets weekly, communicates frequently, and, while administratively independent, works closely with I&TS Enterprise Systems.

Instructional Resources Committee (IRC)
The IRC is the principal faculty committee concerned with I&TS operations. Membership includes students and key administrators in addition to faculty. In the Spring of 2011 the IRC completed a faculty survey on classrooms and results have been used by I&TS and Facilities Management to prioritize classroom facility and technology upgrades.
http://www.plu.edu/provost/widgets/documents-forms/items/miscellaneous/instructional-resources-committee-irc-survey-summary-3-6-12.pdf

Merged Information Services Organization (MISO) Survey
The MISO Survey provides both quantitative and qualitative data from PLU students, faculty, and staff on a longitudinal basis for identifying technologies and services needing enhancement or improvements. Constituent engagement with students, faculty, and staff in computing decisions affecting them shows both high importance and high satisfaction.
http://www.plu.edu/its/planning/MISO-survey/home.php

2.G.8. Technology Refresh
Technology refresh is accomplished via a mix of centralized and departmental planning and expenditures. Departments may accelerate replacement and updates using departmental funds.

Telephone and Network Infrastructure
PLU's PBX is approaching its end of support in March of 2015 and options are being examined for upgrade or replacement. An upgrade path is available to extend the PBX life 5-10 years at significantly lower cost than replacement and is being examined carefully.

Though PLU is nearing complete in-building coverage, constant review of wireless loads, coverage, and capacity is occurring and adjustments made as needed. A next step might be expanding outdoor service. I&TS also works with Construction Management on any capital improvement or renovation projects to review any opportunities for network infrastructure enhancement.

Servers and Storage Array
Since 2010 and the implementation of the AIE plan, I&TS Enterprise Systems has developed an annual investment program to maintain adequate headroom in virtual server resources and storage capacity. As physical servers reach the end of their maintenance contracts and/or hardware life, they are reviewed for possible conversion into the VM environment with a

corresponding increase in reliability and a reduction in energy usage and heat load.

Lab, Classroom, and Employee Computer Replacement
Since Fiscal Year 2010-2011, I&TS has systematically implemented a program of Lab and Classroom computer replacement. Previously, some labs where group instruction takes place had a mix of computers of various ages and operating systems as well as various versions of software, making it difficult for effective instruction. The new replacement cycle allows specialized labs with group instruction to plan for replacements *en masse* without affecting instructional outcomes. For those specialized labs with higher-end media software like the Adobe Suite, coordinating replacement cycles across labs allows students to more effectively move their multimedia projects across computers and labs.

The Employee Computer Replacement Program was approved for implementation in FY14. Under the new replacement cycle, 110 of the oldest computers are replaced each year, with age determined by barcodes assigned to machines at time of initial installation. An additional allotment of 10 computers each year are reserved for new tenure-track faculty. If a department has computers that need to be replaced earlier than their scheduled date, they have opportunity to submit a request to the CEF for a small pool of accelerated replacement funds.

Classroom Technology Upgrades
As noted in 2.G.4, the independent Sightlines Survey graded classroom facilities and technology in 2009 and noted that infrastructure and equipment in classrooms could use improvements, since many received a grade of "C". The 2012 Sightlines Survey showed significant improvements in classroom technology and nearly a third of the classrooms moved from a grade of "C" to a grade of "B".

Over the past five years, I&TS has continued to equip and upgrade classrooms with internet connectivity (wired and wireless) and smart podia for instruction, at a regular, though slow, pace due to budget constraints. In 2012 the Instructional Technologies team completed a Classroom Technology Inventory. I&TS proposed an upgrade and replacement cycle for classroom technology which includes an allotment ($40K for the first year) in the Central Equipment Fund and supplementary support from other funding sources such as the Instructional Technologies budget.

Circulating Equipment
Starting in 2005, Instructional Technologies began replacing analog equipment such as still cameras, camcorders, and audio recorders with their digital counterparts. Each year portions of the circulating equipment inventory are replaced, typically with digital counterparts.

Event Production Equipment
In 2012, Instructional Technologies began converting analog production equipment used for capture, image enhancement, recording, and streaming into 16:9 HD digital formats. Two spaces, Olson Auditorium and Lagerquist Hall, were wired for CAT5 signaling, robotic HD

cameras and controllers were purchased, Tricaster digital production switchers were acquired, and a subscription Livestream HD streaming services was set up. The production process is digital from the start and high definition images are available for large screen video enhancement, web streaming, and digital video file creation. Similar wiring pathways were implemented in the renovation of Eastvold Auditorium.

Conclusion

MISSION AND CORE THEMES

Pacific Lutheran University has established a set of Core Themes, Objectives, Pathways to Achievement, and Indicators that are rooted in a mission statement that articulates the central elements of Lutheran higher education:

PLU seeks to educate students for lives of thoughtful inquiry, service, leadership and care – for other people, for their communities and for the earth.

Through discovery and exploration, PLU students are challenged to find their vocation – their calling to a life of purpose and meaning.

The mission statement – often recited from memory by faculty, staff and students alike - arose in the 1990's through wide and inclusive campus conversation, and it is genuinely reflective of the institution's values and priorities. The mission statement has guided the development of three long-range plans and subsequent annual initiatives aimed at implementing that mission. Today, those long-range plans form the foundation of a new era of institutional strategic planning whose vision is to "maximize the mission."

Ultimately, mission fulfillment in an institution of higher learning is demonstrated through the enhancement of student learning that includes the pursuit of academic excellence and the development of character, discipline and self-awareness. PLU's Core Themes provide a framework for the assessment of institutional mission fulfillment, but many of the most important goals of a student's life in a university, of that person's growth through time, or of an institution's mission cannot be condensed into a single number. Genuine assessment requires a deliberate, thoughtful and meaningful approach, and the *Mission Fulfillment Globe* described in Chapter One gives us a model for genuine assessment as we set meaningful and relevant benchmarks of student and institutional success.

RESOURCES AND CAPACITY
Governance
The culture of Pacific Lutheran University is a free and open culture of independent thought. It is a culture of inclusiveness and conversation, and nowhere is this better seen than in our system of shared governance. The faculty voice is prominent in the campus conversation on all university issues, and faculty set the academic program and establish the related structures through their recommendations to the Board. The student perspective is sought on both short-term and long-term policy matters; the open and collaborative relationship among faculty, staff and administration is a defining characteristic of PLU; and the Board of Regents regularly seeks faculty opinion on matters of university governance and program priorities. This culture is one of our strengths as we address the many challenges facing higher education today.

Human Resources

PLU is successful at attracting and retaining highly qualified faculty and staff. We have identified goals for improving compensation, and a Board-approved resolution to improve compensation is framing much the university's current planning efforts. All tenure-line PLU faculty – both pre-tenure and post-tenure – are reviewed on a regular basis (annually during pre-tenure; every four or five years post-tenure). Faculty development opportunities continue to be priority as resources allow. The Human Resources department is in the process of implementing an online staff and administrator performance review system. With a renewed focus on performance review and the ease of an online system, the goal is to increase the number of staff and administrator reviews completed as the current process is followed somewhat unevenly across campus.

Education Resources

A recommendation in *PLU 2020* calls on the university to "…selectively increase graduate and post-baccalaureate enrollments in current programs or new programs that are academically excellent, consistent with our mission and capable of generating new revenue for reinvestment in the university." Toward that end, the university has begun implementing new initiatives, including making investments in new graduate programs and personnel. Identification of start-up funds can be challenging, and a more formal system of subsequent program review is being developed.

Our undergraduate program has recently been enhanced through new initiatives with Oxford University and the Nobel Peace Prize Forum. Our First Year Experience Program is built around a strong commitment to writing and exploration, and our International Honors Program provides a unique route to a core curriculum. We have established clear learning outcomes for General Education and nearly all majors. We continually review academic policies as they apply to all students, and we look for ways to remove obstacles so as to better ensure that academic policies facilitate student access and success while maintaining the high academic standards of a university of the first rank.

Student Support Services

The university provides an engaging array of co-curricular programs that augment the academic program of the university. Together these provide a meaningful educational experience that advances the university goals and objectives. In addition, the university provides a substantial array of support services for students that assist them in attaining their educational goals and supporting their personal development. These programs and services are assessed and revised as appropriate to meet changing student needs. Strategies for improvement are developed and implemented in a collaborative way and as resources allow. The university works to communicate in ways that are effective, timely and accessible to students. Official communication is sent via PLU email accounts, augmented more recently with social media and expanded use of the web. Providing sufficient resources for keeping pace with changing methods of communication is a significant challenge. Co-curricular and academic integration is a high priority at PLU, and several excellent programs integrate academic interests with

learning outside of the classroom. As faculty and staff come and go, we must work diligently each year to engage with the new faculty and staff and explore areas of interest and collaboration. We will continue to focus on this priority in the years ahead so that co-curricular programs complement faculty interests and academic offerings.

Library and Information Resources

Library Services implements a regular and systematic evaluation of the quality, adequacy, utilization and security of library and information resources and services. Planning for library and information resources is guided by data attained through a variety of feedback mechanisms from PLU students, faculty, and staff. Since the 2008 accreditation report, PLU has worked with an architectural and planning firm (Mithun) to craft a vision for the Mortvedt Library building, and incremental improvements to the building have been made annually as funding has allowed. Yet student feedback continues to indicate that major interior improvements are needed. PLU has also identified expansion and renovation of the University Archives and Special Collections as a priority with initial plans already drawn. The Library hopes to join the Orbis Cascade Alliance consortium in order to continue to strengthen Mortvedt Library's ability to support students in their academic program as well as faculty research. Membership would also provide professional development opportunities for library faculty and staff to meet the challenges posed by this rapidly changing information environment.

Financial Resources

Pacific Lutheran University has a strong record of careful and conservative financial management as demonstrated through balanced operating budgets, growth in net assets, growth in endowment and a relatively low level of debt service. While the economic downturn of 2008-2010 was of great concern to the university, PLU weathered it and emerged stronger than before the downturn. The university maintains an S & P bond rating of "BBB". The university has had balanced operating budgets in each of the past five years as the budget has grown from $71.7 million in FY09 to $76.3 million in FY13. Monthly summaries of the operating budget are posted on the Finance and Operations website for the university community to review. Regular, well-attended meetings of program leaders that include faculty leadership are held where budget matters are reviewed and areas of potential concern discussed. Annual financial statements are prepared in accordance with generally accepted audit standards. These reports allow the university to benchmark itself from year to year, and the audits have been clean. Total assets of the university grew from $222 million in FY09 to $244 million at the end of FY13. The endowment reached a record $82.7 million as of December 31, 2013, having recovered from a recession-era low of $62.1 million in May 2009. It is important to emphasize that the campus conversation on the budget process is motivated by the transition to an era of strategic planning and how to develop those structures and processes that allow for optimal alignment of budget priorities with strategic priorities.

Physical and Technological Infrastructure

PLU has made significant progress in improving its physical facilities since the accreditation report in 2008. Building renovation and new construction have been substantial with a focus on

classroom and lab space improvement, a first-class performing arts center and athletic facilities. Plans for the Rieke Science Center are being developed, and PLU is working toward developing and updating a comprehensive campus master plan.

The university has made substantial progress since 2008 toward equipping offices and program spaces with the technology and services needed to support the university's mission and core themes. This includes instituting a regular replacement cycle for computers for employees, classrooms, and labs. Classrooms are being upgraded with smart technology. The AIE Plan and a number of other planning efforts have informed and aligned the PLU mission with replacement and expansion of the campus technology infrastructure. Substantial progress has been made toward a more robust and reliable infrastructure including increased internet bandwidth, expansion of wired and wireless networks on campus, and more ubiquitous access. Greater infrastructure capacity would be necessary to achieve maximum utilization of new course technologies. Information and Technology Services, located in the Office of the Provost, regularly involves a variety of stakeholders in planning and keeps them informed of progress on initiatives. Technology staff and end-users work collaboratively. More technology instruction is taking place via workshops, course-integrated instruction, and one-on-one training.

The Mithun Plan for the Library proposes a renovation sequence that will put technology staff in the same contiguous space. In addition, it proposes redesign of instructional and studio spaces into more flexible learning spaces that accommodate a broader array of pedagogies and technologies. Such a renovation will enable further enhancement of technology services, instruction, and support. Personal ownership of various mobile devices has expanded, as have student and faculty expectations for ubiquitous access to the campus network, university applications, and teaching and learning resources. As academic departments examine alternative models for instructional delivery such as hybrid, flipped, and online courses, corresponding investments need to take place in real-time web-based course environments, exploration of social media and collaborative tools, flexible classroom furniture and technology, and support for technology integration in courses. I&TS has begun moving in this direction with the development of an instructional technologies team and hiring of an instructional designer to support course redesigns.

Pacific Lutheran University has the resources and capacity to advance its mission. We have identified particular needs related to compensation, facilities and financial reserves which, if unmet, would put PLU at a competitive disadvantage in the marketplace. The new strategic planning process built on the principle of "maximizing our mission" will require that we make choices and set priorities around programs and facilities so that we may continue to serve the needs of current and future students in a competitive higher education environment. The "value-added" of a PLU education is very high, and meeting the challenges ahead will only enhance it in the eyes of our students and their families.

APPENDIX A – FINANCE TABLES

Referenced in the Basic Institutional Data Form.

FINANCE TABLE - REVENUES										
	ACTUAL						PROJECTED			
	Year 1 (FY 2011)		Year 2 (FY 2012)		Year 3** (FY 2013)		Year 4*** (FY 2014)		Year 5 (FY 2015)	
	Amount	%*	Amount	%	Amount	%	Amount	%	Amount	%
Tuition and Fees										
Less: Scholarships & Fellowships	58,034,371	49.1%	61,016,938	65.5%	63,816,189	60.6%	67,095,000	59.0%	70,449,750	59.4%
Sponsored	4,122,674	3.5%	3,155,762	3.4%	2,964,189	2.8%	3,000,000	2.6%	3,000,000	2.5%
Unsponsored	35,183,230	29.8%	38,235,634	41.0%	40,934,766	38.9%	41,500,000	36.5%	43,575,000	36.7%
Government Appropriations										
Federal	0		0		0		0		0	
State	0		0		0		0		0	
Local	0		0		0		0		0	
Government Grants & Contracts										
Unrestricted	2,630,412	2.2%	2,305,315	2.5%	2,193,127	2.1%	2,500,000	2.2%	2,500,000	2.1%
Temporarily Restricted	0		0		0		0		0	
Permanently Restricted	0		0		0		0		0	
Private Grants & Contracts										
Unrestricted	19,161,081	16.2%	2,981,836	3.2%	1,957,723	1.9%	2,350,000	2.1%	2,350,000	2.0%
Temporarily Restricted	9,629,244	8.1%	9,548,300	10.3%	7,968,196	7.6%	10,000,000	8.8%	10,000,000	8.4%
Permanently Restricted	2,240,270	1.9%	1,733,759	1.9%	2,590,468	2.5%	2,500,000	2.2%	3,000,000	2.5%
Endowment Income (includes gains)										
Unrestricted	2,007,879	1.7%	-2,112,717	-2.3%	2,533,909	2.4%	2,500,000	2.2%	2,500,000	2.1%
Temporarily Restricted	5,148,071	4.4%	5,430	0.0%	5,297,391	5.0%	6,000,000	5.3%	6,000,000	5.1%
Permanently Restricted	31,161	0.0%	16,803	0.0%	31,334	0.0%	50,000	0.0%	50,000	0.0%
Sales and Service										
Educational Activities	147,521	0.1%	142,706	0.2%	131,864	0.1%	150,000	0.1%	150,000	0.1%
Auxiliary Enterprises	17,199,036	14.5%	17,712,235	19.0%	17,615,009	16.7%	18,030,400	15.9%	19,110,000	16.1%
Hospitals	0		0		0		0		0	
Auxiliary Foundations	0		0		0		0		0	
Realized/Unrealized Net Gains on Investments - Trusts only	899,574	0.8%	-955,309	-1.0%	761,838	0.7%	1,000,000	0.9%	1,000,000	0.8%
Other (Specify) Investment Income & Other	1,082,397	0.9%	750,530	0.8%	422,884	0.4%	1,500,000	1.3%	1,500,000	1.3%
Total Revenues	118,211,017	100%	93,145,826	100%	105,319,932	100%	113,675,400	100%	118,609,750	100%

*Percentage of Total Revenues **Most recent fiscal year for which audited financial statements are available ***Budget for Current Year

FINANCE TABLE - EXPENDITURES									
	ACTUAL						PROJECTED		
	Year 1 (FY 2011)		Year 2 (FY 2012)		Year 3** (FY 2013)		Year 4*** (FY 2014)		Year 5 (FY 2015)	
	Amount	%*	Amount	%	Amount	%	Amount	%	Amount	%
Instruction	30,760,531	26.0%	31,500,555	33.8%	32,351,496	30.7%	34,313,906	30.2%	37,449,747	31.6%
Research	416,715	0.4%	433,087	0.5%	454,647	0.4%	473,328	0.4%	519,124	0.4%
Public Service	6,524,024	5.5%	6,914,860	7.4%	6,492,491	6.2%	7,240,062	6.4%	7,890,435	6.7%
Academic Support	4,449,206	3.8%	4,626,958	5.0%	4,838,464	4.6%	5,049,189	4.4%	5,536,410	4.7%
Libraries	3,070,030	2.6%	3,205,332	3.4%	3,124,337	3.0%	3,412,078	3.0%	3,720,122	3.1%
Student Services	9,689,389	8.2%	10,107,697	10.9%	10,957,750	10.4%	11,160,050	9.8%	12,285,281	10.4%
Institutional Support	15,950,846	13.5%	16,854,425	18.1%	16,723,890	15.9%	17,986,226	15.8%	19,687,732	16.6%
Operation and Maintenance of Plant	16,307,108	13.8%	17,171,321	18.4%	17,472,693	16.6%	18,498,740	16.3%	20,281,592	17.1%
Depreciation	4,547,853	3.8%	4,462,157	4.8%	4,564,704	4.3%	4,915,275	4.3%	5,317,115	4.5%
Interest	2,731,192	2.3%	2,674,107	2.9%	2,614,046	2.5%	2,903,772	2.6%	3,126,288	2.6%
Auxiliary Enterprises	12,315,677	10.4%	12,703,531	13.6%	12,845,884	12.2%	13,737,187	12.1%	14,992,237	12.6%
Hospitals	N/A		N/A		N/A		N/A		N/A	
Auxiliary Foundation	N/A		N/A		N/A		N/A		N/A	
Other	526,517	0.4%	343,835	0.4%	(996,174)	-0.9%	(49,757)	0.0%	(245,321)	-0.2%
Total Operating Expenditures	96,940,013	82.0%	100,656,269	108.1%	101,141,141	96.0%	108,408,930	95.4%	118,397,236	99.8%
Change in Net Assets	21,271,002	18.0%	(7,510,443)	-8.1%	4,178,791	4.0%	5,266,469	4.6%	212,513	0.2%
Beginning Assets	140,473,695	118.8%	161,744,697	173.6%	154,234,254	146.4%	166,315,939	146.3%	184,397,862	155.5%
Ending Net Assets	161,744,697	136.8%	154,234,254	165.6%	158,371,729	150.4%	171,567,544	150.9%	184,589,695	155.6%

*Percentage of Total Revenues. **Most recent fiscal year for which audited financial statements are available. ***Budget for Current Year.

FINANCE TABLE - ASSETS, LIABILITIES AND NET ASSETS				
	ACTUAL			PROJECTED
	Year 1 (FY 2011)	Year 2 (FY 2012)	Year 3** (FY 2013)	Year 4 (FY 2014)
	Amount	Amount	Amount	Amount
Assets				
Cash	17,786,324	17,230,664	11,785,020	7,500,000
Accounts Receivable	3,404,444	3,100,819	3,571,048	3,250,000
Inventories	844,983	826,605	875,750	850,000
Prepaid Expenses	1,213,167	960,546	1,090,004	1,000,000
Notes Receivable	7,586,966	7,542,098	7,422,861	7,500,000
Investments	86,593,801	84,892,105	93,239,083	100,750,000
Plant and Land	109,406,545	106,185,382	105,626,453	117,500,000
Pledges Receivable	14,112,126	6,482,528	2,559,579	2,000,000
Other (Specify) - Unamortized bond costs and construction in progress	7,504,580	12,246,396	18,206,916	2,000,000
Total Assets	248,452,936	239,467,143	244,376,714	242,350,000
Liabilities				
Accounts Payable	10,736,565	11,243,357	13,086,631	11,000,000
Notes Payable	0	0	0	0
Government advances for student loans	7,568,698	7,528,484	7,430,820	7,500,000
Other (Specify)	0	0	0	0
Deferred Revenues	0	0	0	0
Long-term				
Bonds Payable	59,266,097	58,069,766	56,812,365	55,600,000
Notes Payable	0	0	0	0
Annuity and Life Income Actual Liability	6,928,935	6,192,641	6,648,126	6,300,000
Other (Specify) Asset Retirement Obligation	927,906	974,302	873,925	850,000
Deposits Held for Others	1,280,038	1,224,339	1,153,418	1,100,000
Total Liabilities	86,708,239	85,232,889	86,005,285	82,350,000
Net Assets				
Unrestricted	66,509,799	60,523,280	61,572,824	60,000,000
Temporarily Restricted	24,593,484	22,552,802	21,582,023	20,000,000
Permanently Restricted	70,641,414	71,158,172	75,216,582	80,000,000
TOTAL NET ASSETS	161,744,697	154,234,254	158,371,429	160,000,000

*Most recent fiscal year for which audited financial statements are available

FINANCE TABLE - CAPITAL INVESTMENTS

DOES NOT INCLUDE DEPRECIATION EXPENSE	Fiscal Year 2010	Fiscal Year 2011	Fiscal Year 2012	Fiscal Year 2013 *
Land				
Beginning Cost	1,787,028	1,787,028	2,037,723	2,037,723
Additions	0	250,695	0	0
Deductions	0	0	0	0
Ending Cost	1,787,028	2,037,723	2,037,723	2,037,723
Buildings				
Beginning Cost	131,561,217	133,652,263	133,652,263	133,652,263
Additions	2,091,045	0	0	0
Deductions	0	0	0	0
Ending Cost	133,652,263	133,652,263	133,652,263	133,652,263
Furniture and Equipment (includes library books)				
Beginning Cost	45,071,907	45,609,276	45,968,894	45,951,480
Additions	984,572	832,017	1,246,000	1,270,978
Deductions	(447,203)	(472,399)	(863,414)	(551,709)
Ending Cost	45,609,276	45,968,894	45,951,480	46,670,749
Construction in Progress √				
Beginning Cost	2,731,409	3,179,483	6,084,578	10,881,010
Additions	538,683	2,905,095	4,796,432	7,413,065
Deductions	(91,009)	0	0	(1,397,930)
Ending Cost	3,179,083	6,084,578	10,881,010	16,896,145
Debt Service				
Principle	1,044,548	1,100,440	1,156,424	1,217,495
Interest	2,785,431	2,731,192	2,674,107	2,614,046
Depreciation (Private Institutions Only)	4,593,930	4,503,664	4,415,764	4,427,264

*Most recent fiscal year for which audited financial statements are available

FINANCE TABLES - OTHER				
	Fiscal Year	Fiscal Year 2011	Fiscal Year 2012	Fiscal Year
	Amount	Amount	Amount	Amount
Net Investment in Plant				
Total	52,902,105	50,589,278	48,568,038	50,258,555
Unappropriated Net Gain - Endowment				
Market Value at 5/31	67,545,428	74,658,552	71,802,576	79,585,707
Less: Cost Basis	(65,603,064)	(67,676,339)	(68,193,186)	(69,373,464)
Net Unrealized Gain	1,942,364	6,982,213	3,609,390	10,212,243
Plus: Cumulative Realized Gains and Excess	(7,577)	(1,427,992)	(3,680,161)	(6,003,287)
Total	1,934,787	5,554,222	(70,771)	4,208,955
Scholarships and Fellowships Funded by Tuition				
Total	33,223,090	35,183,231	38,235,609	40,934,766
Cumulative Unrealized Appreciation on Investments				
Market Value at 5/31- Other Investments	10,255,298	11,873,076	11,227,605	12,099,247
Less: Cost Basis	(11,435,928)	(11,616,363)	(10,856,544)	(10,617,994)
Net Unrealized Gain - Other Investments	(1,180,630)	256,713	371,061	1,481,253
Plus: Net Unrealized Gain - Endowment	1,942,364	6,982,213	3,609,390	10,212,243
Total	761,734	7,238,926	3,980,451	11,693,496
Excess Endowment Total Return				
Income	1,221,180	997,526	582,870	449,289
Realized Gains	29,563	816,192	357,025	430,309
Unrealized Gains - Current Year	4,066,313	4,618,999	(1,269,261)	4,817,433
Less: Distributions	(3,271,457)	(3,232,930)	(3,190,579)	(3,201,837)
Total	2,045,600	3,199,788	(3,519,945)	2,495,193
Maximum Aggregate Annual Debt Service				
Total	3,836,562	3,836,562	3,836,562	3,836,562

FINANCE TABLE - RATIOS				
	Fiscal Year	Fiscal Year 2011	Fiscal Year 2012	Fiscal Year
Ratio 1				
Change in Net Assets	6,542,354	21,271,004	(7,510,443)	4,137,175
Beginning Total Net Assets	133,931,339	140,473,693	161,744,697	154,234,254
	0.049	0.151	(0.046)	0.027
Ratio 2				
Expendable Net Assets	11,142,761	29,729,564	21,702,908	18,491,881
Plant Debt	59,328,975	58,228,531	57,072,107	55,854,612
	0.188	0.511	0.380	0.331
Ratio 3				
Net Investment in Plant	52,902,105	50,589,278	48,568,038	50,258,555
Plant Debt	59,328,975	58,228,531	57,072,107	55,854,612
	0.892	0.869	0.851	0.900
Ratio 4				
Educational Services Expense	37,359,015	37,701,270	38,848,502	39,298,634
Educational and General Total Expense	94,999,302	96,940,013	100,656,269	101,141,141
	0.393	0.389	0.386	0.389
Ed Ratio 1 - Primary Reserve				
Expendable Net Assets	11,142,761	29,729,564	21,702,908	18,491,881
Total Expenses	94,208,916	96,940,013	100,656,269	101,182,757
	0.118	0.307	0.216	0.183
Ed Ratio 2 - Equity				
Modified Net Assets	140,473,693	161,744,697	154,234,254	158,371,429
Modified Assets	226,980,177	248,452,936	239,467,143	244,376,714
	0.619	0.651	0.644	0.648
Ed Ratio 3 - Net Income				
Change in Unrestricted Net Assets	(4,372,204)	14,187,660	(5,989,519)	1,049,544
Total Unrestricted Income	95,624,501	110,983,552	94,220,579	102,740,284
	(0.046)	0.128	(0.064)	0.010

PLU
DEBT SERVICE
5-31-13

FYE 5-31-	2006 Bonds	Colacurcio	Total
2010	3,812,587	21,600	3,834,187
2011	3,814,463	21,600	3,836,063
2012	3,813,587	21,600	3,835,187
2013	3,814,838	21,600	3,836,438
2014	3,813,057	21,600	3,834,657
2015	3,813,213	21,600	3,834,813
2016	3,814,962	21,600	3,836,562
2017	3,813,213	21,600	3,834,813
2018	3,812,838	21,600	3,834,438
2019	3,813,587	12,600	3,826,187
2020	3,815,213		3,815,213
2021	3,812,587		3,812,587
2022	3,815,463		3,815,463
2023	3,813,588		3,813,588
2024	3,811,837		3,811,837
2025	3,814,838		3,814,838
2026	3,816,088		3,816,088
2027	3,815,106		3,815,106
2028	3,813,606		3,813,606
2029	3,812,425		3,812,425
2030	3,811,369		3,811,369
2031	3,815,081		3,815,081
2032	3,813,331		3,813,331
2033	3,813,513		3,813,513
2034	3,815,075		3,815,075
2035	3,815,000		3,815,000
2036	3,813,063		3,813,063
2037	3,813,925		3,813,925
	115,471,927	271,800	115,743,727
	(62,822,360)		

High	FYE 2010 - 2037		3,836,562
	FYE 2011 - 2037		3,836,562
	FYE 2012 - 2037		3,836,562
	FYE 2013 - 2037		3,836,562
	FYE 2014 - 2037		3,836,562
	FYE 2015 - 2037		3,836,562
	FYE 2016 - 2037		3,836,562
	FYE 2017 - 2037		3,834,813
	FYE 2018 - 2037		3,834,438
	FYE 2019 - 2037		3,826,187
	FYE 2020 - 2037		3,816,088
	FYE 2021 - 2037		3,816,088
	FYE 2022 - 2037		3,816,088
	FYE 2023 - 2037		3,816,088
	FYE 2024 - 2037		3,816,088
	FYE 2025 - 2037		3,816,088
	FYE 2026 - 2037		3,816,088
	FYE 2027 - 2037		3,815,106
	FYE 2028 - 2037		3,815,081
	FYE 2029 - 2037		3,815,081
	FYE 2030 - 2037		3,815,081
	FYE 2031 - 2037		3,815,081
	FYE 2032 - 2037		3,815,075
	FYE 2033 - 2037		3,815,075
	FYE 2034 - 2037		3,815,075
	FYE 2035 - 2037		3,815,000
	FYE 2036 - 2037		3,813,925

Deferred Gift Fund Analysis

Charitable Gift Annuities	For the year ended 5/31/2010	For the year ended 5/31/2011	For the year ended 5/31/2012	For the year ended 5/31/2013
Number of New Gift Annuities	1	5	1	2
Number of Matured Gift Annuities	(8)	(13)	(5)	(12)
Number of Gift Annuity Agreements In Force	75	67	63	53
Number of Gift Annuitants	34	40	44	46
Dollar amount of New Gift Annuities	$50,000.00	$685,000.00	$10,000.00	$55,000.00
Dollar Amount of Matured Gift Annuities	($103,141.15)	($475,037.94)	($156,557.98)	($189,026.87)
Total Fair Market Value of Gift Annuity Funds	$3,460,571.11	$3,772,265.97	$3,213,127.35	$2,948,071.00
Charitable Trusts				
Number of New Trusts	0	1	0	1
Number of Matured Trusts	0	(3)	0	(3)
Total Number of Trusts In Force	27	25	25	23
Number of Charitable Remainder Annity Trusts	1	1	1	1
Number of Charitable Remainder Unitrusts	21	21	21	19
Number of Life Income Trusts	3	2	2	2
Number of Other Trusts	2	1	1	1
Number of Trust Beneficiaries	41	36	36	30
Dollar Amount of New Trusts	$0.00	$788,000.00	$0.00	$1,004,560.38
Dollar Amount of Matured Trusts	$0.00	($452,151.66)	$0.00	($965,993.37)
Total Fair Market Value of Trust Funds	$7,032,637.86	$8,194,284.59	$7,605,652.83	$8,710,937.48
Total Gift Deferred Gift Funds				
Total Number of New Deferred Gifts	1	6	1	3
Total Number of Matured Deferred Gifts	(8)	(16)	(5)	(15)
Total Number of Deferred Gifts In Force	102	92	88	76
Total Number of Annuitants & Beneficiaries	75	76	80	76
Total Dollar Amount of New Deferred Gifts	$50,000.00	$1,473,000.00	$10,000.00	$1,059,560.38
Total Dollar Amount of Matured Deferred Gifts	($103,141.15)	($927,189.60)	($156,557.98)	($1,155,020.24)
Total Fair Market Value of Deferred Gift Funds	$10,493,208.97	$11,966,550.56	$10,818,780.18	$11,659,008.48

APPENDIX B – TUITION AND FEES
Referenced in Section 2.F.2.

	2013-2014				2012-2013				2011-2012			
	Tuition/Fees	Rm/Ml	Total	% Inc	Tuition/Fees	Rm/Ml	Total	% Inc	Tuition/Fees	Rm/Ml	Total	% Inc
Whitman College	43,500	10,900	54,400	3.3%	42,126	10,560	52,686	4.0%	40,496	10,160	50,656	4.5%
University of Puget Sound	41,868	10,780	52,648	4.0%	40,250	10,390	50,640	3.5%	38,720	10,020	48,905	4.3%
Seattle University	36,065	10,545	46,610	4.0%	34,500	10,296	44,796	5.3%	32,700	9,855	42,555	6.0%
Gonzaga University	36,012	9,814	45,826	6.0%	34,560	8,680	43,240	6.1%	32,222	8,540	40,762	3.9%
Pacific Lutheran University	**34,740**	**10,100**	**44,840**	**5.0%**	**33,100**	**9,620**	**42,720**	**6.3%**	**30,950**	**9,250**	**40,200**	**5.8%**
Whitworth University	35,062	9,120	44,182	2.7%	33,676	9,364	43,040	6.4%	32,144	8,918	41,062	6.2%
Seattle Pacific University	33,813	9,417	43,230	4.0%	32,067	9,492	41,559	5.4%	30,339	9,081	39,420	4.3%
Saint Martin's University	30,290	9,660	39,950	4.2%	28,722	9,630	38,352	4.1%	27,897	8,960	36,857	4.3%
Lewis and Clark College	41,928	10,728	52,656	3.6%	40,455	10,358	50,813	4.9%	38,500	9,928	48,428	4.8%
Willamette University	42,206	10,380	52,586	3.9%	40,874	9,820	50,594	4.6%	39,012	9,350	48,362	4.5%
University of Portland	36,870	11,004	47,874	0.8%	35,260	10,606	47,498	4.2%	33,780	10,960	44,740	6.3%
Pacific University	37,024	10,792	47,816	5.7%	35,260	9,992	45,252	5.7%	33,612	9,108	42,720	6.2%
Linfield College	36,240	9,822	46,062	4.1%	34,356	9,880	44,236	6.8%	32,416	9,000	41,416	5.8%
St. Olaf College	40,700	9,260	49,960	2.7%	39,560	9,090	48,650	3.6%	38,150	8,800	46,950	3.6%
Gustavus Adolphus College	39,313	9,050	48,363	3.0%	38,056	8,880	46,936	6.1%	35,520	8,700	44,220	5.5%
Cal Lutheran University	35,720	11,920	47,640	3.9%	34,360	11,510	45,870	4.4%	32,860	11,070	43,930	5.0%
Pacific Lutheran University	**34,740**	**10,100**	**44,840**	**5.0%**	**33,100**	**9,620**	**42,720**	**6.3%**	**30,950**	**9,250**	**40,200**	**5.8%**
Augsburg College	33,209	8,556	41,765	3.3%	31,957	8,460	40,417	3.0%	30,440	8,806	39,246	6.8%
Capital University	31,990	8,710	40,700	1.7%	31,564	8,460	40,024	3.6%	30,450	8,180	38,630	3.9%
Concordia College, Moorhead	32,814	7,160	39,974	5.6%	30,860	7,000	37,860	4.7%	29,360	6,790	36,150	7.4%

Calculations Updated by Finance and Operations March 2013

Unofficial data provided by Finance and Operations through websites & phone interviews