Year Seven Self-Evaluation Report
Gonzaga University

March 2014

GONZAGA
U N I V E R S I T Y

Northwest Commission on Colleges and Universities

Year Seven Self-Evaluation

Gonzaga University
Spokane, Washington

March 2014

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INTRODUCTION

In 2012, the NWCCU reaffirmed the institutional accreditation of Gonzaga University following the submission of its Year Three Self-Evaluation Report. The Commission did so issuing recommendations in three categories: (1) review of the mission statement, (2) threshold of mission fulfillment, (3) new core curriculum. In response to these recommendations, Gonzaga has revised its mission statement, developed thresholds for mission fulfillment, and progressed toward the adoption of a new core curriculum. Significant changes in leadership have occurred reinvigorating an intrinsically dynamic and forward-looking community. One might think that the appointment of a new President, a new Academic Vice President, the development and filling of a new position of Executive Vice President, new deans in five of our six schools, and multiple changes in the positions of Director of University Ministry and Vice President for Mission would augur for inertia and stagnation, but we believe these changes have in fact spurred on positive responses to the challenges that face Gonzaga in particular, and higher education in general.

This report includes more detail on these institutional changes, as well as our responses to the recommendations we received on our Year Three Report of the current cycle, which we submitted in 2012. Our overall goal in this Year Seven Report is to explain how we have advanced since the introduction of our four Core Themes and provide indicators of goal-fulfillment related to our mission and our Core themes. We will demonstrate how we carry out our mission and what indicators will provide evidence for success in that effort. We will also show how our four core themes: *Exemplary Teaching, Learning and Scholarship; Enriched Campus Community; Exceptional Stewardship;* and *Engaged Local and Global Relationships*, are permeated by and reflect our past, present and future goal of providing a humanistic, Catholic and Jesuit education for our students. As with the mission discussion, this examination occurs in the context of identified core theme objectives, indicators of success, and the rationale for choosing these indicators. The report demonstrates our compliance with Eligibility Requirements 2-24.

The University has moved to support the new accreditation cycle and format of regional accreditation activity, as well as doing what is necessary to carry out successfully the new seven-year cycle in four years. Recognizing the importance of institutional planning and data-driven decisions, we have strengthened our Office of Institutional Research by the hiring of two senior analysts who assist our leadership in institutional planning. This effort has been enhanced by investment in data and analytics software we are currently in the process of implementing. The president appointed a broadly representative [Accreditation Steering Committee](#) comprised of faculty, staff, administrators, students, Trustees and Regents. This committee has been largely responsible for creating the Standard 2 portions of our report and involved in refining our Core Theme objectives and indicators reflected in Standard 4. The committee is the "think-tank" for our accreditation process and has organized, carried out, and overseen the work produced throughout the institution for our report. It is our hope that this report will demonstrate that Gonzaga fully embraces the opportunities for continuous improvement and mission-based quality assurance that is the goal of the institutional accreditation process.

INSTITUTIONAL OVERVIEW

Gonzaga University is a private, non-profit, religious institution of higher education, established in 1887, in Spokane, Washington by the Society of Jesus ("the Jesuits"). A predominantly undergraduate, liberal arts institution, it is comprised of seven major divisions: the Office of the President (which includes Athletics); Student Development; Finance; University Relations; the Executive Vice President; University Mission; and the Academic Vice President, within whose purview falls the College of Arts and Sciences and the professional schools of Business, Education, Engineering, Law, Nursing and Human Physiology, Professional Studies – Leadership Division, the Center for Global Engagement, Virtual Campus, Library, Registrar, Institutional Research, and Academic Support Services. The University also operates a "junior year abroad" site in Florence, Italy as part of its study-abroad programs and a pre-collegiate English-As-A-Second-Language program through its English Language Center, currently in the Center for Global Engagement. At the undergraduate level, Gonzaga offers 75 programs and majors; its graduate offerings include 25 master's degrees (several delivered in virtual and/or hybrid form), a Juris Doctorate, a Doctor of Nursing Practice, and a PhD in Leadership Studies. For fall of 2013, a total of 7,691 students were enrolled; 4,896 of those were undergraduates, 2,211 were master's degree students, 387 were in law, and 111 were doctoral students. Despite shrinking numbers nationally, 22 Jesuits still work at Gonzaga.

Also as of Fall 2013, the number of regular Gonzaga employees totals 1214. There are 421 full-time faculty members, and Gonzaga is committed to at least a 60/40 proportion of full-time tenure-stream faculty to contingent faculty across the institution. Of the faculty, 81.8% hold terminal degrees in their fields; the average class size is 22.5, and the faculty-student ratio is 11.5:1.

Institutional undergraduate retention rates are among the highest in the nation (the first-year to second-year average is 94.2%), and Gonzaga consistently earns high rankings in multiple national indicators of educational quality; in 2005 Gonzaga was identified as one of twenty institutions nationally that effectively foster student success and engagement in their own education (Kuh: *Student Success in College: Creating Conditions that Matter*). Gonzaga's per-semester full-time tuition of $17,285 ranks near the bottom of comparable private institutions on the west coast; 96% of Gonzaga students receive financial aid, and 83% of their need is met through financial assistance. A full range of student services is offered, including support for physical and mental health, alumni mentoring, spiritual support and guidance, disabilities support, and activities to promote diversity. Students from 45 states and 28 countries are represented on campus (the bulk from Washington, California, Oregon, Colorado, and Idaho—in that order), and another 1566 (graduate students) take Gonzaga courses on-line.

Forty-six percent of our undergraduate students study abroad in one of approximately 70 study-abroad programs, either sponsored by or affiliated with the University. Gonzaga fields 16 men's and women's teams at the NCAA Division I level in the West Coast Conference and offers 23 intramural sports and events annually to all of its students; in 2010, Gonzaga received unqualified ten-year NCAA recertification of its athletic program. First and second year students are expected to live on campus and, overall, 92% live in residential housing. The female–to-male ratio of undergraduates is 54:46, and just over 50% of the undergraduate student body self-

identifies as Catholic; however, approximately 20 other faiths and traditions are represented on the campus. Gonzaga undergraduates devote, on average, 90,000 hours annually to community service. For the second consecutive year, Gonzaga University has been named the top-ranked institution among "Small Colleges and Universities" in the nation with 22 undergraduate alumni serving overseas as Peace Corps volunteers in 18 countries worldwide, lifting Gonzaga's historical total to 320 alumni with Peace Corps service. Gonzaga is also first overall for graduates joining the Jesuit Volunteer Corps. The Spokane campus occupies 131 acres and balances considerable green space with more than 105 major buildings. Most recently, our efforts to "go green" have resulted in Gonzaga being named the 2012 Higher Education Recycler of the Year by the Washington State Recyclers Association. The institution is in the "silent" preliminary stage of a significant fundraising campaign with goals for increasing scholarship support. Finally, Gonzaga's undergraduate enrollment continues to be strong even as many like-institutions experience significant enrollment decreases. In Fall 2013 Gonzaga enrolled its second largest Freshman class of 1238 students.

PREFACE

Brief Update on Institutional Changes Since the Last Report in Spring 2012

In the two years since our last report, important changes have occurred in several areas. The University developed a new Mission Statement firmly grounded in its Jesuit, Catholic, and Humanistic tradition, and expressing more succinctly how it offers an education in that tradition within the context of an increasingly global perspective on higher education. The University continued its progress in revising the Core Curriculum. A proposal was drafted. Conversations were held to receive faculty input, and faculty working groups are developing specific course learning outcomes and descriptions for new core courses. It is expected that new courses will be offered by Fall 2015. These two changes are discussed more fully later in this report.

Changes in leadership at various levels of the University have also occurred. Dr. Judi Biggs-Garbuio was appointed as Vice President to the newly re-named Division of Student Development (formerly Student Life). Congruent with another name change, Joe Poss was named Vice President of University Advancement (formerly University Relations). Both division name changes better reflect the actual focus of each area and more accurately describe the critical work they undertake. Student Development more clearly addresses the University's mission to care for the whole person. University Advancement, though its combination of Marketing and Communications, Alumni Relations, Development, and Campaign, acquires a more integrated structure with a responsibility to inform, engage, and create a culture of philanthropy for the objective of advancing the University. Kirk Wood-Gaines was named as the Assistant Vice President of Human Resources. Following the creation of the Center for Global Engagement and the appointment of an interim director, a search was undertaken for a new Assistant Academic Vice President for Global Engagement. Dr. Joseph Kinsella was appointed to this position. Dr. Kinsella oversees the Office of Study Abroad, the Office of International Student and Scholar Services, and the English Language Center. To facilitate coordination with the Center for Global Engagement, Richard Menard was hired as the Director of Study Abroad. Dr. Ron Large was named Associate Academic Vice President with responsibility for accreditation, academic technology, faculty development, the Institute for Hate Studies, and Sponsored Research. Following an extensive career with the Washington State Attorney General's Office, Maureen McGuire joined the University as its new Corporation Counsel. Dr. Paul Manoguerra became the Director/Curator of the Jundt Art Museum. Michelle Wheatley was named the first female Director of University Ministry. Brian Kenny was appointed Director of Campus Public Health and Safety.

In a few short years, new Deans have begun their duties in several schools across the University. In July 2013, Dr. Elisabeth Mermann-Jozwiak became the Dean of the College of Arts and Sciences. The formation of the new School of Nursing and Human Physiology led to the appointment of Dr. Brenda Stevenson Marshall as its inaugural Dean. The School of Nursing and Human Physiology arose from the merger of the Department of Nursing and the Department of Human Physiology into a single academic unit. Dr. Vincent Alfonso was appointed Dean of the School of Education in August 2013. Dr. Ken Anderson of the School of Business was named the School's Interim Dean as of January 1, 2014 in anticipation of a search for a new Dean

during the 2015-2016 academic year. Mentioned as a possibility in our Year-Three report, the Virtual Campus became a reality with Dr. Michael Carey as its Dean in 2012.

Changes in academic programs also transpired since the last report. The Department of Religious Studies expanded its major to create two concentrations: Christian Theology and Religious Pluralism. The English Department instituted a minor in Writing. A minor in Entrepreneurship and Innovation was begun in the School of Business. A Doctor of Nurse Anesthesia Practice was approved to begin in the School of Nursing and Human Physiology for Fall 2015. The concentration of Fitness Specialist was developed as part of the Bachelor of Education. Two programs underwent name changes. The Master of Arts in Community Counseling became the Master of Arts in Clinical Mental Health. To meet the standards of the British Columbia Ministry of Advanced Education and the Alberta Ministry of Education and Technology, the Master of Arts in Leadership and Administration, offered in Canada, was changed to Master of Education in Leadership and Administration.

Response to Recommendations Requested by the Commission

Following its review of Gonzaga University's Year Three Self-Evaluation in 2012, the NWCCU made three recommendations.

1. The evaluators recommend that Gonzaga University complete the review of its mission and develop a clear statement that can inform a strategic plan that is understood and accepted by all constituents.
2. The evaluators recommend that Gonzaga University clearly define an acceptable threshold of mission fulfillment.
3. The evaluators recommend that Gonzaga University continue its work to finalize and adopt a new core curriculum that is learning-outcomes based, integrated, and supported by an assessment plan.

Recommendation 1
The evaluators recommend that Gonzaga University complete the review of its mission and develop a clear statement that can inform a strategic plan that is understood and accepted by all constituents. Standard 1.A.1

Recommendation 2
The evaluators recommend that Gonzaga University clearly identify an acceptable threshold of mission fulfillment. Standard 1.A.2

Response to Recommendations 1 and 2
As recommendations 1 and 2 directly connect to the information requested in Standards 1.A.1 and 1.A.2, the replies to these recommendations can be found in their respective sections of this Year-Seven Self-Evaluation Report.

Recommendation 3
The evaluators recommend that Gonzaga University continue its work to finalize and adopt a new core curriculum that is learning-outcomes based, integrated, and supported by an assessment plan. Standard 2.C.9, 2.C.10

Response to Recommendation 3
Efforts to finalize and adopt a new core curriculum have been on-going and are continuing. While lengthy and time-consuming, these efforts have served to focus discussions about the purpose and scope of University core curriculum. An historical overview will assist in providing a context for this response.

In 2007-2008, at the behest of Academic Vice President and the Dean of Arts and Sciences, Michael Herzog and Patricia Terry gathered qualitative data about the core through meetings with 350-400 faculty across all academic units, colleagues from Student Life, students, Regents, Trustees, and administrators. Then Academic Vice President Thayne McCulloh appointed a university-wide faculty Core Curriculum committee which sifted through the core discussions, examined Jesuit educational traditions and considered current thinking about higher education.

Taking into account the university-wide discussions, the mission statement, and principles of Jesuit education, in 2008-2009 the Core Curriculum Committee proposed the Baccalaureate Learning Goals for the entire Gonzaga experience.

To engage the wider campus community, meetings were held in Fall 2009 with 90 faculty, staff, students, alumni, parents, trustees and regents, who provided input on the proposed outcomes and who suggested revisions. The Core Committee approved a revised set of Baccalaureate Goals, and in Feb. 2010, the Academic Council unanimously approved these as a framework for evaluating the university core curriculum and shaping any potential alternatives.

In interdisciplinary meetings held in the summer and fall of 2010, faculty examined representative core curricula from other institutions and discussed learning outcomes for the Baccalaureate Goals and pedagogical practices that would support them. Using the reports from the summer and fall faculty discussions, the Core Committee worked towards formulating core learning objectives. AVP Patricia O'Connell Killen charged the Core Committee with creating one or two proposals for a revised core curriculum, based on the proposed learning outcomes, and these were distributed to all faculty by the end of spring semester of 2011.

The AVP created an Academic Council subcommittee that would assure mechanisms for discussion of the Proposed Core Objectives and of the core models during Fall 2011, to disseminate any alternative models proposed by faculty, and present the faculty input to the Academic Council. One proposed alternative was received and shared with the faculty as a third model for consideration. The subcommittee gathered input from a variety of faculty discussions and surveys that provided a "sense of the faculty" regarding the Proposed Core Objectives and models. When the survey results suggested that a full proposal should include elements from more than one of the proposed models, faculty were invited to provide input on which of those elements were crucial to be included in a fully developed proposal.

Over the summer of 2012 an AVP-appointed AVP Core Task Force was charged with developing a full proposal for a university core curriculum that took into account the proposed models, faculty conversations, and sense-of-the-faculty surveys. The proposal was submitted to the AVP in September and distributed to the Academic Council and the faculty as a whole. The Academic Council facilitated discussion of the proposal with the faculty senate; deans facilitated discussion of the proposal in the college and schools; and the GSBA representatives facilitated consideration of the proposal among the students.

Responses to the proposal the Academic Council received by January, 2013 indicated a desire for additional cross-faculty conversations. Additional opportunities were organized to discuss significant themes that had arisen. The Academic Council convened conversations on major issues and questions that had emerged from the various discussions and feedback on the proposal to date. In the late spring of 2013, the Academic Council read and discussed the material that had been submitted to it through the various venues. At the conclusion of that conversation, the Academic Council advised the Academic Vice President that, while the proposal needed refinement, it should be accepted in its substance as the structure for a revised university core. Subsequently, in the summer of 2013, members of the AVP Task Force on the University Core from summer 2012 reviewed the material that the Academic Council had considered and, where

possible, responded to questions that had been raised. That information was provided to the AVP in late August 2013. While refinement is still underway, the goal is to move this process forward in a way that allows for implementation of the revised core, beginning with the entering students in the fall of 2015 (class of 2019), and completed over the next three successive academic years, 2016-2017, 2017-2018, and 2018-2019. Faculty working groups, with AVP appointed chairs, are the primary mechanism for completing the descriptions and learning outcomes for core courses. Working groups consist of the following areas: 1) Writing and Persuading, and Reading and Reasoning; 2) Freshman Seminar; 3) Human Communication, 4) Scientific Inquiry, 5) Math, 6) the Writing Intensive Designation; 7) Social Justice Designation, 8) Global Studies Designation, and 9) Core Capstone. The general charge of each of these working groups has been to:

- Review the description of that respective required element in the fall 2012 proposal
- Consider the material received by the Academic Council from discussions that is relevant to that particular course
- Complete a fully developed description of the course or designation, with specific course learning outcomes that would be sufficient for faculty to use in revising current courses or creating new courses to offer
- Submit a progress report on its work to the University Core Director by December 20 2013
- Submit a final report – the complete developed description and any suggested revisions to the course learning outcomes to the Core Director and Academic Vice President by February 28, 2014. (The Core Capstone report is due April 1, 2014.)

The faculty working groups are developing descriptions and learning outcomes for their area of responsibility to assist faculty in creating or revising courses for the new core. This process will permit the alignment of course outcomes with core outcomes. Working group preliminary reports were submitted and reviewed by the AVP. Final reports are presently being submitted.

The work of course development and revision requires support. To that end, faculty development opportunities will be provided through the spring of 2014 and summer of 2014 for those who will be teaching first-year seminar courses under the revised core.

In conjunction with the development of the revised University Core, assessment of the current university core continues. The analysis of Core Theme 1 Objective 1 Indicator 1 (see pages 154-158) describes this assessment in more detail. Each of the five core departments (Communication Arts, English Mathematics, Philosophy, and Religious Studies) developed and agreed upon course-level learning objectives for core courses. In 2011 the Academic Vice President, in consultation with the Core Director, created a draft of core program objectives by compiling and integrating the departments' learning outcomes for core courses. The core department chairs consulted with their faculty and agreed upon the core program objectives. The Faculty Director of Assessment and the University Core Director developed assessment plans for the current core and have implemented these over the past several years.

CHAPTER ONE
MISSION, CORE THEMES, AND EXPECTATIONS

Executive Summary of Eligibility Requirements 2 and 3

2. *AUTHORITY: The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.*

Gonzaga University is an independently governed private university affiliated with the Society of Jesus (Jesuits). Located in Spokane, Washington, where it was founded in 1887 and incorporated in 1894, Gonzaga operates as an institution of higher education under the laws of the State of Washington. The University is governed by a two-tiered Board system: (a) a seven-person Board of Members, all Jesuits, who are responsible for the apostolic status of the University under Roman Catholic canon law, and (b) a 32 member Board of Trustees, which is responsible for the governance of the University as a higher education institution, incorporated under Washington state law. Four of the eight Jesuit Trustees are appointed by the Board of Members, the other four are appointed by the Board of Trustees.

3. *MISSION AND CORE THEMES: The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.*

Gonzaga's previous Mission Statement was revised by a committee chaired by the Vice President for Mission. The Board of Trustees approved the new Mission Statement on February 15, 2013. The revision of the Mission Statement was not motivated by a desire to change the institution's mission, but rather by the belief that re-evaluating the statement was healthy and appropriate, especially in light of the four core themes Gonzaga developed in response to NWCCU accreditation changes. The Core Themes of 1) Exemplary Teaching, Learning and Scholarship, 2) Enriched Campus Community, 3) Exceptional Stewardship and 4) Engaged Local and Global Relationships emerged directly from the prior Mission Statement and are clearly represented in the current Mission Statement. The core themes are incorporated in our Baccalaureate Learning Goals. The Core Themes also reflect and are consistent with our strategic planning goals. Thus, institutional planning and the allocation of present and future resources are directly and symbiotically connected with the institution's historic and current values and with our reason for being: to provide excellent higher education to students in Jesuit, Catholic and humanistic traditions. A substantial indicator of Gonzaga's emphasis on teaching in these traditions is the multi-year ongoing revision of the University Core Curriculum that is currently underway.

Standard 1.A: Mission

1.A.1 The institution has a widely published mission statement-approved by its governing board-that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

Gonzaga's previous mission statement was a lengthy, detailed document that had remained unchanged since its formulation in 1979. It underwent formal review in 1996-97 in the context of an earlier institutional strategic planning effort. However, no changes were made at that time. Interest in a thorough review was occasionally expressed, as various members of the community found the statement to be too long, too abstract, and (as a result) subject to multiple individual and group interpretations. Others, of course, continued to have strong allegiance to the mission statement and resisted its revision. The articulation, in the early 1990s, of five distinct "Mission Pillars" (faith, ethics, service, leadership and justice) by the previous president, if not a direct effort to revise the mission statement, was certainly meant to "sharpen" the mission from the perspective of the institution's chief executive. Challenged for their exclusion of academics, these five distinct areas did not take root among the faculty and were, in fact, the subject of considerable criticism. Gonzaga previous strategic plan *Vision 2012*, created in the wake of the accreditation cycle that ended in 2004, was another de-facto effort to examine the institutional mission in the light of priorities, resources, and capacities. The development and approval of a vision statement to guide the strategic plan process suggested the practical need to review and distill the mission statement for the purposes of concrete planning.

Gonzaga University's 2012 Year Three Self-Evaluation Report addressed the recommendation from the 2011 Year One Self-Evaluation Report that the University clarify the connections between mission statement, strategic planning, baccalaureate learning goals, and core themes. The Year Three Report noted that a number of responses were made to this recommendation. One specific response was to re-evaluate the University's mission statement. Although the re-evaluation of the Mission Statement was in its initial stages at the time of the March 2012 site visit, the Commission's recommendation that Gonzaga complete a review of its mission statement heightened the importance of the re-evaluation process. The announcement of this effort caused some individuals to fear that it signaled a loss of faith in what has constituted the institution's identity for its entire history. However, nothing could be further from reality. Reassessing the mission statement was not a challenge to our mission; rather, it accepted the fact that how we formulate publicly and internally our identity and our reason for being was always and will always be a product of the time in which that formulation occurs. A thoughtful examination of whether Gonzaga in 2014 and its work of educating students for 2020 and beyond is expressed in words that define and further our historic mission must periodically occur if the institution's ability to reach its goals is to remain active, energetic and focused.

In January of 2012, President Thayne McCulloh appointed a committee to review Gonzaga University's existing Mission Statement, which had been in effect since the late 1970's. The committee was charged with making a recommendation to him regarding any needed revisions if the committee found this to be appropriate. Fr. Frank Case, S.J., the Vice President for Mission, was named chair of the committee. Other members represented a broad constituency of faculty,

staff, administration, students, and board members. The committee met every two weeks till the end of the semester.

The first meeting was devoted to establishing levels of knowledge and trust among members. The second meeting undertook the task of noting the Mission Statement's strengths and weaknesses. These were listed and discussed at some length. The lists were organized in a fairly succinct fashion for the next meeting at which the committee reviewed the lists and decided to send them out to the broader university community for observations and feedback.

With very few exceptions, the feedback suggested that the weaknesses significantly outweighed the strengths. The university community seemed ready for the committee to undertake a revision of the statement. The feedback called for making it briefer and updating it to include some of the developments in the mission of the Society of Jesus over the past three decades related to global awareness and engagement, ecology, concern for the poor and vulnerable, and so forth.

After discussing the feedback, the committee asked the chair to formulate a recommendation to President McCulloh based on the committee's conclusions. The recommendation was reviewed at the next meeting and then sent to the president. Dr. McCulloh agreed with the recommendation in favor of revision and asked Fr. Case to formulate a model statement on which the committee could begin the work of revision in September.

Two models were developed: Mission Statement Model 2 and Mission Statement Model 3. The committee chose the second as the basis for its upcoming work. The committee discussed this version and future iterations of it at great length, making revisions over the next several meetings. The committee asked the Cabinet for feedback on one or two occasions and discussed their suggestions freely. As the statement continued to come together, the committee sent out a draft model to the campus for their discussion and feedback. Several helpful suggestions were received that were incorporated into the next version. This revised version was distributed for further feedback. The committee received very little response to this draft following which a final formulation was presented to the President and then to the Mission Committee of the Board of Trustees at their October 2012 meeting. The Mission Committee of the Board made a few suggestions, but the board members were generally pleased. This draft was also presented to the entire Board in anticipation of their being asked for formal approval at the December meeting.

The Mission Statement Committee continued to meet regularly over the next six weeks or so and added some final touches during these meetings.

At their December meeting, the Board of Trustees approved the final version as it stood at that time. Just about two hours after this approval, the chair of the Mission Committee of the Faculty Senate sent out an email asking all faculty for feedback on a much earlier version of the statement, one that had gone out about two months before. To make sure that all affected parties had had sufficient opportunity to have input on the mission statement, Dr. McCulloh reopened the process review and feedback on the basis of the statement that the trustees had approved, setting a January 4 deadline for comments. On the basis of the new comments, a rather small change was incorporated in the final sentence. The Board of Trustees approved this final version at their February 15, 2013 meeting.

New Mission Statement

Gonzaga University is an exemplary learning community that educates students for lives of leadership and service for the common good. In keeping with its Catholic, Jesuit, and humanistic heritage and identity, Gonzaga models and expects excellence in academic and professional pursuits and intentionally develops the whole person – intellectually, spiritually, physically, and emotionally.

Through engagement with knowledge, wisdom, and questions informed by classical and contemporary perspectives, Gonzaga cultivates in its students the capacities and dispositions for reflective and critical thought, lifelong learning, spiritual growth, ethical discernment, creativity, and innovation.

The Gonzaga experience fosters a mature commitment to dignity of the human person, social justice, diversity, intercultural competence, global engagement, solidarity with the poor and vulnerable, and care for the planet. Grateful to God, the Gonzaga community carries out this mission with responsible stewardship of our physical, financial, and human resources.

Interpretation of Fulfillment of the Institution's Mission

Mission fulfillment represents the intersection of strategic planning, baccalaureate goals, and core themes. Gonzaga's prior Strategic Plan, *Vision 2012*, contained seven institutional goals that set the stage and/or directions for many institutional priorities, projects, and decisions since its creation:

- Goal 1:   To commit every area of the University to the reflective engagement with our Jesuit, Catholic, & humanistic Mission ideals.
- Goal 2:   To educate and transform quality students in an enriched academic environment.
- Goal 3:   To deepen the engagement of the entire University in the development of the whole person.
- Goal 4:   To increase diversity and affirm the value of human difference.
- Goal 5:   To develop men and women for a more just and humane global community.
- Goal 6:   To secure the financial future of the University.
- Goal 7:   To foster the tradition of lifelong relationships with alumni, our friends, and the broader community.

The goals set by *Vision 2012*, coupled with the specific elements associated with each, represented a widely shared translation of the previous mission statement into a set of objectives. As Gonzaga undertook the process or revising its mission statement, the University also began to reformulate its strategic plan using the goals of *Vision 2012* as an organic foundation for guiding the new strategic planning process. Discussions are currently underway at the level of the University Cabinet to re-examine the University's strategic planning process. Instead of

suggesting the creation of a new time-stamped plan, such as *Vision 2012*, the members of the cabinet, under the leadership of the Executive Vice President, have devoted a portion of nearly every bi-monthly cabinet meeting since summer of 2011 to developing a process of strategic planning that is continuous rather than dependent on an artificial and unpredictable span of future years. This approach mirrors, in many specifics, the accreditation process now in place for the NWCCU with its emphasis on thematic formulations of principles or core themes to support the mission of the institution. The cabinet members have agreed to rely on our core themes as the four pillars on which the planning process rests and, as a consequence, a tightly-knit relationship among the various prongs of our strategic planning, goal-setting, and evidence-gathering efforts is emerging. An example from Information Technology shows the symbiotic and inter-dependent manner in which mission principles inform and shape strategic planning, the structure which supports continuous strategic planning, and the elements essential to the process. One indicator that Gonzaga is fulfilling its mission rests on the degree to which we develop and carry out our next strategic plan and the data we can collect to demonstrate the achievement of its goals.

These same interconnections also exist between the mission, baccalaureate goals and core themes. The development of Gonzaga's baccalaureate learning goals, adopted in February 2010, was a recent step in our effort to apply mission values and translate the relevant goals more directly into students' educational experience. The governing statement for the baccalaureate learning goals serves the values and goals of the mission:

Gonzaga University cultivates reflective, responsible individuals rooted in Jesuit, Catholic, humanist traditions. We develop students whose knowledge, skills, habits of mind and spirituality enable them to grow in the service of faith and the promotion of justice.

Underneath this umbrella statement, there are the specific learning goals we envision for our graduates, goals that are consonant with and meant to realize that mission, as we seek to graduate baccalaureate students who possess and demonstrate:

- **Knowledge developed through the practices of liberal humanistic learning**

- **Intellectual and practical skills, including:**
    - Thinking: reasoning, finding and evaluating information, and interpreting and performing critical analysis
    - Communicating: exchanging information and ideas through effective use of listening, speaking, writing and technological tools
    - Quantifying: understanding and using mathematical skills and reasoning
    - Problem Solving: individually and in collaboration with others
    - Specializing: competence in one or more disciplines
    - Integrating: connecting learning within and across disciplines and experiences
    - Imagining: creating new perspectives, finding one's own voice

- **Habits of mind and heart, including:**
    - Reflection
    - Ethical reasoning and action
    - Civic, cultural and intercultural engagement

- o A commitment to a just society and world, and the courage to act justly
- o A commitment to improving one's mind, body, and spirit

- **A thoughtful, evolving spirituality, including:**
  - o Discerning one's faith and vocation
  - o Engaging with the personal challenges of formation and transformation
  - o Becoming women and men with and for others

Gonzaga's mission statement expresses the connection between values and education. Thus the mission statement and our baccalaureate goals mutually affirm each other. The mission statement's emphasis on Gonzaga's Catholic, Jesuit, and humanistic heritage; its incorporation of students into a learning community that seeks to educate the whole person for lives of leadership and service for the common good; and its commitment to social justice and global engagement provide a direct entry into the baccalaureate goals.

From its connection to the baccalaureate goals, the mission statement also grounds Gonzaga's core themes and provides for their communal expression. Mission fulfillment then represents the integration of our core themes into the life of the University. Gonzaga's four core themes reflect the institutional values that flow from the mission and provide a framework of self-understanding:

- Core Theme 1: Exemplary Teaching, Learning and Scholarship
- Core Theme 2: Enriched Campus Community
- Core Theme 3: Exceptional Stewardship
- Core Theme 4: Engaged Local and Global Relationships

These core themes render our mission concretely into the experiences of students, faculty, and staff. Core Themes 1 and 4 address the mission's commitment to educate students for service to the common good. Core Theme 2 reflects the mission's emphasis on the whole person. Core Theme 3 embraces the mission's expression of responsible stewardship. Core Theme 4 expresses the mission's desire for solidarity and global engagement. Thus each core theme has an identifiable referent within the mission statement that, in conjunction with the baccalaureate goals, offers a holistic alignment to guide planning and development.

Overall, it is clear that Gonzaga has taken to heart the first recommendation from the 2012 Year Three Self-Evaluation process that the University complete a review of its mission and develop a clear statement that can inform a strategic plan.

1.A.2 The Institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by the definition, it articulates institutional accomplishments that represent an acceptable threshold or extent of mission fulfillment.

Threshold of Mission Fulfillment

For much of its history, Gonzaga measured itself against a largely self-created narrative. Although periodic alumni surveys were conducted as well as a senior survey, no formal or

practical measures existed to examine mission fulfillment on a University-wide basis. Clearly, the kind of teaching and learning we most value at Gonzaga and the community we wish to create is possible only if we are intentional about examining our efforts to achieve our core themes as one way to determine mission fulfillment. This process involves activities across the University that, while emphasizing students, also includes faculty and staff. The specific aspects of mission fulfillment then require the assessment of these activities as they connect to our core themes. Thus the practical nature of mission fulfillment rests on the development of core theme objectives and indicators as well as the benchmarks established to identify concrete and acceptable levels of mission fulfillment. The following tables indicate the objectives, indicator of achievement and benchmarks for each core theme.

Table 1 Core Theme 1: Exemplary Teaching, Learning and Scholarship

Objectives	Indicators of achievement	Benchmarks
Objective 1 Undergraduates achieve the Baccalaureate Learning Goals	1) Students demonstrate the knowledge, skills and abilities identified in the learning objectives for the university core	70% of graduating seniors will be able to meet or exceed Milestone 3 on the AAC&U VALUE Rubrics for Oral Communication and Written Communication.
		70% of graduating seniors will be able to meet or exceed Milestone 3 on the AAC&U VALUE Rubric for Reading and for Critical Thinking.
	2) Students achieve the learning outcomes for their chosen major or professional degree program	Benchmarks determined by programs or departments in conjunction with student learning outcomes.
Objective 2 Graduate students achieve specialized knowledge and skill as defined by each program	1) Students demonstrate the knowledge, skills, and attitudes identified in the learning objectives for each graduate program	Benchmarks determined by programs or departments in conjunction with student learning outcomes.
Objective 3 Students bring disciplinary knowledge, methods, and practice to bear on local and global issues.	1) Students participate in faculty-student research, internships, and international opportunities developed around real world problems	40% of students participate in any given year
Objective 4 Students engage in interreligious/interfaith and intercultural dialogue and communication	1) Student coursework exhibits interreligious/interfaith and intercultural content	15% of courses in any given semester provide interreligious/interfaith or intercultural content
Objective 5 Faculty develop as teachers across the career span	1) Faculty engage in ongoing reflection, conversation and research aimed at improving their teaching and student learning	10-30% of the faculty annually participate in specific events related to teaching
Objective 6 Faculty engage in scholarly, professional, and creative/artistic production across the career span	1) Faculty present their scholarship in the context of its relation to the university mission and with connection to larger conversations, impact, and overall significance to their discipline.	40% of faculty present or publish in any given year or three-year period

Table 2 Core Theme 2: Enriched Campus Community

Objectives	Indicators of Achievement	Benchmarks
Objective 1 The University provides orientation opportunities to students, faculty and staff that promote an understanding of shared mission.	1) The University orients students and their families to the campus community	75 % of first-year students will attend orientation activities 90% of first-year families will attend parent and family orientation
	2) The University orients new faculty and staff to the campus community	95% of all new faculty and staff will attend employee orientation
Objective 2 The University integrates students into the campus community.	1) Housing and Residence Life build student relationships in residential communities both on and off campus.	95% of first year students and 85% of sophomore students will participate in residential communities
	2) The university provides extracurricular and co-curricular activities and programs that build community.	60% of the student body will participate in extracurricular and co-curricular programs prior to graduation
	3) Students engage in leadership programs.	30% of student undergraduate seniors will have participated in a leadership program prior to graduation.

Table 3 Core Theme 3: Exceptional Stewardship

Objectives	Indicators of Achievement	Benchmarks
Objective 1 Build resources to strengthen the institution financially	1) Annual balanced budget, prepared in the context of multi-year enrollment, pricing, and expense management modeling	Annual balanced budget
		Preparation of US GAAP based audited financial statements within 90 days of fiscal year end with no major findings, significant deficiencies or material weaknesses.
	2) The University attempts to achieve targets for operating margin in order to build financial capacity and to maintain its credit rating.	Targeted multi-year projection should have a 3-5% margin (measured on a US GAAP basis as the increase in unrestricted net assets from operations as a percentage of unrestricted operating revenues).
		Maintain current credit rating (Moody's A3 Stable)
	3) Within the annual budget process, increase funding for reserves for contingencies, internal debt, and other significant strategic matters.	Increase in reserves each year (viewed in aggregate) in balancing the budget at a rate in excess of the rate of growth in total revenue
	3) Manage endowment investment policies, risk and spending to maintain the purchasing power of the endowment.	Exceed or be no more than 50 basis point behind pooled endowment policy index on both a three and five year basis
	4) Target new resources in support of annual and long range goals	Previous FY Year total in annual fundraising goals
		Achieve annual goals for number of solicits and number of donors
Objective 2 Strengthen the human capital of the University	1) Manage annual contributions towards employee total compensation	Employer contribution of benefits is targeted between 24% - 28%. [GU actual is 26% to date]
		Target 40% - 50% of operating budget that is used towards benefits and compensation. [GU actual is 45% for FY 13/14]
	2) Provide opportunities for faculty, staff, and administrators to develop their talents and expertise.	HR training and development programs are updated annually and offered throughout the year
		Provide for sabbaticals
		Offer Professional Development opportunities
	3) Enhance processes to better manage human capital with greater transparency and efficiency through a talent management system	Pilot an online performance appraisal system that will allow for more robust and efficient management

Objectives	Indicators of Achievement	Benchmarks
Objective 3 Strengthen the physical capital of the University	1) Improve annual contribution towards renewal and replacement	Multi-year plan for improved renewal and replacement reserves, with 7 year plan to achieve annual funding of $4.2M
	2) Completion of the Campus Master Plan, including finalization of principles and strategies	Progression and completion of the Campus Master Plan by July 2014
	3) Stabilization of deferred maintenance backlog and improvement of Net Asset Value for selected facilities portfolios	Maintain or reduce current backlog levels as reported in annual or semi-annual Sightlines, LLC reports. Increase Net asset Value of facilities portfolios deemed to be in need of improvement and stabilize Net Asset Values of facilities portfolios deemed to be at appropriate levels.
Objective 4 Actively take steps towards environmental responsibility	1) Deepen sustainability across the curriculum	Initiate a Sustainability Across the Curriculum Program
		Support the creation of a Sustainable Business Concentration
		Increase students' engagement with faculty research on sustainability
	2) Increase sustainability related co-curricular programs	Create a "Green Fund" to support student initiated sustainability project
		Expand sustainability related service-learning and place-based learning opportunities
	3) Expand sustainable practices in University operations	20% reduction in CO_2e emissions by 2020 and 50% reduction by 2035
		Leadership in Energy and Environmental Design (LEED) Silver or higher
	4) Coordinate and facilitate implementation of the Gonzaga Climate Action Plan	Task a university-wide committee with the creation and implementation of the CAP
		Create an Office of Sustainability and Hire a Director of the Office of Sustainability

Table 4 Core Theme 4: Engaged Local and Global Relationships

Objectives	Indicators of Achievement	Benchmarks
Objective 1 Develop and provide opportunities for service within the local community and regional area	1) Students participate in community service and/or service learning opportunities	50% of undergraduate students participating in CCASL programs
	2) Faculty and staff engage in professional and civic service in alignment with their areas of expertise and community interest	15% of faculty and staff participating in service related activities
Objective 2 Develops and provide opportunities for international engagement on campus and for faculty and students to participate in education abroad programs.	1) Gonzaga supports international students and faculty coming to campus.	Increase the overall main campus international student enrollment to 4% by AY 2014 (315 students), 5% by AY 2015 (390 students)
	2) Gonzaga sponsors faculty and students to participate in educational experiences abroad, including academic service projects, internships, faculty-led and semester study abroad programs.	The University welcomes 3-6 international faculty/scholars each year
		50% of students will study abroad by the time they graduate
		Manage 5-10 exchange programs annually, sending/receiving total of 25-30 students each year
		Annually manage 14-18 faculty-led study abroad programs

Assessing our core themes honestly and astutely will tell us and our constituencies whether we are doing everything we can to graduate students whose thinking is not divorced from their values and who have the requisite imaginations, skills, and desire to change the world for the better, in keeping with the Jesuit motto: *educating women and men for and with others*. Where appropriate, this same assessment applies to faculty and staff. Thus the degree to which our campus environment supports that motto across the University is critical to our students' ability to be engaged citizens of a diverse world in which clarity about their own value commitments supports sound thinking and resilience in the face of thorny intellectual and ethical questions, and seemingly intractable problems. Our goal is not only to produce alumni with particular skills and a dedication to service, but graduates who have developed a sense of self that makes them capable of understanding and appreciating the significance of serious intellectual endeavor and, in turn, the foundations of creativity, significant action, and meaningful contributions to society.

Gonzaga University's efforts to fulfill its mission also reflect the knowledge that fulfillment sustains the expectation for continuous improvement. We look forward to an on-going process of self-evaluation and reflection on our core themes.

Standard 1.B: Core Themes

1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of its core themes.

The response to Standard 1.A.1 above examines how Gonzaga University's four core themes express the essential elements of the new mission statement. Each core theme finds itself reflected in the mission as each serves to mutually reinforce the other. The core themes shape our collective identity as a community comprised of students, faculty, and staff. Our first Core Theme (Exemplary Teaching, Learning and Scholarship) addresses the most important aspect of what we do: to provide the best possible learning experience—one that emanates from our tradition, is shaped by constant advances in learning, and seeks to prepare students for a changing and unpredictable future. This leads directly to our second Core Theme (Enriched Campus Community) in that we anchor the learning addressed in the first theme in an enriched campus experience (campus in the broadest sense) that is an essential part of the learning. This work is possible only if we carry out the third theme (Exceptional Stewardship), as it will take awareness, thoughtful planning and wisdom to carry out our mission in a world increasingly competitive for limited resources. Finally, only the appropriate connections addressed in our fourth theme (Engaged Local and Global Relationships) can create the context and overarching focus that makes possible the achievement of our goals.

Core Theme Objectives and Rationale: Why the indicators are assessable and meaningful measures of achievement

Core Theme 1: Exemplary Teaching, Learning, and Scholarship

The three stated components of this core theme are central to the education we seek to carry out at Gonzaga. These three academic activities are deeply intertwined and each depends on the others. Academic excellence at Gonzaga is rooted in Jesuit pedagogy, informed by the humanistic tradition of inquiry, shaped by Catholic social teaching, and engaged with standards of excellence across the disciplines and professions. These goals address our intention to make habitual for our students a reflective engagement with our tradition; to seek the formation of the whole student, academically and personally; to enable students to recognize the value of differences in traditions and cultures; and to challenge our students to seek a more just global community. Jesuit pedagogy exposes students to knowledge, gives them opportunity for practice, asks them to reflect on and apply that knowledge, and ensures its integration into and with other knowledge. Jesuit pedagogy begins and ends with quality of disciplinary material and

instruction; it relies on academic excellence—thus, Gonzaga commits itself to this principle in this core theme and seeks to carry it out in hiring practices, promotion and tenure expectations, admission standards and student learning outcomes.

The overall objective of this core theme is an integrated and measurable learning experience that leads from universal requirements to specialized work in academic majors and graduate programs, adding up to a Gonzaga education that is intentional, distinct and permeated by our central values. At the upper division and graduate level, the rethinking of the Academic Council (since 2004) has created the structure for the kind of systematic program review that will ensure the specialized knowledge and skill set each of our graduates must possess for their life's work. Our fundamental academic goal is to provide students with the knowledge base and skill set to succeed in their chosen fields, and we will rely on a variety of direct and indirect measures to assess our success in achieving this goal.

Exemplary teaching and learning of necessity imply exemplary scholarship. Faculty are also learners. The faculty's continuing scholarship enables them to engage students with new ideas and new approaches to their disciplines. Faculty development as teachers and scholars throughout their careers allows student learning to flourish. The intersection of teaching, learning, and scholarship shapes the contours of Core Theme 1.

Core Theme 1 Objective 1: Undergraduates achieve the Baccalaureate Learning Goals
Indicators of Achievement
1. Students demonstrate the knowledge, skills and abilities identified in the learning objectives for the university core
2. Students achieve the learning outcomes for their chosen major or professional degree program

The learning objectives for the current University Core give concrete expression to the Baccalaureate Goals. The Goals' emphasis on liberal humanistic learning, intellectual and practical skills, habits of heart and mind, and a thoughtful evolving spirituality find a formal context within the University Core learning objectives of:

1. Basic literacy in and application of discipline-specific questions, concepts, and methods in rhetoric, literature, mathematics, religious studies/theology, and philosophy
2. The ability to communicate effectively in oral and written form
3. The ability to read and think critically
4. The ability to reason ethically.

Learning outcomes associated with a student's major or professional degree program represent an additional connection to the Baccalaureate Leaning Goals. The knowledge and skills that students acquire from their major or program are inseparable from any measure that attempts to define student learning. In addition to the University Core assessment, each academic unit has developed assessment plans for their respective majors. Both sets of plans have been further defined by the development of learning outcomes, methods of assessment and descriptions of desired results or benchmarks that delineate a level of acceptable performance. Many academic

units have developed rubrics to assist in the assessment process. [Assessment plans](#) are available online.

Core Theme 1 Objective 2: Graduate students achieve specialized knowledge and skill as defined by each program
Indicator of Achievement
1. Students demonstrate the knowledge, skills, and attitudes identified in the learning objectives for each graduate program

No less so than for undergraduates, programs that offer graduate degrees have also developed learning outcomes to determine student achievement. While the outcomes vary from program to program, all are calculated to express assessable and meaningful levels of achievement for graduate students. Methods of assessment and desired results frame the assessment plans for graduate programs.

Core Theme 1 Objective 3: Students bring disciplinary knowledge, methods, and practice to bear on local and global issues
Indicator of Achievement
1. Students participate in faculty-student research, internships, and international opportunities developed around real world problems

This indicator reflects the belief that learning occurs in multiple contexts in which students move beyond the classroom. If students are to address local and global issues, they must have the opportunity to apply what they have learned and to further what they have learned through research, internships, and international study. From this rationale, Gonzaga has purposefully worked to increase opportunities for students in these areas. Faculty-student research has been facilitated through grants from agencies such as the Murdock Foundation and the Howard Hughes Medical Institute. Students are also able to take advantage of the growth in internships and international programs.

Core Theme 1 Objective 4: Students engage in interreligious/interfaith and intercultural dialogue and communication
Indicator of Achievement
1. Student coursework exhibits interreligious/interfaith and intercultural content

The global reality facing education confronts students with a complex interchange of ideas and views that define different cultures and belief systems. These differences amplify the need for students to understand the multi-faceted nature of global diversity. To this end, courses that involve students in dialogue and communication regarding interreligious/interfaith and intercultural questions are essential for the development of the whole person. The underlying rationale for this indicator flows directly from Gonzaga's mission statement through its emphasis on "diversity, intercultural competence, and global engagement."

Core Theme 1 Objective 5: Faculty develop as teachers across the career span
Indicator of Achievement
1. Faculty engage in ongoing reflection, conversation and research aimed at improving their teaching and student learning

The inescapable and essential connection between teaching and learning provides the rationale for this indicator. In order to prepare students to address important issues and concerns, faculty must consider themselves within a developmental trajectory that extends across their careers. If students as learners are to depend on faculty, then faculty must take seriously their development as teachers. Formal opportunities for faculty to discuss and improve teaching occur primarily through the Center for Teaching and Advising and secondarily through projects undertaken in the college and schools, and initiatives in some departments. University and school criteria for reappointment, promotion, and tenure reinforce the value that Gonzaga places on teaching. Teaching is one of the primary components of faculty achievement.

Core Theme 1 Objective 6: Faculty engage in scholarly, professional, and creative/artistic production across the career span
Indicator of Achievement
1. Faculty present their scholarship in the context of its relation to the university mission and with connection to larger conversations, impact, and overall significance to their discipline

If we take seriously the unity of the scholar-teacher, this indicator expresses the faculty's continual efforts to shape that unity throughout their careers. The interconnection between teaching and scholarship grounds the rationale for this indicator. In addition to bringing scholarship to the classroom, faculty engagement with their disciplines also implies some form of public presentation of scholarly endeavors. This indicator is meaningful and useful as professional development is a stated expectation of faculty as they progress through reappointment, promotion, and tenure. University and school criteria underscore the need for faculty to exhibit a commitment to professional development. The expectation of professional development also establishes a measurable component to this indicator since faculty must address their scholarship in reappointment and when applying for tenure and promotion. School and departmental criteria provide discipline specific descriptions of how particular disciplines reflect the *Faculty Handbook* criteria.

Core Theme 2: Enriched Campus Community

Gonzaga is historically a residential, primarily undergraduate institution. The second Core Theme builds on the University's commitment to residential education by considering the educational and formational dimensions of all aspects of our institutional life and how these connect to the kind of community we believe in and support. Thus, this theme refers to the academic, the social, the spiritual and the physical aspects of the Gonzaga student experience and the ways in which this core theme carries out our mission statement's assertion that "Gonzaga models and expects excellence in academic and professional pursuits and intentionally develops the whole person—intellectually, spiritually, physically, and emotionally." This core theme reflects the degree to which the various elements of this experience are integrated into a whole

that responds to and nurtures all of our students. An enriched campus community emerges from Catholic social teaching about the value of the individual in community and from the tradition of Jesuit education with its consistent emphasis on excellence that, finally, cannot be achieved without a central and abiding interest in the whole student. These two traditions, always intertwined, coalesce into our effort to form holistic persons who will build, repair and sustain healthy and just communities. Our commitment to *cura personalis* is a commitment to being with others in the world, as both Jesuit education and Catholic social teaching seek to form whole persons who are "women and men for others." An updated administrative structure in Student Development, the creation of a leadership team with two Assistant Deans and a Dean of Students supporting the VP, and the institution of the Parent and Family Office help with this effort. Offices within Student Development have created assessment plans to provide more meaningful evaluation of program outcomes. Students are able to participate in various leadership opportunities across the University. An enriched campus community reveals an engagement with Jesuit, Catholic and humanistic ideals, the formation of students and their values, and fostering meaningful relationships. The objectives for this core theme display specific and direct approaches to developing an enriched campus community.

Core Theme 2 Objective 1: The University provides orientation opportunities to students, faculty and staff that promote an understanding of shared mission
Indicators of Achievement
1. The University orients students and their families to the campus community
2. The University orients new faculty and staff to the campus community

The rationale for these indicators stems from the clear recognition that orientation for students and families as well as for faculty and staff often serves as the initial point of entry into the Gonzaga community. Consequently orientation programs strive to promote knowledge of and commitment to the mission of the University. This process occurs on many levels for students and their families through events Student Development organizes. Human Resources, the Center for Teaching and Advising, and the Office of University Mission offer orientation sessions for faculty and staff that provide an introduction to the University and its mission. Initial exposure to the ethos of the University community can affect student success and retention along with that of faculty and staff. Orientation can also offer families a foundation for relationship to the University. Measurable data is available for these efforts through surveys and information collected by Student Development, Human Resources, and the Center for Teaching and Advising.

Core Theme 2 Objective 2: The University integrates students into the campus community
Indicators of Achievement
1. Housing and Residence Life build student relationships in residential communities both on and off campus
2. The university provides extracurricular and co-curricular activities and programs that build community
3. Students engage in leadership programs

Achieving an enriched campus community requires that students move beyond their initial orientation to become fully more integrated into a continuous and vibrant campus life. The

rationale for these three indicators derives from this awareness. Each of these indicators structures various programs and activities that allow for different levels of student involvement in the University community. In addition to their academic experience, most students connect to the University through their residence situation whether on or off-campus. Extracurricular and co-curricular offerings further establish students' relationships with the University and one another. Building community also exhibits opportunities for students to participate in leadership programs and to develop their own skills at creating community. Information and data collected by the Office of Student Development makes it possible to measure progress on these indicators.

Core Theme 3: Exceptional Stewardship

The genesis of exceptional stewardship lies in the recognition that if our mission statement's emphasis on "care for the planet" and "responsible stewardship of our physical, financial, and human resources" is to have any real impact then we must develop the structures that facilitate these practical aspects of our mission. As a result, attention to stewardship represents a pragmatic base from which to develop plans and policies to ensure the University's future. Four specific areas define exceptional stewardship. Each area plays a vital role in the overall well-being of the University and as such is part of a comprehensive understanding of stewardship:

- Financial Stewardship: Are we achieving the highest standards for financial management and accountability?
- Personnel Stewardship: Do we establish expectations, conditions, and practices that foster community and personal development?
- Physical Stewardship: Do we maintain an infrastructure that supports our educational mission?
- Environmental Stewardship: Do we engage in practices that contribute to environmental sustainability?

Answering these questions rests upon the creation of a network of objectives and indicators that permits a wider assessment of the University across these four areas under a single core theme.

Core Theme 3 Objective 1: Build resources to strengthen the institution financially
Indicators of Achievement
1. Annual balanced budget, prepared in the context of multi-year enrollment, pricing, and expense management modeling
2. The University attempts to achieve targets for operating margin in order to build financial capacity and to maintain its credit rating.
3. Within the annual budget process, increase funding for reserves for contingencies, internal debt, and other significant strategic matters.
4. Manage endowment investment policies, risk and spending to maintain the purchasing power of the endowment.
5. Target new resources in support of annual and long range goals

The rationale for these five indicators flows from their intimate connection to the financial health and stability of the University. Each contributes to the University's financial performance and so function to support the mission. While perhaps too boldly stated, these indicators rest on the

truism: "No money, no mission." Without a sound financial foundation, the University would find it increasingly difficult to fulfill its mission. These indicators are meaningful and useful in that they offer insight into benefactor support and institutional financial planning. The challenge is to allocate resources to reflect our central values while improving operating efficiencies and productivity. Thus, our financial stewardship is meant to sustain an institution of learning that is committed to people and to their care, whether they be students or employees. As all these indicators represent specific financial information, they are measurable and can be tied to acceptable levels of performance.

Core Theme 3 Objective 2: Strengthen the human capital of the University
Indicators of Achievement
1. Manage annual contributions towards employee total compensation
2. Provide opportunities for faculty, staff, and administrators to develop their talents and expertise.
3. Enhance processes to better manage human capital with greater transparency and efficiency through a talent management system

Financial stability, while an important component of the University's success, cannot by itself sustain the mission's emphasis on the whole person. Deliberate and close attention to the human capital of the University is essential and forms the rationale for these indicators. We need to support the ability of employees to have a mission-based work experience that enables them to carry out the mission. Doing so entails the creation of indicators reflective of both individual and developmental concerns. The meaning and usefulness of these indicators derives from this dual focus. Attention is paid to employee compensation as well as to the development of individual expertise and talents. These efforts can be tied to measurable data that allow for the determination of acceptable levels of performance. Measuring compensation, providing enhanced professional development, clarifying University policies and procedures, providing efficient tools and resources to ensure the ability of management personnel and individual contributors to be effective in their roles, and assessing the effectiveness of these efforts and procedures will support the kind of stewardship we seek and will measure the University's success in reaching its goals.

Core Theme 3 Objective 3: Strengthen the physical capital of the University
Indicators of Achievement
1. Improve annual contribution towards renewal and replacement
2. Completion of the Campus Master Plan, including finalization of principles and strategies
3. Stabilization of deferred maintenance backlog and improvement of Net Asset Value for selected facilities portfolios

The well-being of the University's physical plant is another critical element of our commitment to exceptional stewardship. If the truism of "no money, no mission" underlies the importance of financial stewardship then the stewardship of the physical plant rests on the truism of "no buildings, no institution." The rationale for these indicators assumes this truism. These indicators address the practical materials that visually represent the University and without which our ideals are not achievable and our value-based education is not possible. Each indicator circumscribes a crucial aspect of the University's physical plant: renewal and replacement; focus on the Campus

Master Plan; and attention to maintenance. This triad defines a meaningful constellation of activities whose usefulness lies in its ability to sustain an infrastructure capable of supporting the physical capital of the University. Given the data driven nature of decisions regarding the physical plant, these indicators have clear and measurable criteria that can be used to determine acceptable levels of performance.

Core Theme 3 Objective 4: Actively take steps towards environmental responsibility
Indicators of Achievement
1. Deepen sustainability across the curriculum
2. Increase sustainability related co-curricular programs
3. Expand sustainable practices in University operations
4. Coordinate and facilitate implementation of the Gonzaga Climate Action Plan

The University has committed itself to further environmental sustainability, and has taken concrete steps in support of a campus that is demonstrably more "green" with each passing year. The rationale for the University's decisions in this regard derive from the American University and College President's Climate Commitment and, more explicitly for Gonzaga, also reflect the strong commitment made by the recent 35th General Congregation of the Jesuits to respect and nurture the earth—a commitment without which social justice remains simply a hollow slogan. The University's mission statement includes a direct reference to "care for the planet." This commitment to care was directly expressed in President McCulloh's signing of the Saint Francis Pledge in October 2013. Thus the commitment to environmental sustainability testifies to a fundamental element of Catholic social teaching. The meaningfulness and usefulness of these four indicators lies in their ability to range across multiple levels of environmental action on the campus. The focus on sustainability and the curriculum, co-curricular programs, and operational practices places environmental stewardship within the context of academics, student activities, and University-wide planning. The Gonzaga Climate Action Plan presents a coordinated and integrated approach to sustainability leading to specific actions that address environmental issues on the campus. Examining courses and programs provides measurable data for indicators 1 and 2. Indicator 3 can be tied to specific reductions in emissions and environmental certification of construction projects. Measures for indicator 4 are contained within the Climate Action Plan itself. Goals for environmental sustainability establish what constitutes acceptable performance.

Core Theme 4: Engaged Local and Global Relationships

Grounded in our mission statement's explicit affirmation that Gonzaga University "educates students for lives of leadership and service for the common good," our fourth core theme reflects the University's belief that, at its heart, a fundamental purpose of Jesuit higher education is to facilitate effective interpersonal, communal, and global relationships. Gonzaga sees itself as an educational community in which individuals and their connections and interactions with other individuals must matter. Jesuit education has always centered on *cura personalis* (care of the whole person), but this approach exists within the context of a commitment to academic excellence in the disciplines and professions in service to the larger concept of community both locally and globally. The University strives to underscore the importance of being in service to others—that group made up of cared-for individuals in relationship with each other and with the world beyond the immediate geographical, philosophical or social borders of the community.

The interconnections between the University's second Core Theme and this fourth one reflect the twin commitments contained within Catholic Social Teaching: (1) human dignity realized in community, and (2) the individual person and the common good. The enriched campus community does, of course, serve as a nurturing environment for the development of holistic individuals, but it is also a model of the common good to which Gonzaga believes every individual person is obliged to contribute. This intersection of these two core themes helps to ensure that Jesuit values and Catholic social teaching in the service of a just world are central to the student experience. Thus while we have a clear identity and a set of values that make us distinct, integral to that identity is the value we place on the other—who may or may not share our values, but with whom we seek relationship as partners in our goal of making the world more just.

Core Theme 4 Objective 1: Develop and provide opportunities for service within the local community and regional area
Indicators of Achievement
1. Students participate in community service and/or service learning opportunities
2. Faculty and staff engage in professional and civic service in alignment with their areas of expertise and community interest

The rationale for these indicators lies in the direct and deliberate reference to service in Gonzaga's mission and through the injunctions to work for justice found in Catholic Social Teaching. The indicators provide a space for the concrete expressions of service and justice through the actions of students, faculty, and staff. The indicators are meaningful and useful as they provide a direct connection to the basic values of Gonzaga's mission statement. The Office of Student Development collects measurable data for student community service and service learning. Human Resources gathers information regarding staff service. Faculty submit service as part of their annual reports. This data can be used to determine acceptable performance.

Core Theme 4 Objective 2: Develop and provide opportunities for international engagement on campus and for faculty and students to participate in education abroad programs.
Indicators of Achievement
1. Gonzaga supports international students and faculty coming to campus.
2. Gonzaga sponsors faculty and students to participate in educational experiences abroad, including academic service projects, internships, faculty-led and semester study abroad programs

These indicators directly express the mission statement's references to "intercultural competence" and "global engagement." This rationale also finds support in the widely recognized claim that education requires a global perspective. While Gonzaga has long been involved in study abroad opportunities, especially through our Gonzaga-in-Florence program, the University has initiated an effort to organize more efficiently its global framework through the creation of the Center for Global Engagement (CGE). Folding Study Abroad, the English Language Center, and International Student and Scholar Services into the CGE provides a meaningful and useful context for these indicators. Both indicators define the work of the CGE and thus offer a clear reference point for the University's commitment to global engagement.

Assessing these indicators offers useful information regarding the specifics of our efforts to increase global awareness and education. The indicators are measureable through the information the CGE collects regarding international students and faculty, and information on Gonzaga students and faculty educational experiences abroad. Acceptable performance can then be determined though an assessment of the data regarding global engagement.

CHAPTER TWO
RESOURCES AND CAPACITY

Executive Summary of Eligibility Requirements 4 through 21

4.   *OPERATIONAL FOCUS AND INDEPENDENCE: The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.*

Gonzaga University's mission is to provide undergraduate and graduate education in the Jesuit, Catholic, humanistic tradition. Gonzaga is one of 28 colleges and universities in the United States and over 100 in 27 countries that carry on programs of a nearly 500 year-old Jesuit-Ignatian educational practice and exert local, regional, national, and international influence. Although they operate independently, these institutions share the Ignatian tradition and take seriously their responsibility to provide a rigorous education for lives of scholarship, leadership, service, and global citizenship. Gonzaga was founded in 1887 and incorporated in 1894; the current governance structure by a Board of Trustees went into effect in 1969. The University is governed by the Bylaws of the Corporation of Gonzaga University; the *Faculty Handbook*; the Faculty Assembly Bylaws; the Bylaws of the Staff Assembly; and, the Bylaws of the Gonzaga Student Body Association. The institution's administrative officers and its governing processes ensure accountability and responsibility for the accreditation standards of the NWCCU. All formal constituents of Gonzaga have the opportunity for appropriate participation in institutional governance through identified avenues of access.

5.   *NON-DISCRIMINATION: The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.*

Gonzaga University subscribes to the principles and laws of the federal government and Washington State pertaining to civil rights and equal opportunity. The University does not discriminate against any person on the basis of race, religion, gender, national origin, age, marital or veteran status, sexual orientation, a physical or mental impairment that limits a major life activity, or any other non-merit factor in employment, educational programs or activities which it operates. All University policies, practices, and procedures are consistent with Gonzaga's Catholic, Jesuit identity and Mission Statement. As a church-related institution, in conformity with federal and state law, Gonzaga reserves the right to take religious faith into consideration where it is deemed appropriate. Gonzaga University's Equal Employment Opportunity and Affirmative Action Plan is designed to further develop and maintain equal employment opportunity for all personnel and to insure the representation of women and ethnic minorities at all levels and in all segments of the University, particularly where they are underutilized in relation to their availability in the work force. (Undergraduate Catalogue)

6. **INSTITUTIONAL INTEGRITY: The institution establishes and adheres to ethical standards in all of its operations and relationships.**

Gonzaga's Mission Statement details the Catholic, Jesuit and humanistic values that guide the institution; Gonzaga adheres to policies, practices, and procedures consistent with that statement. This is consistently spelled out in the University's formal governing and representational documents, as well as in the policies and procedures that spell out the carrying out of our mission in the practice of faculty, staff, administration, and students. Two-thirds of the core curriculum, which all undergraduate students must take, consists of philosophy and religious studies courses that ask students to engage and to practice the Judeo-Christian ethic, the practice of which is specified and detailed in faculty, staff, and student organization bylaws, handbooks, and manuals. The Office of the Vice President for Mission exists to refresh and to embed the essential tenets of the Gonzaga Mission in all aspects of the University.

7. **GOVERNING BOARD: The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.**

The University has a 33 member governing Board of Trustees which collaborates with a Board of Members consisting of nine Jesuits from among those in the Jesuit Community working at the university. The Members must approve any change to the bylaws of the university and any single expenditure of $3 million or more. The two boards meet annually to discuss matters of mutual concern. Three Jesuits from the Board of Members, one of whom must be a member of the Gonzaga Jesuit Community, are members of the Board of Trustees. The President of Gonzaga is ex-officio a member of the Board. All Board members vote and none (outside of the president) have contractual, employment or financial relationships with the institution. The Board of Trustees approves university wide policies as identified in the Bylaws of the Corporation and is responsible for ensuring that the mission and core themes are carried out.

8. **CHIEF EXECUTIVE OFFICER: The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.**

The Board of Trustees selects the President of the University, who carries out the duties of that office as a full-time occupation. The president works closely with the executive officers of the Board to carry out the University's mission.

9. **ADMINISTRATION: In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and**

management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.

The president is directly supported by a cabinet consisting of six vice presidents who are responsible for Gonzaga's academic, executive, financial, student development, mission, and university relations operations, as well as the athletic director, the corporation counsel, and a chief of staff. Cabinet members reflect a mix of long institutional history and new perspective and function as a team devoted to carrying out the mission and the core themes in a collaborative manner. This group meets bi-monthly and attends regular meetings of the Board of Trustees. The vice presidents are supported by various deans and directors responsible for the academic schools, registrar and academic support resources, institutional research, financial aid, admissions, human resources, plant and construction, security, library, health center, book store, information technology, food services, and other support units.

10.   *FACULTY: Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.*

      Gonzaga hires appropriately qualified faculty members who are committed to the mission and who carry out the educational programs of the institution in an exemplary manner. More than 400 full time and 350 part-time (regular and adjunct) faculty members serve the nearly 8,000 students enrolled on campus, on study-abroad sites, and on-line; faculty and courses are evaluated by students each semester, as well as faculty by annual probationary and regular post-tenure evaluation processes. The faculty, through departmental and school institutional entities, such as the Academic Council, are directly involved in the creation, amendment, and oversight fo academic programs and curriculum decisions.

11.   *EDUCATIONAL PROGRAM: The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.*

      Gonzaga offers programs in 75 fields of study at the undergraduate, graduate, and doctoral levels. Learning outcomes are provided in the relevant catalogues. All programs adhere to and reflect the mission values of the institution and our core themes. Faculty members, who possess appropriate training and expertise, design programs that have standards consistent with regional and national expectations regarding rigor and depth. The institution's historical record of graduates and of accreditation in professional and liberal studies fields clearly support this assertion.

12. ***GENERAL EDUCATION AND RELATED INSTRUCTION: The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.***

All Gonzaga undergraduates are required to take at least introductory-level courses in philosophical principles, ethics, critical thinking, written and oral communication, literature, religion and history of religion, and mathematics. In addition, nearly all undergraduates take courses in the social and natural sciences, and many take language courses, as well as theoretical and applied courses in the fine arts. All students graduate with a major and many with one or more minors; undergraduate majors require a thesis, comprehensive or field exam or project; graduate degrees have similar appropriate exit requirements.

13. ***LIBRARY AND INFORMATION RESOURCES: Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.***

Gonzaga University's main library, the Ralph E. and Helen Higgins Foley Center, houses the Foley Center Library, as well as staff and services for instructional media and information technology. The Foley Center is a spacious, inviting, and well-equipped facility that provides comprehensive services, instruction in information literacy, cooperation with faculty teaching core and major classes, and resources and support to distance learners and off-campus programs in Education, Nursing, Organizational Leadership, Business Administration, and Religious Studies. Since the members of the faculty are the individuals primarily responsible for carrying out the institution's mission, the role of the library faculty is at the heart of shaping the library's collections and services. To build and maintain the library's collections at an appropriate level, librarians work closely with faculty to ensure that all aspects of the curriculum are supported. Planning for library and information resources is guided by data that includes feedback from affected users and appropriate library and information resources faculty, staff, and administrators. The library website is the main access point to the library's online catalog, more than 200 electronic databases, approximately 25,000 eBooks, audiobooks and streaming video titles, and over 60,000 online full-text periodicals. Foley Center holdings include just over 347,000 volumes and 6,300 audio/visual titles in the library. The Gonzaga-in Florence Program has employed a full-time librarian since 2009. The Chastek Law Library, housed in the School of Law on campus, contains 39,348 books, 1,816 audio-visual materials, 2,397 print periodicals, 2,350 online periodicals, and 31 databases.

14. ***PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE: The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.***

Gonzaga University owns or operates 105 buildings, encompassing 2,581,504 square feet, on its 131- acre campus. The University currently has two additional buildings: the newly opened indoor Stevens Tennis and Golf facility and the John J. Hemmingson Center, which is still under construction. These will add another 240,000 square feet of space to the physical plant. The Hemmingson Center is expected to open in the summer of 2015. To ensure the safety of its constituents, the University routinely installs and upgrades life safety systems. The University's office of Campus Public Safety and Security operates a 24-hour dispatch center and is equipped with a state-of-the art 350-camera surveillance system. All newer facilities meet current ADA requirements. Older facilities are continually reviewed and modifications made, as deemed appropriate, and all residence halls are accessible for social activities and scholastic interaction. With the help of national consulting firms, Gonzaga periodically revises its Campus Master Plan, and, in collaboration with Gonzaga's neighbors and the Spokane community, seeks to create a University that meets its own high goals and supports the health and progress of the city in which it is located. Gonzaga attempts to take full advantage of its green space for intramurals and other outdoor activities, as it seeks to support its community members in a balanced life of the mind, the body, and the spirit. "Equipment" at Gonzaga is provided and managed by many individuals and divisions of the University and is responsive to user needs. This is also the case for building infrastructure, systems, and hardware; kitchen equipment; and laboratory systems such as fume hoods, work space, and compressed gases. The carrying out of Gonzaga's mission and core themes in this century is possible only with a healthy, well-managed and responsive technological infrastructure. Gonzaga University relies on a system of network infrastructure, personal computers and software, enterprise applications, teaching and learning technologies, physical technology facilities, and support services to deliver on its mission and vision. ITS (Information Technology Services) provides instruction and support for faculty, staff, and students that is complemented by instruction by librarians and computer technologists distributed across the academic units. ITS recently completed the development of a strategic plan based on the balanced scorecard methodology. The campus network infrastructure is refreshed on a regular cycle, with funding for computer replacement distributed throughout campus operating budgets.

15. ***ACADEMIC FREEDOM: The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.***

The Jesuit educational tradition has always valued intellectual freedom, and Gonzaga supports fully the ability of faculty to teach, research, and publish without censorship or restriction, as well as the right of students to exercise their intellectual freedom within

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and outside of the classroom. The University fully subscribes to the 1940 AAUP Statement on Academic Freedom and Tenure and the 1966 AAUP Statement on Professional Ethics. The rights of students are expressed and supported in the Gonzaga Associated Student Body Constitution and in the University Catalogues.

16. *ADMISSIONS: The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.*

Decisions on admission to any undergraduate school or college of the University are made after a careful review of an applicant's academic achievement, scholastic aptitude, and personal characteristics which may predict success in the University. High school or college grades, course content, test scores, class rank, essays, extra-curricular activities, and recommendations from teachers, counselors, and principals play an important part in the admission process. All applicants are reviewed according to these criteria without discrimination on the basis of race, age, color, creed, national or ethnic origins, marital or financial status, disability, gender, sexual orientation or any other non-merit factor. Applicants for regular admission are expected to have graduated from an accredited high school in a college preparatory curriculum while showing evidence of ability to complete the University's requirements for graduation. (Undergraduate Catalogue)

17. *PUBLIC INFORMATION: The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.*

Gonzaga maintains a website accessible by the public, as well as multiple documents available in the appropriate offices around the campus and usually electronically, as well. The website, which includes access to undergraduate and graduate catalogues contains direct links to all of the information pieces addressed in this eligibility requirement.

18. *FINANCIAL RESOURCES: The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.*

The financial decisions informed by Gonzaga's strategic planning and our priorities are rooted in our Catholic, Jesuit and humanistic mission of education and in our core themes, particularly Core Theme 3: Exceptional Stewardship. Over the last ten years, the University has been consistent in achieving operating revenues in excess of expense and in growth in cash from operations. Gonzaga enjoys a stand-alone "A3 with stable outlook" rating from Moody's, given in 2009, at the height of the financial uncertainties

associated with the economic recession and re-affirmed in November 2013. The Board of Trustees and University administration seek to achieve annual operating margins of between 2% and 5% of total unrestricted operating revenue. The comparison to Moody's median data indicates that the University has strong operating net margins and adequate coverage for institutional debt service. In 2009 and 2010, the University has reduced the overall maturity of its long term debt to no more than twenty years and created a level annual debt service over this twenty-year period. Additional borrowings since 2010 have been incorporated to create an overall debt portfolio that is very stable and predictable in terms of annual repayment obligations. Even in the most recent stressful financial times, the University maintained adequate "head room" in these financial covenants, avoiding any possibility of a covenant default. The University has made substantial reinvestment in its physical plant, and its balance sheet is strengthening by the return of fair market value to its endowment fund and the overall annual increase in net assets from the recession lows. The financial evidence shows that the University creates realistic annual budgets and holds budget officers accountable for meeting their respective budget objectives. Revenue information and expenditure budgets are compared to historical trend data and any other independent financial or demographic data necessary to create a conservative, but realistic, budget. For the year ending on May 31, 2013, the majority of vice presidential areas operated under budget. Institutional planning takes into account important factors, such as enrollment strategy and financial aid projections, and we use the *Future Perfect* financial planning model for multi-year forecasting and scenario planning. That planning takes into account available resources, risk management factors, and long-term sustainability. The work on our Campus Master Plan helps us anticipate future needs for building space, real estate, and the other campus improvements essential for an attractive and fully functional campus, all in close conjunction with the Strategic Plan, our baccalaureate learning goals, a revised core curriculum, and our core themes.

19. *FINANCIAL ACCOUNTABILITY: For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.*

The University's annual external audit, performed by Moss Adams, is completed and presented to the Audit Committee of the Board of Trustees annually in September and to the full Board of Trustees in October. The Audit Committee monitors the administration's response to any findings or recommendations by the external auditors.

20. *DISCLOSURE: The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.*

Gonzaga values the benefits of accreditation and makes every effort to disclose in a thorough and transparent manner any and all information the NWCCU may require or request. Through the reporting and responsibility structures created by the NWCCU, such

as a designated ALO, Gonzaga attempts to meet all its reporting obligations, as they relate to ongoing relevant programmatic changes or formal reports such as this one.

21.   *RELATIONSHIP WITH THE ACCREDITATION COMMISSION: The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.*

Gonzaga recognizes and voluntarily accepts the standards and related policies of the NWCCU as part of its agreement with the accrediting body that makes accreditation possible. We attempt to comply fully with changes in policy as they occur and accept willingly the need for sharing publicly appropriate information that the NWCCU gathers and makes available to others in order to maintain the essential transparent nature of the accreditation process.

Standard 2.A: Governance

2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

Gonzaga University is an independently governed Catholic University affiliated with the Society of Jesus. It was originally incorporated in 1894. The articles of incorporation were amended in 1969 to create the current governance structure.

The university is governed through the regulations and expectations articulated in the [Bylaws of the Corporation of Gonzaga University](#); [Faculty Handbook](#) the [Faculty Assembly Constitution](#); the [Bylaws of the Staff Assembly](#); and the [Bylaws of the Gonzaga Student Body Association.](#) The [University Policies and Procedures Manual](#) spells out both internal and federal regulations that control human resource expectations and behavior.

This linked [organizational chart](#) describes the University's structure. The top three lines of the structure indicate Cabinet level members of the University.

As the chief executive officer, the President is responsible for the overall leadership and operation of the University. He is supported and advised by the University Cabinet. The President meets, as needed, with a wide variety of individuals from around the institution's constituency. Twice each semester, he meets with a group of faculty from all academic areas for their advice and to keep abreast of faculty issues and morale.

Faculty participate in the governance of the university through standing committees whose members are elected by all full-time faculty (tenured, tenure-stream, and fixed-term faculty) and/or appointed by the Faculty Senate and by the President. See the *Faculty Handbook* ([Organization of the University](#), [Committees of the University](#), [Contractual](#), and [Policies and Procedures](#)) for structures and processes. The Academic Council and its subcommittees advise the Academic Vice President (AVP) on any additions or changes to academic programs, policies or procedures, and on any other significant academic decisions. The Academic Council is composed of the AVP, associate AVP's, the academic deans, the University Registrar, and representative faculty members elected by the faculty. The Committee on Rank and Tenure makes recommendations concerning faculty promotions and tenure decisions. The AVP and one of the committee's faculty members serve as co-chairs on this latter committee. All ten faculty members of the committee are elected by the faculty.

Faculty concerns are formally addressed through the Faculty Assembly and the Faculty Senate, governed by the [Faculty Assembly Constitution](#). The Faculty Assembly consists of all faculty (tenured, tenure-stream, and fixed-term) who are employed by the University. It meets at least once a semester. The Faculty Senate consists of representatives elected from the various schools and academic departments of the university in proportion to the number of faculty in each. Members are elected by their area constituencies. The Faculty Senate has three standing

committees: academics, finance, and community/mission. Each member of the Senate serves on one of those committees.

The President of the Faculty Senate is elected by the members of the Faculty Assembly for a two-year term. The Vice President of the Faculty Senate and Secretary are elected by senators, and committee chairs by the respective committee members. Together these six faculty members serve as the Senate's executive committee and organize meetings. The faculty Senate meets once a month during the academic year; any faculty member may attend meetings, and minutes are emailed to all faculty. The President and Vice President of the Faculty Senate meet regularly with the AVP to discuss matters of mutual concern. The President of the Faculty Senate meets with the Trustees during the Board's October meeting.

The Staff Assembly represents the interests and concerns of staff to the administration and provides a forum for staff to communicate effectively with one another on matters of mutual concern. The Staff Assembly also nominates staff representation to University committees that deal with topics that have an impact on staff employees. Membership includes all full and part-time staff, professional and administrative employees. The President, Vice President, Treasurer and Secretary, together with eight elected representatives, constitute the Assembly's executive committee. To ensure ongoing communication with the administration, the President of the University has identified a cabinet level liaison to work with the leadership of the Staff Assembly.

The Gonzaga Student Body Association (GSBA) represents the interests and concerns of students among themselves and to the administration. It is guided by the Student Development Mission Statement and consists of multiple leadership positions and programs designed to support student growth and development. GSBA does its work through executive, legislative and judicial branches; in addition, the Activities Board is responsible for entertainment and educational programming; the Residence Hall Association works collaboratively with GSBA to promote interests, needs, and concerns of residential students; and numerous clubs and activity organizations receive GSBA funding, if they are formally recognized by Student Development. The Graduate Student Association (GSA) and the Student Bar Association (SBA) function similarly in their representation and governance of activities by graduate students and law students.

2.A.2 In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

As an independent, private, non-profit institution, Gonzaga University is not part of a multi-unit governance system.

2.A.3 The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

Through the formal responsibilities of the Accreditation Liaison Officer to the Northwest Commission on Colleges and Universities, Gonzaga ensures compliance, including the reporting of significant changes in academic and other programs to the NWCCU. Currently, the NWCCU accreditation process is overseen by a presidentially-appointed, representative steering committee consisting of approximately 35 faculty, staff, administrators, regents, trustees, and students. A number of Gonzaga faculty and staff are active as evaluators for the NWCCU and professional school accrediting bodies, thereby ensuring the institution's familiarity with accreditation standards and expectations. The university community is invited to participate in a transparent process of accreditation that involves posting relevant information on the University website and providing opportunities for members of the community to understand and embrace the accreditation process. The governing boards of the institution are consistently kept abreast of developments in the accreditation process. There is no collective bargaining agreement at Gonzaga and, to the extent that a private institution like Gonzaga is affected by legislative action and external mandates, the institution monitors such issues and ensures compliance.

2.A.4 The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board –as they relate to the institution –are clearly defined, widely communicated, and broadly understood.

The University has a governing Board of Trustees that collaborates with a Board of Members consisting of nine Jesuits from among those in the Jesuit Community working at the university. The Members own the university and must approve any change to the bylaws of the university along with any financial transaction of $3 million dollars or more. The two boards meet annually to discuss matters of mutual concern. The Board of Trustees has up to 32 members, of which eight must be Jesuits. The President of the University and the rector of the Jesuit community serve ex-officio. Three Jesuits, one of whom must be a member of the Gonzaga Jesuit Community, are nominated for membership on the Board of Trustees by the Board of Members; all other Board members are nominated by the Committee on Trustees. The trustees as a whole vote individual trustees onto the Board. The Chair and Vice-Chair of the Board of Trustees are nominated by the Committee on Trustees and approved by the entire board for renewable one-year terms of office; it is common practice for them to serve two terms. The Board of Trustees meets five times a year, three times on campus. There is also a Board of Regents (minimally 20) whose members advise the President of the institution and the Board of Trustees, and serve as voting members on all standing committees of the trustees other than the Committee on Trustees and the Governance Committee. Regents are alumni of the institution or other individuals committed to the welfare of Gonzaga, and they include three students, two faculty members, and two staff members. The Regents also serve as ambassadors of the university to outside constituencies, most notably to Alumni Chapters formally established in over two dozen cities around the country. The Board of Regents meets when the Board of Trustees meets on campus; this includes committee meetings, separate meetings of the two boards, and a joint meeting. Information about the structures and responsibilities of the above bodies is widely publicized and available in the Bylaws governing the three groups (the Bylaws of the Corporation of Gonzaga University includes articles articulating the governing of the University by the Board of Members and Board of Trustees; Board of Regents Bylaws).

2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

The Board of Trustees has the following standing committees (as stipulated in the Bylaws): Academic Policy, Athletic Policy, Audit, Committee on Trustees, Development, Governance, Finance, Investment, Legal, Long-Term Planning, Mission, Physical Facilities and Real Estate, Student Development, and Technology and Optimization. Committee reports are made to the board as a whole at each meeting; action items are discussed and voted on by the board as a whole.

2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

The Board of Trustees approves university wide policies as identified in the Bylaws of the Corporation. The Board's various subcommittees exercise broad oversight over their respective areas. Reports from each subcommittee are made to the Board as a whole at each Board meeting. Action items relating to revisions of general policies and new academic programs are also brought through the subcommittees to the Board as a whole. The Board devotes significant time and attention to the approval of the University's annual budget, which is approved at the April meeting. Oversight of the Board's own organization and operation are the responsibility of the Governance Committee, as well as by the Board Chair and Vice Chair in their meetings with the President between Board meetings. The President is in frequent contact with the Board leadership to ensure the Board's proper role in governance of the institution.

2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

The Board selects and annually evaluates the President of the University. The President's responsibilities are defined in general terms in the Bylaws of the Corporation of Gonzaga University. A more detailed job description is also publically available. Each year at least one third of the board is asked to fill out a form confidentially assessing the performance of the President, in all areas of responsibility. In 2013, the entire Board participated in the evaluation process, which was hosted online and administered by an independent consultant. This information is sent to the Chair and Vice-Chair of the Board of Trustees, who confidentially discuss the results of this survey with the President and provide their own formal assessment. This assessment, in turn, is shared with the entire Board in executive session at the July meeting.

The stipulation of the Bylaws that the President of Gonzaga University be a Jesuit in good standing was unanimously suspended in 2010 by the Board of Members and the Board of Trustees for an indefinite period. The scarcity of Jesuits available to serve as presidents of Jesuit colleges and universities in the United States is reflected in the fact that at least ten of the 28 Jesuit institutions currently have non-Jesuit presidents. The current President of Gonzaga is a

well-known graduate of Gonzaga, has earned enormous credibility within Gonzaga over the last 20 years of his affiliation with the institution, and is immersed in the Jesuit tradition and the university's mission. His respect external to the institution is evidenced by his current post as Vice-Chair of the Association of Jesuit Colleges and Universities (AJCU) Board Executive Committee and his involvement with Jesuit higher education at the international level. The Board of Trustees has full confidence in the President and delegates authority and responsibility to him to implement and administer board-approved policies related to the operation of the institution, in keeping with the Bylaws and institutional policies and procedures.

2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

In its performance of its duties and responsibilities the Board of Trustees is governed by the Bylaws of the University. The Board has also developed its own policies and procedures reflective of best practices, as identified by the Association of Jesuit Colleges and Universities and the Association of Governing Boards. The Board's Governance Committee regularly evaluates the Board's own operations and procedures. Each year, members of the Board in the third year of their terms (between one-quarter and one-third of the Board) carry out an evaluation protocol that assesses the Board's effectiveness. The protocol includes steps to be taken if Board members are judged to be ineffective or derelict in their duties.

2.A.9 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

Six vice presidents — academic, executive, finance, mission, student development, and university advancement— provide administrative leadership for the university. Each vice president is directly responsible to the president, who is the chief executive officer for the university (2.A.10). The vice presidents engage with the president in strategic planning for the entire university. They set goals for and manage and assess the work of their divisions in consultation with the president. The vice presidents collaborate with each other through regular meetings of the president's cabinet and in various combinations on specific activities that advance the mission of the university. (See 2.A.11 for position descriptions for vice presidents.) The Cabinet has, for nearly three years, devoted portions of its meetings to discussing and shaping strategic planning, using a balanced scorecard model that relies on the four core themes of the institution to identify and achieve institutional goals.

2.A.10 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

The chief executive officer for the university is the full-time president. He serves ex officio as a member of the Board of Trustees. The president holds a doctoral degree and had both academic experience and extensive administrative experience at the university before being appointed to the presidency. As the president of a Jesuit institution, he is formally designated by the Provincial of the Oregon Province as the "director of the work," a technical term within the

Jesuit system for that person who occupies the top leadership role and is charged with leading any particular apostolic work that the Jesuits sponsor.

2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

Within each division the respective vice president is responsible, in consultation with the president, for hiring the deans and/or directors who will serve to direct, manage and assess the work of that division. (See below for position descriptions of Cabinet Members, Deans and/or Directors.) Decisions related to sufficiency of staff are made in the context of the institutional mission and core themes, the strategic plan, current and projected needs, and available and expected resources. The hiring process is carried out in a professional manner, in the context of the institutional mission, with broad consultation in the academic division, and in other divisions where appropriate, on the elements of position descriptions. Search committees follow appropriate professional processes and observe the policies and procedures of the institution. The hiring of staff positions is managed through the Human Resources hiring process.

Evaluation of academic deans occurs through an on-going process of conversation and assessment with the academic vice president. Evaluation of assistant and associate vice presidents, other deans, and directors are carried out on an annual basis using a process that is managed by Human Resources.

Job descriptions
   a. Vice Presidents (Academic, Student Development, Finance, Executive, Mission, and University Advancement)
   b. Other Key Administrators (Chief of Staff, Athletic Director, Dean of Admissions, Dean of Student Financial Services, Corporation Counsel, and Principle Gift Officer)
   c. Deans (Arts and Sciences, Business, Education, Engineering, Gonzaga in Florence, Foley Library, Law, Professional Studies, School of Nursing and Human Physiology, Virtual Campus)

Table 5 Faculty in Rank 2010-2013

	Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	FT	PT	FT	PT	FT	PT	FT	PT
Tenured	189	9	201	4	207	6	219	5
Tenure Track	124	0	113	0	111	0	95	0
Non-Tenure Track	73	15	89	15	90	15	107	8
Adjunct	---	305	---	298	---	355	---	320
Subtotal by FT/PT	*386*	*329*	*403*	*317*	*408*	*376*	*421*	*333*
TOTAL	**715**		**720**		**784**		**754**	
FTE	**495.7**		**508.7**		**533.3**		**531.9**	

2.A.12 Academic policies – including those related to teaching, service, scholarship, research, and artistic creation – are clearly communicated to students and faculty to administrators and staff with responsibilities related to those areas.

Gonzaga's general and university-wide academic policies are published primarily through the University Catalogues, the *Faculty Handbook* (Organization of the University, Committees of the University, Contractual, and Policies and Procedures), the Student Handbook, the University webpage, and through publications relevant to and produced by the academic and student development divisions and programs. Specifically, the professional schools as well as the College of Arts and Sciences distribute their respective academic policies that extend beyond the general university-wide policies at the School/College level electronically and/or in physical form, as appropriate.

The Academic Council serves as Gonzaga's primary academic policy body in its advisory capacity to the AVP. The Council and its five standing subcommittees are governed by their own respective policies and procedures outlined through the Council's Bylaws and the Operational Procedures for the respective subcommittees (Assessment, Curriculum, Graduate Programs, Policy and Planning, and Program Review).

In addition to the dissemination of new or revised academic policies through a wide variety of systematic and formal electronic channels, this further occurs through verbal announcements and reminders at Deans' Council meetings, all faculty conferences (which occur every semester), community meetings on particular topics, email announcements and reminders on specific topics, the daily electronic announcement (*Morning Mail*), etc., as appropriate and relevant.

2.A.13 Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

The library has documented policies and procedures in all major areas, including Circulation, Collection Development and Interlibrary Loan. Pertinent policies are available on the library's webpages, in order to improve access for patrons. The library's Marketing Committee plans and executes activities that promote and inform the University and Spokane communities of Foley's policies and procedures, as well as resources and services.

2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

Gonzaga University actively recruits transfer students from Washington State community colleges and North Idaho College, and welcomes academically eligible transfer students with good citizenship records from any accredited institution.

Gonzaga's transfer policies are stipulated on our website, including a Transfer Guide, and in the university catalogues. More globally, GU is part of the Intercollege Relations Commission of the

Washington Council, which maintains articulation agreements for Washington community and technical colleges and baccalaureates, monitors legislative activity with regard to transfer students, and participates in academic reviews of programs and catalogues to benefit transfer students.

2.A.15 Policies and procedures regarding students' rights and responsibilities – including academic honesty, appeals, grievances, and accommodations for persons with disabilities – are clearly stated, readily available, and administered in a fair and consistent manner.

The University publishes its Academic Policies on its website. In addition, departments across the University formulate and publish policies related to students' rights and responsibilities specific to the services they provide; policies are generally published and updated on the University website by specific departments, or as hard-copy pamphlets and brochures. Departments and offices also submit a short description of services and student rights and responsibilities for the on-line undergraduate and graduate catalogues.

Finally, the Student Handbook, published by the Student Development Office, contains many of the key policies (academic honesty, conduct and discipline, disability grievance, sexual misconduct and harassment included) by which students are informed of and guided in matters of their rights and responsibilities. Although primarily used by undergraduate students, the Student Handbook contains information applicable to all students: undergraduate, graduate, law, non-matriculated, conditionally admitted and auditing (so-stated in the preface to the Handbook). The Student Handbook is distributed to each resident of a University residential facility and is published to the University website. The entire student population receives an email message each fall which advises of the existence of the Handbook, gives a short description of its contents, and provides a link to the website. The Gonzaga-In-Florence program is also operated under the auspices of main campus policies and procedures (including the Student Handbook) but publishes a separate student guide describing policies and procedures specific to that campus and any modifications of main campus policies. Both the Student Handbook and the Florence student guide are reviewed and revised each year, a process guided by staff at dean level or above and ultimately approved through the Vice President for Student Development (for Florence, by the Academic Vice President, since Florence is an academic program).

Detailed information specific to Gonzaga's policies on disability resources, education, and access management; processes for students seeking disability accommodations; employee disability support information; and Gonzaga's formal process on conflict resolution are published on the Disability Resources, Education, & Access Management (DREAM) website.

Detailed information about Gonzaga's policies and processes for students who believe they have been harassed or discriminated against by another student, staff member, faculty, or visitor, is available in the University Policies and Procedures Manual, the Equal Opportunity Office, the Title IX Office, and at the DREAM Office. The Academic Honesty Policy is published in the University Catalogues and the Student Handbook, as well as being referenced or quoted in course syllabi.

2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

Decisions on admission to any undergraduate or graduate school or college of the University are made after a careful review of an applicant's academic achievement, scholastic aptitude, and personal characteristics, all of which may predict success. For undergraduates, high school or college grades, course content, test scores, class rank, essays, extra-curricular activities, and recommendations from teachers, counselors, and principals play an important part in the whole admission procedure. For graduate students, college transcripts, relevant test scores, recommendations, and indicators of potential success are considered. All applicants are reviewed according to these criteria without discrimination on the basis of race, age, color, creed, national or ethnic origins, marital or financial status, disability, gender, sexual orientation or any other non-merit factor.

Information on undergraduate and graduate admission requirements and application deadlines can be found on Gonzaga's website, and in the University's [undergraduate] and [graduate] catalogues.

A student may be suspended from the University by way of the conduct and discipline process, if that student has not sufficiently complied with the University's policies, rules, and expectations. A suspension resulting from the University judicial process effectively terminates that student's educational program. The statement of "Mutual Responsibility" appears in the Student Handbook and on the University website; it describes the complementary roles the student and administration play and advises that the University will take appropriate action when the agreement of mutual responsibility has been broken. Appropriate action will range from reprimands to loss of privileges, to probationary status, to suspension. The Student Handbook describes in detail the conduct and discipline expectations, policies and procedures. It also describes an appeal process by which the student can petition the University for reconsideration of a disciplinary finding and sanction. The Student Development Division coordinates the conduct and discipline system for students through the management of the Chief Judicial Officer. The CJO works with a number of other conduct/judicial officers to carry out the policies and procedures related to conduct and discipline. Policies governing dismissal for academic reasons are applied by the Committee on Academic Standing, which reviews (each semester) the cases of all students whose academic performance falls below acceptable levels, and recommends probation (and relevant conditions) or dismissal to the Academic Vice President.

2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

The Student Activities Office works to ensure that all students have the opportunity to be empowered, engaged, and involved. It facilitates these goals through its involvement in student

leadership. The office, which consists of five full-time employees, oversees the Gonzaga Student Body Association (GSBA), the Gonzaga Activities Board (GAB), Gonzaga Outdoors, and provides guidance and support for students in leadership positions.

The Student Activities Office coordinates Orientation for first-year students and introduces Gonzaga's mission to students when they first step onto campus. Additionally, Student Activities oversees more than 90 student-run clubs and organizations. The clubs most often reflect an academic area or common interest in which students can find a community among themselves. Several other clubs, like the Kennel Club, are focused on school spirit or athletics. Still other organizations are volunteer or community-service oriented.

The Student Activities Office also is responsible for overseeing operations or collaborating with offices within the Crosby Student Center and throughout campus. These include the Leadership Resource Center, University Ministry, Unity Multicultural Education Center (UMEC), The Center for Community Action and Service-Learning (CCASL), Student Publications, and the Special Populations Office, which supports LGBT, Non-Traditional, and Veteran student programs.

The Community of Leaders is a social and support network as well as an educational group of faculty and staff advisors and students who challenge, educate, support, and hold accountable engaged students leaders—not only to the goals of their organizations, but also the University Mission. The Leadership Resource Center (LRC) is charged with bringing the Community of Leaders together and providing support to all students in leadership positions. University Ministry's mission is to support the faith development of all students, regardless of religious affiliation and tradition. The purpose of the Unity Multicultural Education Center is to support the academic and co-curricular experiences of African, Latina/o, Asian, and Native American students at Gonzaga University. In supporting Native American students it collaborates with the Coordinator of Native American Outreach under the Academic Vice President. The Center for Community Action and Service-Learning empowers students to take action through community involvement, education, and public service.

Student Publications and Media Online provides a number of publications that feature student work. All publications are edited and staffed by students under the guidance of a faculty or staff advisor. The LGBT Resource Center, overseen by the Coordinator of Special Populations, aims to serve as a center for supporting community, networking, research, and education related to concerns shared by students, staff, and faculty of diverse sexual orientations, gender identities and expressions. The Coordinator of Special Populations also supports and works with non-traditional and veteran students. Gonzaga's extensive service opportunities are detailed on the CCASL link on our institutional website.

2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

Gonzaga has recently completed a comprehensive review of all policies in the University Policies and Procedures Manual. The review process included surveying other

Association of Jesuit Colleges and Universities (AJCU) institutions; NICH, Society for Human Resource Management (SHRM), and College and University Professional Association (CUPA) to ensure best practice were followed. Human Resources also reviewed specific policies with subject matter experts at Gonzaga and with the departments that the policies specifically impacted. Community feedback on new and/or significantly changed policies was gathered via an anonymous survey sent to all staff and faculty and in a spring, 2012, all-staff meeting hosted by the staff assembly. After all the feedback had been gathered, the feedback and revised policy manual was presented to the President; following the presidential review the updated manual was published on the Gonzaga Human Resources website in an on-line only version.

Historically, faculty provided feedback to the Academic Vice President (AVP) office regarding policies applicable to faculty, and these policies were published in the *Faculty Handbook*. At this point, a matter of discussion is whether the *Faculty Handbook*, when revised, will include a section repeating certain policies from the staff policy manual, or if there will be one policy manual and a supplement to the *Faculty Handbook* that includes faculty-relevant policies.

The *Faculty Handbook* (Organization of the University, Committees of the University, Contractual, and Policies and Procedures) is provided to all faculty in physical form and is published electronically on Gonzaga's website.

Prior to the most recent revision of the *Policies and Procedures Manual*, its periodic review was conducted by Human Resources in collaboration with the Staff Assembly, with final approval coming through the executive body of that group. Human Resources will continue to update the policy manual to be current with laws as new legislation is passed. Human Resources will review the manual on an annual basis and attempts to ensure fairness in policies by considering best practices and the impact the policies will have on the Gonzaga staff and faculty. The policy manual is located on the Gonzaga Human Resources website.

2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Employment – Gonzaga apprises employees of the conditions of employment through Gonzaga's Policies and Procedures Manual, in their employment offer letter, through Gonzaga's "Right Start" (onboarding) process, during new employee orientation, and with safety training specific to job requirements, including first aid and CPR training.

Work Assignments – Gonzaga apprises employees of their work assignments by ensuring employees have a current job description and the "Right Start" (onboarding) process; supervisors handle the daily assignments of tasks.

Rights and Responsibilities – Gonzaga apprises employees of their rights and responsibilities through the *Policies and Procedures Manual*, during the annual benefit renewal process, by training supervisors on their specific rights and responsibilities during Management Development Program 1 & 2, and in new employee orientation where the rights and

responsibilities regarding harassment, discrimination, professional conduct, and workplace violence are introduced and discussed.

Evaluation – Gonzaga provides criteria and procedures for evaluation during the annual performance review process, training for all staff employees and supervisors both on-line and in large group open session trainings, and providing a manager's guide for conducting performance reviews available to all supervisors on-line. The review process is outlined in the supervisor handbook, supervisors are trained on the evaluation process, and all newly hired staff employees receive a performance review at their six-month mark.

Retention – Employees who meet their job expectations and fulfill their job description duties and tasks to the level supervisors have requested will maintain their employment in good standing. This is reflected in the annual performance review by an overall numerical score of a 2.0 or higher, indicating that the employee is meeting expectations. Gonzaga also provides supervisors and employees suggestions for recognition and retention on the Human Resources website.

Promotion – Gonzaga provides criteria and procedures for promotion through the job evaluation process, detailed on the Human Resources website. Employees are also eligible to apply for internal job opportunity postings through the Gonzaga employment website.

Termination – Gonzaga provides criteria and procedures for termination through the Corrective Action process. This process is outlined in the Policies and Procedures Manual; it is reviewed with supervisors in the Management Development Program 2 training.

2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.

Gonzaga ensures the security and appropriate confidentiality of human resource records by keeping separate files for medical information, employee relations information, and personnel records in locked cabinets in the Human Resources office. Human Resources has updated its HIPAA privacy policy and tasks one central HIPAA officer, the Benefits Manager, with ensuring consistency in treatment of medical information. The medical files and employee relations files are considered university property and limited access is granted to Human Resource personnel. All Human Resources employees and student employees sign a confidentiality statement. Electronic records access is password protected and limited to personnel with relevant job responsibilities for specific records.

2.A.21 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

Gonzaga University represents itself as an academic institution through a variety of publications, electronic and printed, and other media. The University Catalogues, the Faculty Handbook, and

the Student Handbook are the primary means of communicating the institution's information about its programs, policies, procedures, etc., but additional publications about programs such as admission and financial aid are also produced specifically for that purpose and disseminated on a regular and/or as-needed basis. All program requirements are clearly identified in the appropriate catalogue and can be further applied to any individual student's degree progress through the degree audit system available to students.

Information about Gonzaga's retention and graduation rates are published annually by the Office of Institutional Research and also provided on demand and upon request.

Gonzaga's Marketing and Communications Department (a unit within University Advancement) often assists all areas of the university in producing and disseminating promotional, informational, and program-specific information. In addition, various community fora, such as semiannual faculty conferences, annual academic convocations for students and faculty, information on particular topics, email announcements, etc., also provide opportunity to share information about all matters related to the university's life.

Gonzaga also represents itself to the public through numerous state, federal, and proprietary surveys, data submissions, and reporting requirements. Information about enrollments, retention and graduation rates, financial expenditures and assets, etc. is provided on a regular and consistent basis. Much of this information becomes the foundation for general reporting of information.

2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

As a Jesuit institution and member in good standing of the Association of Jesuit Colleges and Universities, Gonzaga is committed to the highest level of ethical standards as the foundation for its academic and non-academic programs, including student and faculty development and institutional policies. The Student Handbook, Code of Conduct for Student-Athletes, the university catalogues, all reference Gonzaga's commitment to high ethical standards and encourage appropriate conduct among all of its students. Gonzaga's policy on academic honesty is one example of its commitment to ethical behavior. A copy of this policy can be found on the website of the Academic Vice President. The Law School's policy on academic honesty and other student conduct-related matters can be found in the Law School Student Handbook. Grievance rights and procedures for student-athletes can be found in The Student Athlete Handbook.

Gonzaga University is also committed to fair and equitable treatment of students, faculty, administrators, staff, and other constituencies, in accord with the Jesuit educational precept of *cura personalis*: "care for the individual." A number of policies and procedures are observed to protect individuals against unfair and inequitable treatment. Gonzaga adheres to the **1966 AAUP Statement on Professional Ethics** and the **1940 AAUP Statement on Academic Freedom and**

Tenure (See Faculty Handbook, Appendices 300 A and 300 B). Further, Gonzaga informs its community members of their right and of the appropriate process to follow should they pursue an appeal or a grievance. Gonzaga's catalogues, the relevant student handbooks, and the *Faculty Handbook* (Faculty Handbook, Appendix 300C: C300.00—C310.00) all provide information about the policy and the appeal/grievance process. As the *Faculty Handbook*, Section 200.10 indicates, "The Grievance Committee acts as a special hearing board for cases alleging violations of faculty rights (Faculty Handbook, Section 307.00). Six Committee members are elected by the Faculty Assembly to three year terms and one member is appointed by the President. Committee members must be full-time tenured faculty." Grievance-related procedures can be found in Appendix 300D of the Faculty Handbook.

Gonzaga University adheres to federal and state civil rights laws including Title IX of the Education Amendments Act of 1972 and the Civil Rights Act of 1964. Students, staff and faculty are informed of Gonzaga's Non-Discrimination Policy through bulletin boards, Human Resources website, and inclusion of the statement in the handbooks noted below. Information about Gonzaga's commitment to fair and equitable treatment of its students and employees is published in the University's Policies and Procedures Manual and the Student Handbook, and includes information pertaining to the University's Non-Discrimination Policy, resources, the right to file a complaint and the subsequent complaint process. Records relating to equal opportunity and Title IX complaints can be found in the Human Resources Office.

2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

Gonzaga's Conflict of Interest policy, Public Expression of Personal Views policy and a Professional Conduct Standard can be found in the Policies and Procedures Manual. Gonzaga's conflict of interest policy for its governing board, administration, faculty and staff is also included in that same publication. Members of the governing board and senior administrators review the stipulations of the policy annually and sign a statement affirming that they have no conflicts of interest. Other relevant information can be found in the Faculty Handbook*: Conflict of Interest [Section 404; Appendix 400A]; Public Expression of Personal Views [Section 421]; Professional Conduct Standard [Section 404].*

2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

The Faculty Handbook includes the policy on intellectual property and patents (Section 419). A patent committee helps to oversee the implementation of the policy (see the Policies and Procedures Manual Appendix 18).

2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses terms "Accreditation" and "Candidacy" (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

Gonzaga University is accredited by the Northwest Commission on Colleges and Universities (NWCCU), an institutional accrediting body recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education. Gonzaga's accreditation through this body is published on the institution's website.

The School of Business is accredited by AACSB International - The Association to Advance Collegiate Schools of Business, a specialized accrediting board recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

The School of Law is accredited by Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association (ABA). The U.S. Department of Education has recognized the Council as the national agency for the accreditation of programs leading to the first professional degree in law.

Programs in English as a Second Language are accredited by the Commission on English Language Program Accreditation (CEA), a specialized accrediting board recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

Programs in the Department of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE), a specialized accrediting board recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

Programs in Civil, Electrical, Computer, and Mechanical Engineering are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET), a specialized accrediting board recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

All degree programs and certification programs in the School of Education are accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting board recognized by the Council for Higher Education and the Secretary of the U.S. Department of Education and fully approved by the Washington State Professional Educators Standards Board (PESB).

The School Counseling, Clinical Mental Health Counseling, and Marriage and Family Counseling master's programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The Anesthesiology Education master's program is accredited by the Council of Accreditation of Nurse Anesthesia Education Programs (COA), part of the American Association of Nurse Anesthetists (AANA).

Master's programs offered in British Columbia, Canada by the School of Education have received consent from the British Columbia Ministry of Advanced Education and the Degree Quality Assessment Board (DQAB). Master's programs offered in Alberta, Canada have been approved by the Alberta Ministry of Education and Technology, and the Campus Alberta Quality Council (CAQC).

The Music Department in the College of Arts and Sciences is accredited Associate Membership by the National Association of Schools of Music (NASM), a specialized accrediting board recognized by the U.S. Secretary of Education as the institutional and specialized accrediting body for the field of music.

2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.

Article V, Section 2 of the Gonzaga University By-Laws describes the authority granted to the President to sign and execute contracts in the name of the university. Section 3 provides delegated authority to the Vice Presidents, with the concurrence of the President, to sign and execute contracts. Contracts negotiated and executed by individual departments (e.g., guest speakers, orientation activities, recreational trips, etc.) are governed by relevant guidelines maintained in the appropriate administrative offices.

The President and Academic Vice President execute faculty contracts. All other contracts are typically reviewed by the Corporation Counsel, the Vice President for Finance, and the Executive Vice President, and then executed by either the Vice President for Finance or the Executive Vice President. The Corporation Counsel pays particular attention to indemnity, insurance, dispute resolution issues, and the protection of the university's reputation, name, trademarks, and logos. The business terms, performance, and other conditions are the focus of the Vice President for Finance and the Executive Vice President.

The Chief Information Officer is involved if a contract deals with technology services or access to institutional data. The Information Technology Services department has worked in close relationship with Corporation Counsel to develop and follow a standard process for IT contracts management. This process ensures that all ITS contracts are thoroughly reviewed and modified, as appropriate, to protect and optimize the interests of the university as fully as possible and to assure compliance with all legal and policy requirements. All contracts must be accompanied by statements of work that define scope, roles, and responsibilities. When entering into an agreement that requires transferring private, confidential, or personally identifiable information in digital format to an external entity, the university conducts an analysis of the entity's security, data retention, and privacy practices to ensure that all university's interests are fully protected.

The university looks to its two full-time risk managers for advice on all decisions that involve potential risk for the institution.

A tiered system of contractual agreements is used for contracts that involve new construction or the renovation or repair of existing facilities. For major projects, the university uses the American Institute of Architects Standard Forms of Agreement between Owner and Contractor. These are frequently supplemented with language specific to the university's needs, such as indemnification, liability for injury claims, or insurance requirements. The university also has a pre-construction meeting with the contractor and their sub-contractors, at which expectations regarding behaviors on campus and a no-tolerance policy for harassment of faculty, staff, or students are emphasized. For smaller projects, the university relies on its purchase order process to define contractual terms and conditions. It also makes routine contractors aware of behavioral expectations. Finally, the university requires all suppliers and contractors, at any level, to maintain current certificates of insurance naming the university as co-insured as regards to their work on campus or their provision of goods and services.

The Human Resources department enters into a number of contracts with external entities to provide products and services guided by its mission of providing "policies and programs within a legal, safe, and fiscally responsible context to create and sustain a highly qualified workforce and work life quality that supports Gonzaga University's mission." HR currently manages agreements in the areas of health and welfare insurance plans, retirement plan providers, hazardous waste disposal services, placement of temporary employees, workers compensation program administration, and flexible spending plan administration. Where relevant, HR is assisted in this work by an insurance brokerage company that identifies industry best practices and helps insure that the organization is in compliance with local, state, and federal laws, and internal policies. The health and retirement plans are also developed in consultation with the Faculty and Staff Benefits Committee.

2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Gonzaga is committed to the protection of human dignity and the value of diversity of thought and intellectual pursuit as the underlying foundation of its presence as an academic environment and place of employment. The following publications provide detailed information about this commitment:

- The University Mission Statement
- The Faculty Handbook
- The University Policies and Procedures Manual
- The Student Handbook
- The Law School Student Handbook

A summary of Gonzaga's Harassment and Discrimination Policy is also included in the Faculty Handbook, (Section 412.00); its Non-Discrimination Statement can be found in the Faculty Handbook as well (Section 417.00).

The Committee on Academic Freedom and Tenure (Faculty Handbook, Section 200.03) serves as a special hearing board for cases alleging infringement of academic freedom that has or will result in non-renewal of contract or dismissal for cause (Faculty Handbook, Section 305.00). All other allegations of infringement of academic freedom are handled by the Grievance Committee (Faculty Handbook, Section 307.00). The Committee issues a confidential report to the Academic Vice President who shall forward the report to the President for final decision. The Faculty Assembly elects the seven members of the Committee and seven alternates, each of whom must be tenured with the rank of either Associate Professor or Professor. Members and alternates serve for two years.

Gonzaga students are also provided the right to academic freedom as outlined on the website, as well as in the Student Handbook. This policy states that students do have the "Freedom of Expression: Students are free to take reasoned exception to the views offered in particular courses of study. They may, however, be required to know thoroughly the particulars set out by the instructor, but are free to reserve personal judgment as to the truth or falsity of what is presented. Knowledge and academic performance should be the norms by which students are graded."

2.A.28 Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

As stated in the Faculty Handbook (Section 305.01), "The faculty and administration of the university agree that the protection of academic freedom is crucial to realizing the mission of the University." Faculty Handbook, Sections 305.02-305.05 provide explicit information on Gonzaga's commitment to academic freedom as a fundamental right for its faculty, including its adherence to the 1940 AAUP Statement on Academic Freedom and Tenure (provided in its entirety in Appendix 300B of the Faculty Handbook), and the established process to report any allegations of violation of academic freedom (Faculty Handbook, Section 305.05).

Gonzaga students are also provided the right to academic freedom as outlined on the website, as well as in the Student Handbook. This policy states that students do have the "Freedom of Expression: Students are free to take reasoned exception to the views offered in particular courses of study. They may, however, be required to know thoroughly the particulars set out by the instructor, but are free to reserve personal judgment as to the truth or falsity of what is presented. Knowledge and academic performance should be the norms by which students are graded."

2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

Though there are no relevant explicit policies mandating that faculty present their scholarship "fairly, accurately, and objectively," Gonzaga's overall policies, mission, and ethos encapsulate that expectation in multiple ways. Academic honesty with respect to faculty scholarship is central to the academic life of the University and its academic departments. Given its centrality and the relatively small size of the faculty at Gonzaga, discipline-specific information and research are shared and discussed by the faculty within and outside of their respective departments as a common occurrence. The expectation of honesty within one's work is intertwined throughout the published criteria for promotion, reappointment, and tenure. Specifically, Section 302.03.a of the Faculty Handbook (Professional Development) states: "Gonzaga University is devoted to the discovery and pursuit of knowledge and to academic excellence. Faculty members should share, particularly, in Gonzaga's commitment to responsible and ethical intellectual inquiry, respect for the position of others, academic freedom, and the highest ethical norms of their disciplines."

Further, faculty are encouraged and expected to share their research and scholarship with others within and outside of Gonzaga. This might include "publication of peer-reviewed research articles and books, or other writing normal to the discipline; juried exhibits and performances; invited presentations, exhibits, and performances; editorships and consultantships; invited evaluations and reviews of the work of other professionals; and presentations to professional groups." (Faculty Handbook, Section 302.03.c) Among other factors, the expectation that "professional development" is to be shared is a key component for promotion, reappointment and tenure. Given the public nature of most scholarship in that it is frequently peer-reviewed, this aspect of transparency establishes and promotes the expectation that one's scholarship be "fair, accurate, and objective."

2.A.30 The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

As stipulated in Article III, section 9 of the University's By-laws, the work of the Board of Trustees is assisted by standing committees which meet as part of regularly scheduled Trustee meetings and, if necessary, outside of regularly scheduled meetings. For matters dealing with the oversight and management of financial resources, the Long Term Planning Committee, the Finance Committee (added as a standing committee in December 2011), the Investment Committee, the Audit Committee, the Development Committee, and the Physical Facilities and Real Estate Committee have been created to regularly deal with matters of a financial nature. Standing committees have specific charges approved by the Board of Trustees and are comprised of members of the Board of Trustees and Board of Regents with a University executive serving as a staff person for each committee. The work of these committees reflects the Board's activity around oversight and management of financial resources.

PLANNING AND BUDGETING

Financial planning is largely a collaborative effort between the work of two Board of Trustee committees, the Long Term Planning Committee and Finance Committee, with the Long Term Planning Committee focusing on the strategic plan and the Finance Committee focusing on year-to-year budgets. The Long Term Planning Committee is charged with "ensuring that the activities of the Board and its committees are congruent with the University's strategic plan, the periodic review and amendment of the plan, and the monitoring of annual progress towards plan objectives." The Finance Committee is charged with "monitoring and oversight of the University's annual financial performance in comparison to budget goals, multi-year financial planning, as well as monitoring progress towards other operating and financial metrics necessary to ensure quality, stability, and fiscal sustainability in support of the University's Mission and institutional priorities." The Finance Committee recommends to the Board the tuition, room, and board rates, as well as the financial aid award strategy for the following year. The full operating budget for the coming fiscal year is presented for approval at the April Board meeting. The operating budget includes unrestricted and restricted funds, capital expenditures, and the funding of reserves and contingencies.

There are no specific written policies governing the development of the annual budget. By practice, the tuition, room, and board proposed rate increases involve input from a variety of University constituencies, comparison to historical institutional data, and data from competitive and like institutions. While there is no specific policy regarding pricing, the University closely compares rates with those of the other West Coast Jesuit schools and Pacific Northwest comprehensive institutions. Proposed rates, preliminary enrollment estimates, financial aid strategies, and significant expenditure assumptions are part of a pro-forma budget that is presented to the Board at the December Board of Trustees meeting. In addition, the University utilizes an integrated planning model from *FuturePerfect* that allows for the analysis of multiple scenarios that roll up to the operating statement and the balance sheet to assist in determining the impact of basic planning assumptions.

There are no specific Board policies that direct expenditure levels, but priority is given to the funding of faculty salaries in accordance with CUPA data and formulas that are utilized to establish annual adjustment by rank and discipline. For non-faculty positions, survey data is used to ensure that non-faculty are paid to at least the minimum of their pay range. Non-faculty above the salary minimum have most recently been receiving a standard increase, if their annual performance review justifies it. Aside from salaries, priority is given to maintaining a competitive benefits program, the funding of positions requested to meet the needs of growing enrollments, or other new or strategic initiatives. Beginning with the fiscal year 2011-12, an expanded budget report package has been developed in which each VP provides a narrative of the changes in the proposed budget for their area and what they hope to accomplish if the new funding levels are approved.

The Finance Committee also monitors the annual progress on maintaining and improving the University's credit rating. Each October, the Committee and Board are supplied with a one-page summary that compares the University's financial performance to that of Moody's median ratios. While the University is currently rated A3 Stable by Moody's, (affirmed November 2013), it

aspires to strengthen its credit rating over time. Much more emphasis has been placed on this since the economic crisis and the downgrade of bond insurers.

As part of the budget process, funds are budgeted annually for various renewal and replacement needs. These reserves were reduced most recently during the economic crisis to meet more urgent financial needs, but they are now being restored. The University has engaged the Sightlines firm to develop a ten year inventory of required work for each campus building in order to identify priorities and amounts needed to fund necessary renewal and replacement efforts. This study was presented to the Physical Facilities Committee in July 2011, and is part of the Finance Committee data for implementing a multi-year funding strategy. When excess net revenue from annual operations are achieved, a portion of the excess net revenues is placed in renewal and replacement reserves, as well as in operating reserves to strengthen the University's balance sheet. Excess net revenues from the operation of the University's McCarthey Athletic Center are also placed in a reserve for operating purposes with specific Board approval, or possible debt repayment and facilities renewal purposes.

INVESTMENT MANAGEMENT

The University's endowment and operating cash funds are overseen by the Investment Committee, charged with developing and recommending investment policy to the Board. The Committee monitors adherence to the Endowment Fund Investment Policy and Investment Policy and Guidelines for Operating Cash and annually reviews and updates the policies as required. The Committee minimally meets in April, July, and October when joint meetings of the Trustees and Regents occur. Aside from these three months, a Subcommittee of the Investment Committee meets monthly with the University investment consultant to monitor manager performance, consider manager changes, discuss investment opportunities and threats, and consider changes in asset allocations.

Since the onset of the recession, the University's operating cash has been largely invested in bank deposits and U.S. Government and Agency money market accounts, to ensure maximum liquidity and safety. The Investment Committee is currently implementing a previously approved Board policy for the investment of a portion of the University's operating cash on a separately managed basis. Such investments will largely consist of individual corporate, municipal, U.S. Government and Agency obligations. The Investment Policy and Guidelines for Operating Cash sets forth requirements for maximum duration, credit quality, concentrations, and other factors to manage the risk associated with the short-term investment portfolio.

DEBT MANAGEMENT

The University's Capital Acquisition and Long Term Debt Policy, developed by the Long Term Planning Committee, spells out the criteria that must be met when assets are to be acquired with new debt to be funded from gifts or from current operations. All new debt must be approved by the Board of Trustees and, if over $3.0 million, by the Board of Members, per Article VI of the By-Laws. The Policy, which describes certain ratios that must be maintained to be in compliance with the University's tax exempt bond issues, is periodically reviewed by the Long Term Planning Committee and the Finance Committee.

The University has no specific policies regarding transfers and borrowing among funds. As a matter of practice, all year-end transfers require Board of Trustee approval. Transfers of matured planned gifts or large unrestricted gifts to be used for specific purposes are also approved by the Board when matured/received by the University. By specific Board resolution, the administration has authority to use operating cash flow of up to $1.0 million annually to acquire property that becomes available on the University's campus boundaries. This internal use of funds is restored by budgeting an annual amount for internal debt repayment, currently at approximately $900,000 for FY 2013-2014. This internal debt repayment is also used to pay off capital projects that were completed without successfully raising all funds from anticipated sources.

FUNDRAISING

The Development Committee oversees University fundraising activities; it meets at all regularly scheduled Board meetings to review progress towards annual giving for operations and giving towards specific objectives that are part of a building campaign or other general campaign initiatives. The University Advancement (UA) area abides by the Donor Bill of Rights developed by several national philanthropic organizations, including the Council for Support of Education (CASE). UA also follows ethical standards on confidentiality relating to prospect and donor research promulgated by the Association of Professional Researchers for Advancement. In addition to observing these national policies, the University has its own policies, approved by the Development Committee. These polices include the Gift Acceptance Policy and the Gift Agreement Form which spell out in more detail the policies and standards of the institution. Additionally, UA has developed a Campaign Counting Policy and Guidelines Policy relating to the current campaign, which is in the beginning stages. Governmental and foundation grant activities are also governed by these policies as supplement to the policies of the particular grant programs.

Standard 2.B: Human Resources

2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

Gonzaga employs 1,214 faculty, staff, and administrators on a full-time or part-time basis. Table 6 depicts the employment picture in detail.

Table 6 Number of employees by Human Resource Categories

December 2013*

Full-time Faculty	420
Part-time Faculty	13
Visiting Faculty	1
Executive Staff	12
Administrative Staff	134
Professional Staff	238
Regular Staff	396
TOTAL EMPLOYEES	1214

*Please note that HR does not count faculty the same way IR does for purposes of regulatory reporting and internal use.

STAFF

Staff Employment Process: Gonzaga follows recruiting policies and procedures consistent with our mission, diversity objectives and equal employment opportunity. Openings are publicized through Gonzaga's website and off-campus posting and advertising. Applications are collected on-line. Senior leadership positions have a separate employment application through the HR website. For some searches, the services of an external search firm are contracted. Athletic head coaches are hired with an employment contract, and the positions are filled through the same on-line hiring process as other staff. University Ministry positions may call for a religious affiliation. Gonzaga's emphasis on mission-centered hiring practices is realized through relevant interview questions at the departmental and supervisory level. (See the Human Resources website for employment policies and procedures.)

Position Requisition Process: The position requisition process is used for approval to hire. Typically, a manager and department head, dean or area vice president examine the headcount and personnel need of a function or department within the scope of strategic planning to determine if additional personnel, replacement, or other is necessary. Therefore, the position requisition process relies on reviewing headcount, personnel need, available/requested funding,

short and long-term needs, and appropriate hiring timing. (See the Human Resources website for position requisition request process.

Supervisor's Handbook and Right Start Packet: To ensure that supervisors have the information they need to carry out their duties, they are provided with a supervisor's handbook that provides comprehensive information on Gonzaga's practices for managing staff and navigating internal processes. The Right Start packet provides tools to assist managers in welcoming and orienting new employees. The packet includes the Manager's New Hire Checklist, New Employee's Checklist and guiding documents such as a First Day Agenda, Key Objectives & Expectations, Department Goals/Mission/Vision, department member's names, job titles, and extensions, etc.

Job Description Creation: Job descriptions contain performance expectations and are meant to ensure mutual understanding of position expectations. Job descriptions must include specific criteria that comply with Federal guidelines such as the Americans with Disabilities Act (ADA). Over the last three years, HR has been working with departments to obtain accurate and complete job descriptions; currently over 845 job descriptions are on file with HR, and the remaining are being acquired for this database. (See the Human Resources website for details on formatting and writing job descriptions)

FACULTY

Faculty Employment Process: Under the direction of and with the approval of the Academic Vice President, the college and schools conduct their own searches and select new faculty consistent with Jesuit educational philosophy, mission, professional qualifications, and diversity initiatives. The University's Faculty Recruitment Guidelines provide search chairs and committees with detailed guidance on position approval, advertisements, postings, recruiting sources, developing diversity recruitment plans, evaluating candidates' mission compatibility in keeping with the Mission-Centered Hiring Policy, candidate evaluation criteria, non-discriminatory employment practices, interviews, and final selection procedures. Committees recommend candidates to their respective Dean who consults with the Academic Vice President before making any offer. This system allows departments to select candidates who fit with a department's teaching needs and current faculty. Human Resources assists hiring departments with placing website advertisements and conducting prospective hire background checks.

STUDENT

Student Employment: Gonzaga University offers students work opportunities designed to help offset the cost of education while providing them with valuable work experience. Work Study (Federal and State) and non-Work Study (institutional employment) programs allow students to obtain job skills that augment their education. The Student Employment office assists students in finding in-school work opportunities, supports these students with professional development guidance, and provides training for employees who supervise students. The following outlines the number of student employees for the last four years:

Table 7 Student Employees by Fund Type

Year	Federal Work Study	Institutional	State	Total
2009-10	474*	806*	356	1,636
2010-11	423*	793*	253	1,469
2011-12	339	796	201	1,336
2012-13	325	819	195	1,339

adjusted from the Year 1 Report per the Student Employment Office

See the Student Employment Office website for the Student Employment Manual, application and timesheet forms and instructions, and other information regarding student hiring.

2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

Managing Performance: Since managers and supervisors must effectively manage resources, they must successfully supervise their most important resource: their staff. At Gonzaga this begins with designing jobs: determining the duties attached to positions, identifying the qualifications needed to fulfill those duties, and specifying the level of performance essential to meet the departmental mission. Performance management continues with the filling of positions with the best candidates, training of new hires, continued coaching to clarify expectations, and providing performance feedback. All supervisors must participate in performance management in accord with Gonzaga's employee relations process for addressing performance and/or behavior concerns in the workplace. This process relies on performance notices, exemplary performance recognition, corrective action plans/letter of expectations, and appropriate disciplinary action.

Expectations Regarding Performance Management
Performance Management Tools
Managers and Human Resources Role in Managing Performance

Performance Reviews: Employees are evaluated after six months of employment and annually, with annual performance reviews typically conducted from March – June. This timeframe is currently being re-evaluated. Staff compensation is not tied to the overall performance score. Academic deans are evaluated on an on-going basis and annually by the Academic Vice President, executives by the President, and the President by the Board of Trustees. In FY09/10, HR received 478 staff performance reviews, and in FY 10/11 HR received 557 staff performance reviews, representing a 75% completion rate. In FY11/12 HR received 475 staff performance reviews, representing 61% completion rate. The performance review document allows supervisors to add additional performance criteria, so that key criteria not captured in the listed

standards may be addressed. The University does not currently engage in a formal 360-degree feedback process. HR annually conducts performance management training in the current process for supervisors and staff and is working to acquire an on-line system for performance reviews (planned University-wide implementation August 2014) with 100% of staff formally reviewed as a targeted goal.

Performance Reviews and Resources
Self - Review template
Supervisors Review template

Supervisor's Guide to Performance Reviews: The supervisor's performance management guide describes the Gonzaga review process and provides tools to assist supervisors in creating useful performance reviews for their direct reports. Supervisors are expected to conduct annual performance reviews for all employees reporting to them, and the guide focuses on describing job duties and job descriptions, spelling out the supervisor's role in performance management, establishing goals and development plans for employees, the annual review process and forms, tips for motivating employees, common review errors, and best practices that are meant to avoid common review errors. Faculty department chairs are responsible for conducting performance reviews for faculty assistants if they have direct supervisor responsibility.

Performance Review Training: Gonzaga offers training to staff and faculty on conducting successful performance reviews. These opportunities include open sessions (for supervisors and individual contributors). Recent performance review training PowerPoint documents can be found here.

Employee Recognition: Employee recognition takes multiple forms at Gonzaga and is governed by the principle that it is most effective when it takes place on a regular basis. Informal recognition is encouraged on a daily basis to acknowledge regular contributions of individuals, teams, and work groups. HR follows up with all new employees at their 90 mark through a face-to-face meeting to assess their on-boarding process and to identify opportunities to assist them and other new hires to acclimate to Gonzaga. See the Human Resources website for more details on employee recognition at Gonzaga.

Formal Recognition Efforts: The President's Anniversarian Dinner is hosted annually in May by the President to recognize employees with benchmark anniversary hire dates at 25, 30, 35+ years. Supervisors are invited and employees receive gifts identified with each hire date.

The Staff Assembly recognizes annual anniversaries with a logo-item gift and a card of congratulations; an additional gift is provided in benchmark years, beginning at 5 years and then every 5 years thereafter.

The Staff Assembly annually gives four Outstanding Service in Support of Mission awards to individuals recognized for exemplary contributions to the essential work of Gonzaga. These awards are based on meritorious service above and beyond normal duties and on demonstrating commitment to Ignatian ideals such as the *magis* – a striving for excellence in all they do – and *cura personalis* – a personal concern and respect for others. Awards consist of a certificate and

monetary gift, and winners' names are added to a plaque, hand-made by one of the Gonzaga carpenters, shown when the awards are given and otherwise on display in the foyer of Cataldo Hall.

The Faculty Service Learning Award is given annually by the Center for Community Action and Service Learning (CCASL) to a faculty member nominated by students and community partners who have benefitted from the integration of service-learning into the academic curriculum or active involvement of students and faculty in furthering service-learning.

The Faculty Diversity Leadership Award is given annually by the Academic Vice President to a faculty member who has made a significant contribution over a period of years toward achieving diversity goals central to Gonzaga's mission.

Ten Faculty Exemplary Performance Awards are given by the Academic Vice President: five to tenure-stream and five to tenured faculty, based on nominations from the academic community and selection by a committee of faculty colleagues. The awards recognize exemplary activity in any one or more of the four evaluated categories of the *Faculty Handbook*. Faculty recipients receive a letter that addresses the details of their nomination, as well as a monetary award.

Employees who have made a difference in the life of a senior student during their time at Gonzaga are recognized annually by a personalized letter from the Dean of Students. Seniors complete a survey that includes the opportunity to identify three employees who had a direct impact on the students' experiences at Gonzaga.

The Harry H. Sladich Loyalty and Service Award is presented by the Board of Trustees to an individual in a leadership position at the University who possesses the characteristics exemplified by former Vice President Harry H. Sladich during his 46 years of service to Gonzaga University. Those recognized for this award will exemplify a commitment to long standing service to the University and to their colleagues, doing whatever is asked without the need for recognition. They will exemplify the humble qualities of leadership in the administration of the affairs of the University, making daily decisions based upon what is best for the University and for those who may be most impacted by the decision. Those recognized for this award will exemplify a love of the University and a quiet passion for promoting the achievement of success in all aspects of University life, particularly in those areas that are out of the public eye. And finally, they will exemplify a spirit of friendship and collegiality, and will have the respect and admiration of the University Community at all levels. Individuals selected to receive this award will be recognized at a meeting of the Board of Trustees and will have their name added to a recognition plaque to be placed in a prominent location in the Greenan Board Room.

Additional recognition efforts include the President's Annual Appreciation BBQ, President's Christmas Party, and the Staff Assembly Spirit Day Celebration.

2.B.3 *The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.*

Staff Job Evaluation Process: Regular re-evaluation supports maintaining existing positions or redefining them as needed for the betterment of the department or the institution. Job evaluation requests are submitted annually as part of the fiscal year budget planning process. If funding is designated, each Vice President determines positions to be allocated. Job evaluations may occur mid-fiscal year, if internal funding is available within the VP division. All job evaluation requests must be approved by the Executive Vice President and shared with the President at regular intervals.

Many departments are currently in conversation regarding the need to create a formal or standardized career progression model within their areas, but such a model is not yet in place. Similarly, while there is currently no formalized model for succession planning in use, many areas have begun discussing planning for future needs based on current employee demographics and anticipated and unanticipated changes. See the Human Resources website for more information on Job Evaluation Requests.

Supervising Student Employees: Please see the Student Employment Office website.

Student Employment Orientation: See the Student Employment Office website.

Safety Programs Training: The University provides ongoing safety trainings through Environmental Health & Safety Office. The primary target audience for these sessions is Plant Services Employees, as their specific job titles require an array of occupational mandated training. Specific trainings provided by the University include: First Aid/CPR/AED, fall protection, chemical safety, blood borne pathogen, hazard communication, back injury prevention, respiratory protection, fire prevention, emergency response, extreme temperature, ergonomics, vehicle, personal protective equipment, hearing protection, etc. A secondary target audience may include general staff and faculty, as needed or requested, and may include those disciplines listed above.

Employee and Organization Development Training: HR provides learning and development opportunities necessary for individuals, teams and departments to:
- increase understanding of and ability to live and work in accordance with our mission values
- strengthen competencies essential for peak performance
- create a shared language for working effectively with others
- build community and enhance informal professional support networks
- ensure adequate leadership capacity to meet future challenges

New Staff Employee Orientation: Orientation is offered once per month for new regular status staff employees and is mandatory. The full-day session includes speakers from their respective offices providing a brief description of their department and how the new employees can utilize their services. The presented areas include: Mission, Diversity, Staff Assembly, Campus Public Safety and Security, Payroll, Zagweb, Information Technology Services, Human Resources, Equal Opportunity, Admissions with a campus tour, harassment and discrimination including the

video titled *In This Together, An Engaging Look at Harassment and Respect*, Green Dot, a power-based violence prevention program, and disability resources.

Harassment and Discrimination Training: President McCulloh recently initiated campus-wide efforts to better prevent and respond to incidents of sexual misconduct, sexual assault, and sexual harassment on campus. As part of this effort, all faculty and staff are designated as mandatory reporters and are required to participate in an on-line interactive course; *Title IX and Washington State Law Awareness For Faculty and Staff.* Other training includes; *In This Together, An Engaging Look at Harassment and Respect* (95% usage rate, includes supervisors and faculty who have attended MDP I). Supervisors also receive liability as well as general harassment and discrimination training through the Management Development Program. The EO Officer provides required training in harassment and discrimination.

Plant Services Operational Training: Records are kept for all employees for equipment and general training they attend. All Staff attends safety programs training, and Plant Services provides additional department training. Leads and supervisors are encouraged to attend any training that HR provides. The progression from staff to lead involves one-on-one training by the supervisor, as is the case when a lead becomes a supervisor.

ITS Training: ITS Technology Education Services (TES) conducts in-house software training for several academic software programs including Banner, Blackboard, and CMS (Website Editing), as well as laptop and internet security education. TES also provides faculty, staff, and students with free, online software training through Atomic Learning, which offers on-demand, flexible training opportunities for over 122 different software applications for PC or Mac.

Faculty training for the design and teaching of virtually delivered distance courses is provided by Gonzaga's Virtual Campus, which is assuming these functions from JesuitNet, with whom Gonzaga is terminating its contract. Faculty in other schools are invited to participate in the onsite training when space allows, with the stipend varying by school.

Professional Development: Many departments provide opportunities for employees to attend external conferences, professional development, and pay for memberships in professional associations. Gonzaga sponsored employees and students in at least 323 organizations for a cost of $604,828 during the 2010-11 year. Gonzaga sponsored employees and students in at least 285 organizations for a cost of $552,725 during the 2011-12 year.

New Faculty Orientation: The Center for Teaching and Advising (CTA) offers a year-long New Faculty Orientation program that eases the transition for new faculty to Gonzaga, promotes the development of a cohort among the new faculty members, and provides information and guidance for faculty during their first year. The Advising Academy, another year-long program for new academic advisors, provides support during the second year. The New Faculty Orientation consists of a two-day session in the two weeks before classes start, followed by three meetings each semester over the academic year that covers topics such as: the University's curricula and where new faculty members' courses fit in; the reappointment, promotion, and tenure process; pedagogical approaches and particular teaching challenges; and exploration of the University's Jesuit mission and what it means for faculty, and more.

Faculty Sabbaticals: [Section 310.00](#) of the *Faculty Handbook*, Sabbatical Leave and Leave of Absence, outlines the sabbatical process. Sabbatical leaves for one or both semesters in a given academic year make possible study, research, writing, or other activities designed to improve teacher/scholar effectiveness. Full-year sabbaticals are supported by 75% of annual salary; one-semester sabbaticals are compensated in full. Eligibility is outlined in section 310.02, application is outlined in 310.03, and approval is outlined in section 310.04.

Faculty Professional Development: The University expects faculty to pursue professional development consistently and supports it with resources. The University works to ensure that Gonzaga's emphasis on the primacy of teaching and advising is appropriately enhanced and is aligned with professional development expectations, as these vary between academic areas. Since Gonzaga's last full-scale re-accreditation review in 2004, the institution has created the [Center for Teaching and Advising](#), a support resource for the two most important activities related to direct, day-to-day contact with students that faculty members at Gonzaga are expected to carry out. In addition, the University supports the [Institute for Law Teaching and Learning](#) and, by school or program, memberships in professional associations. Each School has a budget set aside for professional development support, such as travel and research needs.

Leadership Development for Chairs: Faculty chair appointments are typically three-year renewable assignments. Many chairs are responsible for supervising a staff clerical assistant position and/or students. A fully developed personnel training for chairs does not yet exist; however, chairs are strongly encouraged to take advantage of the supervisor training offered through HR. Also, the AVP and HR personnel are in conversation about trainings designed to be more suitable to chairs. Currently, under the auspices of the AVP, Dr. Patricia Hutchings, Scholar in Residence, has taken on the task of working with chairs to identify the types of training they would find helpful in carrying out their administrative duties. In addition, some chairpersons have elected to attend the HR department's [Management Development](#) series training, and in some departments, chairs can take advantage of professional organizational support (e.g., the Association of Departments of English, which annually provides a training conference for chairs). The AVP also sponsors minimally five department chairs each year to attend chair development workshops offered by professional associations such as the Coalition of Independent Colleges and the American Council of Education.

Student Employment Orientation: See the Student Employment Office [website](#).

2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

In the Fall of 2013, Gonzaga employed 421 full-time and 13 part-time tenure/tenure-stream/fixed-term faculty members and 320 part-time, adjunct faculty members, resulting in a faculty-student ratio of 11.5:1. That figure compares favorably with Gonzaga's northwest peer institutions, where that ratio ranges from 12:1 to 15:1. 81.8% of Gonzaga's faculty hold terminal degrees in their field, and part-time faculty are required to have the minimally accepted level of

credentials demanded in their academic areas. The faculty and administration have formally agreed, since the 2004 full-scale re-accreditation process, that minimally 60% of undergraduate courses must be taught by full-time tenure-stream faculty, a standard well within the practice of peer institutions. 50% of the membership of the Academic Council, the body advisory to the AVP in matters of curriculum and academic policies and procedures, consists of faculty, with faculty constituting 75% of the AC's voting members. (See Section 200.02 of the *Faculty Handbook*.) There are multiple standing and ad-hoc committees with significant roles in the governance of the institution; these are, as appropriate, staffed by faculty members. The vast majority of faculty members on these committees are elected by the faculty through the formal processes of the Faculty Assembly and the Faculty Senate. To name a few examples: The Rank and Tenure Committee consists of ten voting faculty members elected by faculty members in the professional schools and in the major sections of Arts and Sciences; the committee is co-chaired by the AVP (non-voting) and one of the committee's faculty members. Fourteen (elected by faculty) faculty members make up the Committee on Academic Freedom and Tenure. Four of the thirteen members of the University Budget Committee are faculty, as are four of the seven members of the Publications Board.

For an explanation of how the counting of faculty members is determined, as well as the ratio calculation of Student-to-Faculty ratio, please visit the Office of Institutional Research website.

Gonzaga has had a mission-centered faculty hiring policy since 1999, when it was approved by the Board of Trustees: "Mission orientation will be considered as an important hiring preference criterion along with curriculum needs, the potential for good teaching, scholarship, and academic citizenship." The stated rationale for this policy is that: "Gonzaga seeks to preserve and develop its Jesuit, Catholic, and humanistic tradition in an academic environment of free intellectual inquiry. Further, since we are fundamentally a teaching, student-centered institution, hiring committees should seek candidates who can and want to support Gonzaga's mission and to support the development in our students of a dynamic faith and enlightened dedication to the ideals of justice, peace, and service to others." All faculty position announcements must include the following statement: "Gonzaga University is a Jesuit, Catholic, humanistic institution, and is therefore interested in candidates who will contribute to its distinctive mission." They may also include: "Gonzaga University seeks to attract an active, culturally and academically diverse faculty of the highest caliber, with the demonstrated commitment and passion for teaching at the undergraduate (or graduate) level." The Vice President for Mission website addresses this policy in relation to all employees: "employees are hired because of what they can contribute to our mission. The Office of Mission's commitment to each employee is to offer ongoing educational opportunities surrounding that mission." Further clarification of terms and details can be found on the Academic Vice President's website.

Hiring policies are identical for campus and distance program faculty. The program chairs evaluate potential faculty members; deans approve all adjunct contracts before hiring occurs. There are no separate policies for hiring online faculty, as the Gonzaga hiring policies, which reflect mission-centered perspective, apply.

2.B.5   *Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.*

While faculty teaching loads vary from school to school and department to department, the generally-practiced ideal is a six-course (18 credit hours) assignment per academic year for full-time, tenure-stream undergraduate faculty, with graduate faculty workloads reflecting common practice for their fields. Full-time faculty are, of course, also expected to advise students in their fields and to serve on departmental and institutional committees. Discipline-specific expectations for professional development are specified in the individual faculty evaluation processes for each academic area. Those expectations have been developed by each academic area since 2004 and reflect national disciplinary standards and the Gonzaga campus culture. Global job expectations relevant to all faculty are stipulated in the *Faculty Handbook* (Section 314). The duties and responsibilities of adjunct faculty vary widely, depending on employment status and disciplinary practices. Adjunct faculty are evaluated primarily on teaching, since they do not, as a rule, advise; nor are they accountable for service on university committees or professional development standards spelled out for tenure-stream and tenured faculty. (See Section 300.08 of the *Faculty Handbook*.) General criteria for promotion, reappointment, and tenure are similar to those practiced at peer institutions and are spelled out in detail in Section 302 of the *Faculty Handbook*.

2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every 5 year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with faculty member to develop and implement a plan to address identified areas of concern.

Faculty Evaluation: Full-time faculty members are evaluated annually, and all courses taught at the University are subject to evaluation using a standard instrument developed in-house by faculty colleagues. Tenure-stream faculty members are subject to formal review at the end of the first, second, fourth, fifth, and sixth years. Faculty evaluation includes: letters of evaluation by peers and students; numerical evaluation of courses taught; peer evaluations based on classroom visitation and consultation with the colleague being evaluated; professional development including publications, presentations, and contributions to professional bodies; progress as a classroom instructor; and contributions to disciplinary programs including the development of new courses. Adjunct faculty members also are evaluated annually, based on student evaluations of all courses taught and peer review based on classroom observation. Concerns that arise in the course of a year for tenure-stream faculty are systematically addressed by colleagues and deans, in order to avoid false assumptions and unpleasant surprises along the way. See Sections 300-303 of the *Faculty Handbook*.

Post-tenure Evaluation: Tenured faculty are evaluated annually or, minimally, every three years, by the same basic standards applied to tenure-stream faculty, appropriately adjusted to reflect stage in career. Honoring and respecting the meaning of tenure, the institution nevertheless has in place a process through which to address serious issues related to

expectations and to promote ongoing professional development. See Section 304 of the Faculty Handbook.

Faculty Grievances: The University fully recognizes the fallibility of human processes and policies and has established means of addressing real or perceived inequities through a detailed grievance process. Formal grievances, as relevant, are filed with the Committee on Academic Freedom and Tenure or the Grievance Committee, which work with the Academic Vice President and the University Council, as necessary, to resolve the issues brought before them. See Section 307 of the *Faculty Handbook*.

Standard 2C: Education Resources

2.C.1   The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

All academic programs offered by Gonzaga, whether at the undergraduate or graduate level, on the home campus, at study abroad sites, or on-line, adhere to the institution's mission. They must be approved by Academic Council, the administration, and Gonzaga's governing boards, and are taught by faculty hired and approved through regular administrative and academic procedures.

Gonzaga offers bachelor's degrees in 45 fields of study, 23 master's degrees, a doctorate in leadership studies, and a Juris Doctor degree through our School of Law.

Table 8 Undergraduate Degree Programs at Gonzaga University

College/School	Undergraduate Field of Study
Arts and Sciences	Art
	Biology
	Chemistry
	Biochemistry
	Classical Civilization
	Criminal Justice
	Communication Studies
	Economics
	English
	Environmental Studies
	History
	International Studies- Asian Studies
	International Studies- European Studies
	International Studies- International Relations
	International Studies- Latin American Studies
	Italian Studies
	Integrated Media-Broadcast & Electronic Media
	Integrated Media- Journalism
	Integrated Media- Public Relations
	Mathematics
	Mathematics & Computer Science
	Modern Languages – French
	Modern Languages – Spanish
	Music
	Music Education

College/School	Undergraduate Field of Study
	Philosophy
	Physics
	Political Science
	Psychology
	Religious Studies
	Sociology
	Theatre and Dance
Business	Accounting
	Business Administration
Education	Physical Education
	Sport Management
Engineering and Applied Science	Civil Engineering
	Computer Engineering
	Computer Science
	Electrical Engineering
	Engineering Management
	Mechanical Engineering
Nursing and Human Physiology	Human Physiology
	Nursing

BA: Bachelor of Arts
BS: Bachelor of Science
BBA: Bachelor of Business Administration
BEd: Bachelor of Education
BSN: Bachelor of Science of Nursing

Table 9 Graduate Degree Programs at Gonzaga University

College/School	Graduate Field of Study	Degrees	Online / Hybrid
Arts & Sciences	Philosophy	MA	
	Religious Studies	MA	
Business	Accounting	MAcc	
	Business Administration	MBA	
	Business Administration in American Indian Entrepreneurship	MBA	
	Business Administration in Healthcare Management	MBA	X
Education	Anesthesiology Education	MAE	
	Clinical Mental Health Counseling	MA	
	Counseling (site-based, Canada)	MOC	

College/School	Graduate Field of Study	Degrees	Online / Hybrid
	Leadership & Administration (site-based, BC Canada and Washington State)	MA	
	Marriage and Family Counseling	MA	
	School Administration	MEd	
	School Counseling	MA	
	Special Education	MEd MIT	
	Sport and Athletic Administration	MA	
	Initial Teaching (Elementary or Secondary)	MIT	
Engineering and Applied Science	Transmission & Distribution Engineering	MEng	X
Nursing and Human Physiology	Nursing	MSN DNP	X X
Professional Studies	Communication Leadership	MA	X
	Organizational Leadership	MA	X
	Leadership Studies	PhD	
Center for Global Engagement / English Language Center	Teaching English as a Second Language	MA	
Law	Juris Doctor	J.D.	

DNP: Doctor of Nursing Practice
MA: Master of Arts
MAcc: Master of Accountancy
MAE: Master of Anesthesiology Education
MBA: Master of Business Administration
MEd: Master of Education
MOC: Master of Counseling
MIT: Master of Initial Teaching
MEng: Master of Engineering
MSN: Master of Science of Nursing
PhD: Philosophiae Doctor

Gonzaga University is fully accredited by and in good standing with the Northwest Commission on Colleges and Universities. In addition, degree offerings in Education, Engineering, Business, Law, Nursing, and M-TESL are accredited by their professional accrediting agencies. In the College of Arts and Sciences, the Department of Music recently became fully accredited as an

Associate Member of the National Association of Schools of Music. All departments undergo regular program review, a process that includes outside reviewers. For those units that have specialized accreditation noted above, the internal program review is aligned with the external review process.

Table 10 Accrediting Bodies for Gonzaga Academic Programs:

Program	Accrediting Body
Gonzaga University	Northwest Commission on Colleges and Universities (NWCCU)
College of Arts and Sciences: • Music	• National Association of Schools of Music (NASM)
School of Business:	Association to Advance Collegiate Schools of Business (AACSB International)
School of Education: • Teacher Preparation Programs	National Council for Accreditation of Teacher Education (NCATE) Washington State Professional Education Standards Board (PESB)
• School Counseling (MA) • Clinical Mental Health Counseling (MA) • Marriage and Family Counseling (MA)	• Council for Accreditation of Counseling and Related Education Program (CACREP) • Council for Accreditation of Counseling and Related Education Program (CACREP) • Council for Accreditation of Counseling and Related Education Program (CACREP)
• Master of Counseling (British Columbia) • Master of Education in Leadership and Administration (British Columbia)	• British Columbia Ministry of Advanced Education
• Master of Counseling (Alberta) • Master of Education (Alberta)	• Alberta Ministry of Advanced Education and Technology
• Anesthesiology Education (MA)	• Council of Accreditation of Nurse Anesthesia Educational Programs (COA)
School of Engineering and Applied Science	Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET)
School of Law	Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association (ABA)
School of Nursing and Human Physiology	Commission on Collegiate Nursing Education (CCNE)
Center for Global Engagement / English Language Center: English as a Second Language	Commission on English Language Program Accreditation (CEA)

Learning Outcomes for academic programs are listed in the undergraduate and graduate catalogues and on the Gonzaga website. Over the last several years, we have worked hard, through special projects, resources, guest speakers, and regular half-day retreats to help all programs put in place an assessment plan, which is annually reviewed by the Academic Council's Assessment Committee. Approaches vary, but include: comprehensive exams, field exams, senior theses, and electronic portfolios to assess graduate competency. Our students' successes in entering graduate fields of study and finding employment in their chosen fields support the external validity of Gonzaga's educational standards.

2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

Gonzaga complies with the expectations of the Commission and of the Department of Education by making its expected learning objectives available to the public through the web, primarily through its electronic catalogues.

The University Core Curriculum Program Learning Objectives are derived from the student learning outcomes for core courses and were developed and agreed upon by the five departments that teach core courses. Each of these departments also has course-level learning outcomes for its courses in the university core:

> Communication Studies
> English
> Mathematics
> Philosophy
> Religious Studies

The departmental student learning outcomes for core courses are general learning goals that apply to all individual courses that fulfill the 100, 200, 300, and 400-level core requirements. Currently, core courses are structured around the departmental core course learning outcomes, which generally support the broader core program learning objectives. Progress towards a new, outcomes-based core continues as discussed in the response to recommendation 3. In 2012, an AVP-appointed Core Task Force developed a core proposal, which includes a revised set of university core learning outcomes designed to help students achieve the Baccalaureate Learning Goals. The proposal calls for faculty to create or revise core courses to meet the proposed core program learning outcomes.

The tables 11 and 12 provide the specific locations for the various departments and programs, as appropriate and relevant.

Table 11 Undergraduate Degree Programs' Learning Outcomes at Gonzaga University

College/School	Undergraduate Field of Study
Arts and Sciences	Art
	Biology
	Chemistry
	Biochemistry
	Classical Civilization
	Criminal Justice
	Communication Studies
	Economics
	English
	Environmental Studies
	History
	International Studies- Asian Studies
	International Studies- European Studies
	International Studies- International Relations
	International Studies- Latin American Studies
	Italian Studies
	Integrated Media-Broadcast & Electronic Media
	Integrated Media- Journalism
	Integrated Media- Public Relations
	Mathematics
	Mathematics & Computer Science
	Modern Languages – French
	Modern Languages – Spanish
	Music
	Music Education
	Philosophy
	Physics
	Political Science
	Psychology
	Religious Studies
	Sociology
	Theatre and Dance
Business	Accounting
	Business Administration
Education	Physical Education
	Special Education
	Sport Management
Engineering and Applied Science	Civil Engineering
	Computer Engineering
	Computer Science
	Electrical Engineering
	Engineering Management
	Mechanical Engineering
Nursing and Human Physiology	Human Physiology
	Nursing

Table 12 Graduate Degree Programs' Learning Outcomes at Gonzaga University

College/School	Graduate Field of Study
Arts & Sciences	Philosophy
	Religious Studies
Business	Accounting
	Business Administration
Education	Anesthesiology Education
	Clinical Mental Health Counseling
	Counseling (site-based, Canada)
	Leadership & Administration (site-based, BC Canada and Washington State)
	Marriage and Family Counseling
	School Administration
	School Counseling
	Special Education
	Sport and Athletic Administration
	Initial Teaching (Elementary or Secondary)
Engineering and Applied Science	Transmission & Distribution Engineering
Nursing and Human Physiology	Nursing
Professional Studies	Communication Leadership
	Organizational Leadership
	Leadership Studies
Center for Global Engagement / English Language Center	Teaching English as a Second Language
Law	Juris Doctor

2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

Gonzaga University is committed to educating its students and bestowing upon them academic credentials that are created, proposed, and approved by the appropriate academic authorities, specifically the faculty, the Academic Vice President, the President, the Board of Trustees, and finally its accrediting bodies, including the Northwest Commission on Colleges and Universities. The specific academic requirements to achieve these academic credentials are aligned with the needs of the society and the various professions and industry expectations, in so far as they are consistent with Gonzaga's mission and the available resources. Specifically, Gonzaga's Mission Statement asserts "Gonzaga University is an exemplary learning community that educates students for lives of leadership and service for the common good. In keeping with its Catholic, Jesuit, and humanistic heritage and identity, Gonzaga models and expects excellence in academic

and professional pursuits and intentionally develops the whole person -- intellectually, spiritually, physically, and emotionally."

Ultimately, it is the Gonzaga faculty that awards the academic credentials to its students. Faculty work is guided by an established and consistent set of policies and procedures that are clearly published and made available to current as well as prospective students and to the general public via the web. The majority of information about these requirements can be found on the website. They include: expectations for "seat-time," the length of academic sessions, attendance, deadlines for when work is due, and evaluation expectations.

Gonzaga ensures that its degree-related policies and procedures are current and reflect general expectations in higher education, in part by providing the funding necessary to hold numerous memberships in relevant professional organizations concerned with a wide range of higher education-related standards and best practices, such as AACRAO, NACAC, ICRC, PROW, AJCU, ICW, etc. Further, significant funds are expended annually to support Gonzaga personnel to attend professional conferences, webinars, and workshops, including training sessions sponsored by the Department of Education, to promote ongoing reviews and revisions of its policies as well as to be current in the industry standards, laws, and regulations.

2.C.4 *Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.*

Each of Gonzaga's programs is clearly explained through its catalogues and other information sources. The specific program breadth, depth, and sequencing of courses are typically the product of the work of the faculty of the department that houses that particular program of study. When and as appropriate, the faculty's work is informed by the standards and expectations of the professional associations and accrediting entities and includes input from the professionals in the field who may serve as members on Gonzaga's advisory boards. Curricular reviews and revisions start with analysis of data often gathered through learning outcomes assessment work. See the Chemistry and Psychology departments' Annual Assessment Reports for more detail on this academic process that ultimately led to a change in the major's curriculum. In short, Gonzaga's degrees are established and maintained by the faculty who are informed by the standards of their respective discipline and by their professional advisory and accrediting bodies.

Gonzaga's admissions requirements are available publicly:
- Undergraduate
- Law
- Doctoral: DLPS and DNP
- Master's (Master's programs have their own program-specific admission requirements)

Graduation requirements are also available publicly:
- Undergraduate
- Law
- Doctoral: DLPS and DNP

- [Master's](#) (Master's programs have their own program-specific graduation requirements)

2.C.5 *Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.*

From start to finish, faculty play a major role in the design, approval, implementation and revision of the curriculum. They also have an active role in the selection and hiring of new faculty, and take collective responsibility for fostering and assessing student learning outcomes.

Normally, departmental faculty determine the need for a new or revised course or program, including changes in the number of required credits, and develop a detailed proposal and rationale. Once consensus about the proposed or revised course or program is reached on the departmental level, a recommendation is sent to the college or school's Curriculum Committee (made up mostly of faculty). If or when the college or school's Curriculum Committee and Dean approve the new or revised course or program, it is then forwarded to one or two of the standing committees of the Academic Council (each having a majority of faculty members).

Revisions of the university or college cores normally begin with an ad hoc committee (consisting mostly of faculty) appointed by the Academic Vice President or the respective dean. These multi-year committees consult faculty widely and make any proposals for core revision to the Curriculum Committee of the Academic Council ([AC BYLAWS, 5.12.C](#)). In 2007-2008, at the behest of Academic Vice President and the Dean of Arts and Sciences, Dr. Michael Herzog and Dr. Patricia Terry gathered qualitative data about the university core curriculum through meetings with 350-400 faculty across all academic units. In 2008-2009, AVP McCulloh appointed a university-wide faculty Core Curriculum Committee that took into account the university-wide discussion and the mission and developed the Baccalaureate Learning Goals. Based on meetings with faculty and other members of the Gonzaga community, the Core Committee approved a revised set of Baccalaureate Goals, which the Academic Council unanimously approved as a framework for evaluating the university core curriculum and shaping any potential alternatives. Using reports from additional faculty discussions in the summer and Fall of 2010, the Core Committee proposed core learning objectives. AVP Killen charged the committee with creating one or two proposals for a revised core curriculum based on the proposed learning outcomes, and these were distributed to all faculty by the end of Spring Semester 2011. The AVP created an Academic Council subcommittee to develop mechanisms for discussion of the Proposed Core Objectives and of the core models during Fall 2011. This subcommittee received one proposed alternative, which was shared with the faculty as a third model for consideration. It then gathered input from a variety of faculty discussions and surveys that provided a "sense of the faculty" regarding the Proposed Core Objectives and models. When the survey results suggested that a full proposal should include elements from more than one of the proposed models, faculty were invited to provide input on which of those elements were crucial to be included in a fully developed proposal. Over the summer of 2012, an AVP-appointed AVP Core Task Force was charged with developing a full proposal for a university

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core curriculum that took into account the proposed models, faculty conversations, and sense-of-the-faculty surveys. The proposal, which includes new learning outcomes and an assessment plan, was submitted to the AVP in September and distributed to the Academic Council and the faculty as a whole. The Academic Council facilitated discussion of the proposal with the Faculty Senate, and deans facilitated discussion of the proposal in the college and schools. Additional opportunities were organized in the spring 2013 semester for faculty to discuss significant themes that had arisen. At the fall 2013 faculty conference, AVP Killen announced the process for moving ahead on the remaining work of refining the core proposal. This reports response to recommendation 3 (see pages 6-8) describes that process.

Recommended changes in undergraduate courses and programs approved by college or school level Curriculum Committees are sent to the Curriculum Committee of the Academic Council (with five to ten faculty members making up the bulk of the committee (AC BYLAWS 5.5 & 5.52). The Academic Council's Curriculum Committee reviews and makes recommendations regarding new undergraduate programs and courses and submits them for consideration or approval by the whole Academic Council, which has 15 faculty members elected by the Faculty Assembly or appointed by the Faculty Senate (AC BYLAWS 3.1 & 3.14 & 3.15). Recommended changes in graduate courses and programs approved by college or school level curriculum committees are sent to the Graduate Programs Committee of the Academic Council, with 6-13 faculty members making up the bulk of the committee (AC BYLAWS 5.54). The AC Graduate Programs Committee reviews and makes recommendations regarding new or revised graduate programs and courses and submits them for consideration or approval by the whole Academic Council.

In addition, whenever new or significantly revised programs are submitted to the Academic Council's Curriculum Committee or Graduate Programs Committee, the Academic Council's Assessment Committee, with five to ten faculty members making up the bulk of the committee (AC BYLAWS 5.5 & 5.52), is required to review and make recommendations to the Council regarding acceptability of the program's assessment plan.

Finally, the Academic Council's Program Review Committee, with five to ten faculty members making up the bulk of the committee (AC BYLAWS 5.5 & 5.52) oversees a regularly recurring, multi-year program review process for all undergraduate programs.

Normally, departmental faculty collaborate with the chair in determining the needs for a new or replacement faculty hire, and in drawing up a request to be submitted to the dean. When a request for a tenure-stream faculty hire is approved, the chair, in consultation with the dean, appoints a search committee comprised mostly of faculty from the department or school. This search committee is responsible for: developing a job description and advertisement (meeting mission and HR standards) to be approved by the faculty of the department or school and the dean; screening and evaluating all applicants; reviewing written applications; consulting other faculty, as well as relevant staff, students, and other constituencies; interviewing candidates; and presenting a list of finalists to the chair and/or dean. Details on hiring procedures can be found here.

Faculty in every department and school have developed an overall assessment plan identifying specific student learning outcomes, the instruments by which these outcomes are measured, and the processes by which the results of these measurements are used to improve student learning. To assess the university core curriculum, the Faculty Director of Assessment and Core Director are working with faculty to assess entering and graduating students using AAC&U VALUE rubrics corresponding to the program learning objectives for the next few years to examine students' progress toward achieving them. In addition, the chair and/or assessment personnel for each department submit an annual assessment report to the Assessment Committee of the Academic Council each August. These reports, describing ongoing efforts to review and act upon student learning outcomes, are reviewed and evaluated by the Assessment Committee and the Faculty Director of Assessment, who provide feedback to departments and schools.

In addition, since 2006, each October the Assessment Committee and Academic Vice President's office sponsors a Learning Assessment Day (LeAD), setting aside a morning (all classes are canceled) so faculty from each academic unit may: (1) join with other faculty across the university to examine issues related to assessment, and (2) work on its own overall assessment plan, and/or address a specific assessment task. Historically, approximately half of the LeAD meetings have brought experts on assessment to campus to help faculty address specific challenges related to assessment. The others were devoted to sharing of internal experiences and learning.

2.C.6 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.

Gonzaga meets this standard in four ways, through: 1) library faculty-led instruction in classroom contact with students in content classes; 2) content faculty teaching research skills in the library; 3) accessing library materials from beyond the walls of the building and supporting student learning through digital formats; and 4) collaborative efforts by faculty and librarians in developing surveys, rubrics, and specific learning goals. In detail:

1. There exists a robust co-instruction relationship between library faculty and university departments. 81% of departments who are involved in student instruction have invited librarians to teach with them in the last year, with librarians supporting student learning outcomes on such topics as: the ethical use of information and plagiarism, research practices, evaluation of information sources and other information literacy skills about which the librarian has special knowledge. Departmental faculty choose the appropriate time for this instruction, whether it be in core classes with entering students, as students enter their major, or as they work on senior capstone projects.

2. Content faculty can reserve the instruction classroom in the library or have class in the library, possibly in the reference area or in the stack area next to their discipline's holdings. These efforts tend to be about teaching research methods, with the need for proximity to the physical collection. Library faculty are occasionally asked to meet with these classes for introductions to resources and equipment: i.e. microform

scanners, the L.C. call system, various reference tools, how to use them, etc. This allows library faculty to encourage students to use the reliable materials in their subject specialty, and students to see librarians as expert help on research projects.

3. The library webpage is the always-open "front door" of the library, providing 24/7 access to professional assistance through research guides and online tutorials. Students accessing our digital touch points have access to live reference help (24/7) from a Gonzaga librarian or from a sister AJCU librarian. Library faculty teach information literacy skills in online classrooms, both in stand-alone classes developed and taught by librarians, and as co-instructors/embedded librarians in content classes.

4. Library faculty assign high priority to the integration of library resources and research skills instruction into student learning outcomes at Gonzaga and have been identifying successes and weaknesses in our information literacy instruction for the past eight years. Evidence, from review of student learning in specific courses, informs the next round of library instruction and adds to professional credibility for library faculty. Most importantly, it positively shapes a dynamic, integrated information literacy instruction program.

Library faculty actively participate on the Academic Council Assessment Committee and have since its creation. The library annually revises its own assessment plan and produces an assessment report that is reviewed by the Assessment Committee. Additionally, faculty members have served as members {and chair} of the Academic Council Curriculum Committee. On our webpage, the instruction wiki includes a copy of our instruction information literacy plan and provides additional assessment artifacts, such as rubrics and surveys used through the years in the systematic evaluation of the library instruction program.

2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

In accord with Gonzaga's "Transfer Credit Evaluation Guidelines" dealing with "military credit," a maximum of 25 credit hours may be granted to undergraduate students whose official military transcripts indicate the successful completion of ungraded courses, such as Army/American Council on Education Registry transcripts (AARTS). To determine the number of elective credits to be awarded based on these transcripts, transfer counselors follow the credit recommendations from the American Council on Education's (ACE) guidelines for baccalaureate institutions, giving no consideration to vocational level coursework. Up to eight (8) elective credits may be granted for physical fitness courses and training. No guarantee is

made before the review process regarding the number of credits to be awarded. The "military credit" is the only credit Gonzaga currently grants for prior experiential learning.

2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

Policies in agreement with national best practices for accepting undergraduate credit are published in Gonzaga's online Undergraduate Catalogue, in the Academic Policies sections "I. Transfer and Evaluation of Credits," and "J. Transfer of Credits." The Gonzaga Admission's website additionally offers: (1) a downloadable "Transfer Evaluation Information" sheet, (2) "General information for Transfer Students," and (3) an interactive "Transfer Guide" listing courses from other universities that have been accepted for transfer credit.

As suggested in Academic Policies section, "J. Transfer of Credits" in the online Undergraduate Catalogue, Gonzaga has articulation agreements with North Idaho College and the Washington State Community and Technical Colleges. A recent articulation agreement with Marymount College, Rancho Palos Verdes, California will be noted in upcoming catalogues. Original copies of these articulation agreements are available in the Admissions Office.

Policies for accepting graduate credit are published in Gonzaga's online Graduate Catalogue under "Transfer of Credits."

2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

The current Gonzaga University core curriculum (general education requirements) consists of 31 credits: nine hours of philosophy, nine hours of religious studies, three hours of mathematics, three hours of literature and a seven credit block that contains two hours of critical thinking, two hours of speech, and three hours of composition. The College of Arts and Sciences has added to this general core, so that the "functional" requirements for A&S students include social sciences,

natural sciences, history, fine arts, and foreign language for most undergraduates. The Professional Schools have also added their own additional core requirements.

Table 13 Gonzaga University's Current Core Curriculum

School	Social Science	Natural Science	History	Fine Arts	Foreign Language
Arts and Sciences	X	X	X	X	X
Business	X	X	X	X	
Engineering and Applied Science		x			
Education	X	x	X	X	
Human Physiology & Nursing		X			

The core curriculum was last revised in the early 1980s and is currently undergoing a thorough, collaborative review, which has been underway for more than six years. A faculty committee of members from all undergraduate areas of the institution presented two core models to be vetted by the Gonzaga community; in accordance with the process put forth by the AVP, a third core model was proposed by an ad hoc faculty group, and was vetted, as well. A full proposal for a university core curriculum was developed by a faculty task force in summer 2012 and discussed by faculty in 2012-2013. Examining the core's role in achieving the Baccalaureate Learning Goals, the task force developed five key learning outcomes and used components of the three proposed models to design a curriculum to support those outcomes. The proposed core is an intentionally integrated, interdisciplinary, out-comes based course of study. It is organized around an overarching question, which is explored through a series of four questions that guide the discipline-specific courses in each year. In the first year, students are introduced to various disciplinary methods of inquiry in the seminar and are enrolled in linked courses in "Reading and Reasoning" and "Writing and Persuading." Courses in subsequent years are thematically linked to that year's organizing question. In the team-taught senior capstone, students are called upon to reflect and build upon their own multi-year learning experience and address a significant question from two disciplinary perspectives. The 12 "broadening credits" added in the proposed curriculum (courses in Social and Behavioral Science, Literature, History, and Fine Arts) ensure that all students are given broader exposure to the knowledge and methodological approaches of the humanities, fine arts, mathematical and natural sciences, and social sciences.

The core revision process has produced a formally adopted set of baccalaureate learning goals (BLG) for the first time in Gonzaga's history, and the core revision process will create a core curriculum that plays its proper role in achieving those goals.

Baccalaureate Learning Goals

Gonzaga University cultivates reflective, responsible individuals rooted in Jesuit, Catholic, humanist traditions. We develop students whose knowledge, skills, habits of mind and spirituality enable them to grow in the service of faith and the promotion of justice.
- Knowledge developed through the practices of liberal humanistic learning
- Intellectual and practical skills, including:

- Thinking: reasoning, finding and evaluating information, and interpreting and performing critical analysis
- Communicating: exchanging information and ideas through effective use of listening, speaking, writing and technological tools
- Quantifying: understanding and using mathematical skills and reasoning
- Problem Solving: individually and in collaboration with others
- Specializing: competence in one or more disciplines
- Integrating: connecting learning within and across disciplines and experiences
- Imagining: creating new perspectives, finding one's own voice
- Habits of mind and heart, including:
  - Reflection
  - Ethical reasoning and action
  - Civic, cultural and intercultural engagement
  - A commitment to a just society and world and the courage to act justly
  - A commitment to improving one's mind, body, and spirit
- A thoughtful, evolving spirituality, including:
  - Discerning one's faith and vocation
  - Engaging with the personal challenges of formation and transformation
  - Becoming women and men with and for others

This framework has emerged from the efforts to align mission values, the strategic plan, and the institutional core themes.

More focused in terms of the core curriculum are the current University Core Curriculum Program Learning Objectives, which were agreed upon by the departments that teach core courses and which support the BLGs.

University Core Curriculum Program Learning Objectives

Upon completing the University Core Curriculum, students will be able to demonstrate:
- Basic literacy in and application of discipline-specific questions, concepts, and methods in rhetoric, literature, mathematics, religious studies/theology, and philosophy
- The ability to:
  - Communicate effectively in oral and written form
  - Read and think critically
  - Reason ethically

Gonzaga does not offer applied undergraduate certificate programs.

2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

All courses that are part of the core curriculum have identified learning outcomes that directly support the BLGs (see learning outcomes from core curriculum departments, as well as response to 2.C.9).

In Spring 2012, a pre and post- assessment of the current university core program began, using Senior artifacts collected from different departments and rubrics that correspond to the current core learning outcomes (see recent direct learning outcomes assessment work for the core program.

The proposed university core learning outcomes list specific academic learning outcomes related to the goals articulated in the Baccalaureate Learning Goals, as well as to our core themes, mission statement, and the vision statement of the strategic plan, *Vision 2012*. Pages 7-13 of the Core Curriculum Proposal explain this in detail.

Currently, transfer students must meet institutional core requirements, although they can choose to take the 400-level Philosophy course or the 300-level Religious Studies course, rather than both.

2.C.11   The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

The only certificate program Gonzaga offers is the Transmission and Distribution (T&D) Graduate Certificate in the School of Engineering and Applied Science. It consists of 45 hours of classwork over an eight-week period and is taught by a mix of industry engineering experts with extensive backgrounds in the subject area and GU faculty with working knowledge of teaching methods and industry theory. Within the framework of the School's general learning objectives, the T&D Program identifies specific learning goals. The suitability of these objectives, and the coursework to attain them, are assessed and evaluated on a three-year cycle, and the skills here identified embody the intent of the "specialized competence" as described in the Gonzaga mission statement.

2.C.12   Graduate programs are consistent with the institution's mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.

Graduate programs are developed, sustained, and revised by faculty members in individual departments and schools. Through engagement with members of their respective fields at other universities and scholarly organizations, and informed by the ethos and mission of the

University, faculty members are guided by their own knowledge and experiences as scholars/practitioners and the standards of their disciplines. Accordingly, they work to develop appropriate graduate outcome goals, core competencies, and specific knowledge bases relevant to their respective disciplines. The 23 graduate programs at Gonzaga are described in detail (e.g. purpose/mission, admission and graduation requirements, courses and course sequences) in the Graduate Catalogue. We believe that Gonzaga's focus on educating the whole person in a value-driven environment makes our graduate programs distinct, be that in our Law School, our Ph.D. in Leadership, our Arts and Sciences or Counseling Masters Degrees, our MBA, etc.

Gonzaga University Mission elements are typically identified in the program descriptions found on the home page of each graduate program or in its mission statement. An example of the embedding/inclusion of Gonzaga Mission elements in School, department, and program mission statements can be found on the webpage for the Graduate School of Education. An example of discipline and profession-specific expectations and appropriate nomenclature is the Transmission and Distribution program in the Graduate School of Engineering.

Internally, graduate programs are vetted by the Graduate Programs Committee of the Academic Council, which is comprised of faculty members from various university departments that offer graduate programs. Appointments to, structures of, and operating protocols for this committee are described in detail in the Academic Council Graduate Committee Operating Procedures. To assess the degree to which graduate programs meet discipline/profession-specific standards, programs are accredited by outside entities, and/or subject to regular internal program review (AACSB, ABA, ATS, TESOL, CCNE, NCATE, CACREP, AANA, and COA). Differences between undergraduate and graduate programs are contained in graduate and undergraduate program descriptions in the university catalogues: Undergraduate; Graduate. Specific approaches to program review and lists of accredited graduate programs are contained in the Academic Program Review Guidelines.

2.C.13   Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution's mission and the program's requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.

Gonzaga's graduate programs, whether they are offered on campus, off-site, or on-line, are all designed to reflect our mission values and are approved through regular curricular channels. In this case, through the Graduate Committee of the Academic Council, the Academic Council, the Academic Vice President, and the Board of Trustees. Admission standards are decentralized to allow maximum control to professionals in each graduate area. The Graduate Catalog contains admission information for specific degree programs. General Academic Information denotes broader information for graduate programs (including admission to candidacy, degree requirements, time requirements for degrees, challenge of courses, individualized study, extension and correspondence courses, thesis information, petition to graduate, grading, GPA, transfer of credits, change of grade, and full-time status). It also spells out how the standards for these programs are in compliance with the Gonzaga mission. Application to Graduate programs are available online. Graduate retention policies are described under the General Academic

Information section of the Graduate Catalog webpage. Each department determines whether student qualifications and expectations are compatible with the institution's mission and the program's requirements. Admissions policies, pre-requisites, and degree requirements are described under the individual departments' information in the Graduate Catalog.

Information about transfer of credits is provided under General Academic Information in the Graduate Catalog. Graduate students may transfer credits into their program with the approval of their program director, the dean of the student's program, and the Registrar's Office. A maximum of one-fifth of program credits (usually six credits for masters, twelve credits for doctoral) may be transferred in.

Course work must be distinctively graduate level by the transfer institution and must have been taken within the last five years. A minimum grade of a B (P grades must be defined as B or better) must have been earned. Courses previously applied to a degree are not transferable to the student's current program. All credits are converted to semester credits, are not rounded up, and are awarded after signatures have been obtained. The process for faculty evaluation of transfer credits is decided by individual departments, in accord with the catalog's policies for transfer of credits (see link above).

2.C.14 Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students' formal graduate programs.

Internships and practicum experiences are included as integral components in graduate programs that prepare students for professional practice; these include:

Table 14 School of Education Internship/Practicum Experience

Program	Internship/Practicum Experience
• M.A., Clinical Mental Health Counseling	
• M.A., Marriage and Family Counseling	• Two five-credit Counseling Internships
• M.A., School Counseling	
• Master of Counseling (site-based)	• Three practica, totaling 11 credits
• M.Ed., Special Education	• Six credits of student teaching
• M.I.T., Initial Teaching in Special Education	• Three one-credit applied classroom experiences & a six-credit extended advanced teaching practicum
• M.A., Sport and Athletic Administration	• Three internships, totaling nine credits
• M.I.T., Initial Teaching	• Three one-credit field experiences
• M.A.E., Anesthesia Education	• Three practica, totaling four credits

Table 15 School of Nursing and Human Physiology Internship/Practicum Experience

Program	Internship/Practicum Experience
• RN to M.S.N., Nursing	• Three-credit community health practicum
• M.S.N., Family Nurse Practitioner Option	• Three practica, two-to-four credits each, ten credits required total
• M.S.N., Family Psychiatric-Mental Health Nurse Practitioner Option	• Four practica, one-to-three credits each, ten credits required total
• M.S.N., Health Systems Leadership Option • M.S.N., Nurse Educator Option	• Three practica, one-to-three credits each, six credits total required
• D.N.P. Doctor of Nursing Practice	• minimum of 6 credits of practicum. They may be required to complete more to meet the requirement for 1000 hours of practicum (including hours completed in an MSN program)
• D.N.A.P Nurse Anesthesia Practice (to begin Fall 2015)	• minimum of 6 credits of practicum. They may be required to complete more to meet the requirement for 1000 hours of practicum (including hours completed in an MSN program)

Table 16 School of Professional Studies Internship/Practicum Experience

Program	Internship/Practicum Experience
• M.A., Communication and Leadership	• One three-credit residency practicum

Table 17 English Language Center Internship/Practicum Experience

Program	Internship/Practicum Experience
• M.A., Teaching English as Second Language	• One three-credit practicum in teaching

The General Academic Information section of the Graduate Catalogue addresses graduate credit. No graduate credit is given for internships, field experiences, and clinical practices; or for experiential learning that occurred prior to matriculation into graduate degree programs offered at Gonzaga.

2.C.15 *Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed*

toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

Gonzaga's graduate programs are marked by high standards regarding the quality of research, professional practice, and scholarship. The Gonzaga brand competes very successfully on the on-line and hybrid stage, attesting to the well-earned reputation and the degree to which our programs reflect the essence of our Jesuit, Catholic, and humanistic educational tradition. Carefully selected faculty with requisite degrees and experience ensure that the standards are carried out at the appropriate levels. Graduate degrees in Law, Business, Religious Studies, Philosophy, Education, Engineering, Communication, Leadership, ESL or Nursing all lead to professional competence that is engendered in the context of Gonzaga's dedication to excellence. These programs require the successful completion of theses, research projects, practica, dissertations, as well as professional examinations (e.g., MBA, the Bar) and certifications, and operate under the scrutiny of faculty who adhere to national professional expectations and their own high standards. All but a few (Philosophy, Religious Studies, and Doctoral Program in Leadership Studies) of Gonzaga's graduate programs are intended to prepare students for professional practice. (Gonzaga does not offer graduate programs in Fine Arts, Music, Theatre, or Dance.) Evidence that these professionally oriented graduate programs "are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession is included in the individual program descriptions and course listings online, as well as in annual Outcomes Assessment Reports. These descriptions generally reflect the sophistication and depth of content knowledge addressed in program-specific courses and the quality of supervised practicum experiences designed to afford students opportunities (usually multiple) to develop discipline-specific performance skills (See response to Standard 2.C.14 for examples of practicum courses by program).

As noted in section 2.C.12-13, Gonzaga's Graduate Catalogue contains detailed information for graduate programs, reflecting each one's individual composition and goals. Specific program quality and internal and external review processes are described in links embedded in sections 2.C 12. As a component of the program review process, individual academic programs are required to submit annual outcomes assessment reports to the Faculty Director of Assessment. The Academic Council Assessment Committee then reviews the assessment reports and provides feedback to the individual program.

2.C.16 *Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.*

Historically, Continuing Education (CE) at Gonzaga University strives to provide dynamic, high-quality learning opportunities that create pathways for enlightenment of the mind and spirit, and that celebrate personal development. These principals are in concert with the University mission to seek understanding of the world in which we live, and provide for human creativity and intelligence.

2.C.17 *The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.*

Prior to 2010, the CE department was housed in the School of Professional Studies (SPS). During 2010, the functions of that office were decentralized to the various schools – Education, Business, etc. In keeping with that change, the various schools' curriculum councils review and approve all courses and programs, regardless of mode of delivery, with ultimate approval by Gonzaga University's Academic Council functioning in an advisory capacity to the AVP. The primary planning method varies from school to school, but normally includes participation by an expert in the field, usually a GU faculty member, to critique a potential project or to sit in on the development. A few programs (i.e., the Institute of Reading Development in the School of Education) have used the reputation and experience of a department to determine an appropriate program. The respective schools are responsible for incorporating evaluation processes into program plans that adequately document the impact and value of the programs.

2.C.18 *The granting of credit or Continuing Education Units (CEUs) for continuing courses and special learning activities is: a). guided by generally accepted norms; b). based on institutional mission and policy; c). consistent across the institution, wherever offered and however delivered; d). appropriate to the objectives of the course, and e). determined by student achievement of identified learning objectives.*

Gonzaga University is not a formal Continuing Education Unit (CET) granting institution. However, the granting of credit for Continuing Education is guided by the university norm of each department implementing specific procedures for proposing, approving, and offering courses and workshops. Departments within the College of Arts and Sciences, the School of Education, the School of Professional Studies, and the Foley Library provide continuing courses and special learning activities that are in direct alignment with the university's mission and academic policies. There is consistency across the university with respect to continuing education courses designed to support stronger proficiencies in writing, critical thinking, research skills, and to encourage integrated learning through special experiential learning activities. These practices are consistent with the Jesuit pedagogical orientation around the "head, heart, and hands" of human learning. Course objectives are based on building competencies and formative experiences for K-12 teacher candidates from the School of Education or potential spiritual directors from the Department of Religious Studies. The professional schools and the College of Arts and Sciences incorporate various types and degrees of course evaluation, which track student performance as defined in the syllabi and other instructional material.

2.C.19 *The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.*

The Registrar maintains a comprehensive data base on all Continuing Education and Workshop courses both for credit and non-credit bearing instruction. The Registrar's Office records summarize the course number and title, no credit designation and/or number of credits, professor, meeting schedule, and location. Departments maintain records pertaining to program description and goals for their non-credit course offerings. For example, the Department of Religious Studies offers a non-credit program in Spiritual Direction. The Communication and Leadership Studies Program in the School of Professional Studies offers a non-credit course for writing in the discipline. The Foley Center Library provides an online continuing education course, Library Research Primer, which gives students an in-depth introduction to Foley Library and its resources.

The Ministry Institute (TMI) at Gonzaga is a spiritual enrichment program that does not offer credit and or continuing education units. Participants have the opportunity to express their faith through prayer, liturgical worship, and discussion of moral and ethical principles. Most participants attend Gonzaga under other programs that monitor their educational process and progress. TMI does offer a sabbatical program taken advantage of almost exclusively by nuns and priests from around the world who audit classes at Gonzaga in order to update their theology. Participants receive a certificate of attendance. Seminars are open to the community and are usually taught by Gonzaga faculty members (current or emeritus), who are directly involved in the presentations' planning and evaluation. The Chair of the Religious Studies Department is a member of the TMI Board of Directors, and specifically of the TMI Board Program Committee.

Credit Hour Policy

For its traditional (on-ground) academic programs, Gonzaga University has adopted a variant of the traditional "Carnegie Unit" as a measure of academic credit. This unit is known in the University by the familiar term, "semester credit" and is the primary academic measure by which progress toward a degree is gauged. It is recognized that such a unit measures only a part, albeit a major part, of a composite learning experience, based upon formally structured and informal interactions among faculty and students.

In general, Gonzaga follows the Carnegie credit hour standard as follows: one semester credit is given for one period of lecture (fifty (50) minutes) and two hours of student preparation, for a minimum of fifteen (15) weeks per semester. Further, students receive an additional 120 minutes of contact time in the 16th week of the semester to offset any missed time due to established holidays, if any. Other academic activities, including: virtually-delivered courses, labs, studio work, practica, internships, etc., are expected to complete the equivalent amount of work as specified above for lecture-based courses.

In order to earn one credit during a summer session, students must attend approximately the same number of class hours and complete the same level of preparation outside of class as they would to earn one credit during the regular semester. Likewise, courses offered in a timeframe

shorter than the standard semester are prorated and contain the same number of contact hours as if these courses were scheduled during a regular semester.

The number of credits that each course carries is provided in the Gonzaga University catalogues. Credit information for individual courses, including any variation from the standard above, may also be included in course syllabi.

Standard 2D: Student Support Resources

2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

At Gonzaga, the quality of the student experience is seen as everyone's responsibility and is an outcome of collaboration among all areas of the administration, from academics to finance, from admissions to university ministry, and from those responsible for infrastructure to the division of Student Development.

Support services for students range from academic (such as the libraries; Writing Center; early notice system for students at academic risk or with other mental, emotional, physical or safety challenges; academic advising; mentoring, assistance work with undeclared students, first generation students, students on probation, etc.; and appropriate accommodations) to recreational (clubs, organizations, intramurals, etc.) to health-related (through the multiple services of the University Health Center and the Student Wellness Resource Center (SWRC) to residential (on and off the main campus, as well as at overseas sites), to safety-related (through Student Development), to access-related (DREAM), to service-related (CCASL), and to spiritual development (ethics and theology courses, university ministry offerings such as retreats, etc.).

The main point of intersection for students with the university outside the classroom is, of course, the general division of Student Development, where many of the direct student-support structures and personnel reside. This division has in place measures meant to increase the quality of service and lead toward constant improvement. Thus, Student Development departments are required to articulate goals and student learning outcomes for each academic year, and to assess fulfillment of those goals and outcomes at the end of the year. The division of Student Development's leadership is comprised of the Vice President and three deans within the division who provide oversight, guidance, and evaluation for the departments that they supervise. Directors of the departments within Student Development are all apprised of the expectations of the leadership group and the VP as to planning, goal-setting, assessment, and evaluation. The deans each rely on a number of direct reports to promote better communication and coordination among decision makers at the top level of the division. In addition, the vice president is advised by an Advisory Board comprised of faculty, staff, and administrators from across the institution. In 2009, the division introduced a Student Life Case Manager model to coordinate efforts to deal with students at risk, in distress or in crisis. Currently, the division has expanded this area into the "Center for Cura Personalis."

In terms of current assessment practices, the division participates in a consortium that provides survey and analytics services (Campus Labs) that a number of departments utilize. In addition, the Assistant Dean of Student Development coordinates the divisional assessment strategy in collaboration with the division's Assessment and Student Learning Outcomes Committee. Each department must provide statistics and results of student learning and programmatic outcomes in their annual report, as well as into the university institutional assessment database, TracDat. This process supports a cycle of assessment and continuous improvement of Student Development services and programs.

Monthly Student Development division meetings provide greater depth of information for particular programs, or initiatives of the division. Policies and procedures are monitored primarily through frequent one-on-one meetings between the vice president, the deans and their direct reports. Departments also submit monthly reports that are compiled and disseminated to the leadership group. Quarterly, directors are asked to submit highlights and challenges for a Trustee Update report to help ensure that departments remain focused on their primary mission and objectives. At the end of each academic year each director must submit an annual report detailing highlights, challenges, goals (previous year), goals (for next year) and statistical information. Data from Campus Labs provide a wide range of evidence that services are effectively allocated and used by students. All program and student learning outcomes data is reported in the year-end report and in TracDat.

Comparative statistical data in the year-end report show increases or decreases in provision of services. Those can be tied to our observations and anecdotal evidence of improved student success, participation, engagement, and conduct interactions. The high rate of Gonzaga's student retention, the extraordinary number of students who engage in formal service-learning while they are at Gonzaga, and the impressive number who go on to work in post-graduate service programs around the world, constitute evidence of how our mission is embedded in the students' experience and how it shapes their life decisions as learners and as adults who live out the Jesuit dictum of being women and men for and with others. The interest and concern for the student experience is also reflected at the highest levels of institutional governance, as the Board of Trustee's Student Development and Facilities Committees seek to ensure a safe living, learning, and growing environment during students' time on the home campus and abroad.

Keenly aware that students spend more than 80% of the college experience outside the classroom, the University provides both the opportunities for student development, maturation, and education, as well as the facilities that provide the spaces to make that development possible. Key challenges that have been identified are the acquisition of adequate resources for high-needs students while at the same time providing for high-achieving students, and the physical space to support events and programming that benefit students in their out-of-classroom experiences.

The Student Development Division has formed three standing committees to promote collaboration within the division and across university divisions, to support professional development and to explore and clarify the connections of the student experience with Jesuit traditions. These committees will utilize the talents of staff from all departments and will be instrumental in establishing a basis for future strategic planning. The current core curriculum process is not simply an exploration of the academic curriculum that has invited only faculty into the conversation, but one that is exploring with the residential staff, university ministry, the Office of the Vice President for Mission, and the entire division of Student Development to help shape a comprehensive "core experience" that truly considers the lives of our students as a whole, in and across the curriculum and the co-curriculum, and allows all of their experiences to become part of their overall educational process.

2.D.2 *The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus*

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security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

Gonzaga University's main campus is serviced by the Campus Public Safety & Security (CPSS) department, a 24/7/365 operation that utilizes security officers, dispatchers, and technology to patrol and monitor campus. The department's functions include but are not limited to responding to calls for service, urgent, and emergency situations (such as medical calls and suspicious matters): monitoring fire alarms and conducting fire drills in residence halls, and providing documentation of incidents. It is a key component in the University's emergency notification system. The CPSS department, in conjunction with the Student Development Office, publishes the annual Campus Safety Guide, which includes fire safety information. This publication is required by federal law and contains all policy statements, statistics, and elements mandated by the law as described in the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act*. The publication is made available in limited quantities in hard-copy, and is also published to the University website. The entire student population receives an email message each fall that advises them of the existence of the safety publication, gives a short description of its contents, and provides a link to the website. Gonzaga also collaborates with the City of Spokane to ensure the safety of its constituents, friends, and neighbors in their entrance and egress from the campus. Recently, for example, a combined effort allowed Gonzaga and the city to finance and construct a safe, lighted crosswalk to create safe access to the campus on a major access street.

The University's Safety Programs Manager, a part of the Human Resources department, works with faculty members and building managers, as well as Plant Services, to insure that the physical environment is safe and meets regulatory and statutory requirements.

The University offers programs and services at a number of non-campus locations. For those locations owned or control by the University, on-site instructors, or other personnel provide a University presence for reporting safety and security issues.

The Gonzaga-In-Florence program, which operates on a campus wholly-owned by Gonzaga University, utilizes on-site administrators to coordinate safety and security functions, and also contracts with a local security provider for some services. The Florence program creates and distributes a Safety and Security Guide specific to that campus in compliance with federal law.

Additional compliance information is available on the University's Federal and State Regulatory Compliance web page.

2.D.3 *Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.*

Gonzaga tracks its undergraduate students' retention and graduation rates and uses these data to review its programs in an ongoing effort to create the optimal educational environment. The following chart offers the most recent retention and graduation data:

Table 18 Gonzaga Retention and Graduate Rates for Recent Freshman Cohorts

Year of Entry	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Entering Freshmen	903	908	972	986	977	1,035	1,107	1,239	1,119	1,131	1,096	1,238
Returned 2nd Year	89.6%	91.7%	90.0%	92.3%	90.7%	92.1%	91.9%	92.0%	90.8%	93.4%	94.3%	
	809	833	875	910	886	953	1,017	1,140	1,016	1,056	1,033	
Returned 3rd Year	83.9%	86.6%	82.7%	85.6%	84.5%	85.0%	84.9%	87.0%	86.9%	88.7%		
	758	786	804	844	826	880	940	1,078	972	1,003		
Returned 4th Year	80.3%	84.9%	81.2%	83.7%	82.5%	82.6%	83.7%	85.1%	84.5%			
	725	771	789	825	806	855	927	1,055	946			
4-Year Graduation	67.3%	68.4%	68.4%	69.3%	67.9%	70.9%	73.1%	72.8%				
	608	621	665	683	663	734	809	902				
5-Year Graduation	77.5%	80.8%	78.3%	80.5%	79.2%	80.9%	82.3%					
	700	734	761	794	774	837	911					
6-Year Graduation	80.6%	82.5%	80.0%	83.0%	81.2%	82.2%						
	728	749	778	818	793	851						
Graduated to Date	81.7%	84.3%	82.6%	84.1%	81.7%	82.2%	82.3%	72.8%	1.4%	0.2%	0.0%	0.0%
	738	765	803	829	798	851	911	902	16	2	0	0
Still Enrolled	0.0%	0.1%	0.0%	0.0%	0.3%	0.1%	0.3%	9.3%	84.5%	88.7%	94.3%	100.0%
	0	1	0	0	3	1	3	115	946	1,003	1,033	1,238
Dropped Out	18.3%	15.6%	17.4%	15.9%	18.0%	17.7%	17.4%	17.9%	14.0%	11.1%	5.7%	0.0%
	165	142	169	157	176	183	193	222	157	126	63	0

These strong rates speak to Gonzaga's effectiveness in graduating students in a timely fashion, especially when compared to comparable data from like-institutions. While Gonzaga's current organizational structure and overall philosophy speak to a system that is already very effective, continued improvement to attain even higher levels of success remains a primary goal.

A number of academic services are available to students who may need assistance in making satisfactory academic progress or have questions about Gonzaga's policies, including Gonzaga's transfer policies. The Office of Advising and Academic Assistance (AAA), Office of International Student Programs, Study Abroad, Office of the University Registrar, Office of Admission, Office of Student Financial Services, the Division of Student Development, the Disability Resource and Education Management (DREAM), and Athletics are some of the services readily available to all students. Faculty advisors serve as the primary program/major resource to guide students in a wide range of academic decisions, including program requirements, registration revisions, internship opportunities, graduate school and employment searches to list a few. In addition to the faculty advisors to whom students are assigned or whom students request, the School of Business, the School of Education and the Office of Academic Advising and Assistance (AAA) also provide advising through professional advisors depending on the students' class level or program of study. The Faculty Handbook, Section 302.04, states that one of the four areas considered in tenure and promotion decisions for Gonzaga faculty is their work as academic advisors.

Each program's specific degree requirements are available through the web. In addition, Zagweb gives enrolled students on-demand access to an electronic degree audit system (CAPP) for up-to-the-minute information about their degree progress.

2.D.4 *In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.*

In the last 20 years or so, Gonzaga University has closed four programs, two undergraduate (Bachelor of General Studies (around 2008), and Bachelor of Arts in Interdisciplinary Studies (early 1990s), and two graduate (Master of Arts in English and Master of Science in Electrical Engineering (both in the early 1990s). In each case, all students enrolled in those programs at the time of their closure were given resources and opportunities to complete their degrees. To the extent that the administration is aware, no complaints have been received about the way in which these program closures were facilitated. Even though Gonzaga does establish an "end-date" by which students are expected to graduate, no students have been "cut-off," even if they have fallen outside of the established completion timeframe. Procedurally, all students enrolled in programs to be discontinued are notified of the program's closure and assisted by their advisors and/or the Office of Academic Advising and Assistance to the completion of the program. Specific information about Gonzaga's policy on catalogue options available to students can be found online. The purpose behind this policy is to assure continuity in programs even if particular courses are discontinued. This commitment is further extended to discontinued programs as well.

The BGS program is the most recent program to be discontinued. Two students are still enrolled in the program. It is expected that these students will complete the program by Spring 2014. The university is committed to working with the students to complete their degree.

2.D.5 *The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes: a. Institutional mission and core themes; b. Entrance requirements and procedures; c. Grading policy; d. 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; e. Names, titles, degrees held, and conferring institutions for administrators and full-time faculty; f. Rules, regulations for conduct, rights, and responsibilities; g. Tuition, fees, and other program costs; h. Refund policies and procedures; i. Opportunities and requirements for financial aid; and j. Academic calendar.*

The University publishes a catalogue for undergraduates and a catalogue for graduate programs, as well as one for the School of Law. Currently, all of these catalogues are electronic; however, paper copies can be produced upon request.

- [Undergraduate](#)
- [Graduate & Doctoral](#)
- [Law](#)

The [Student Handbook](#) is published online and information about it is provided to students when they enter the university. The School of Law publishes a Student Handbook that is available [online](#) as well. The [Faculty Handbook](#) is provided to faculty when they begin employment. It, too, is available online. Much of the information above is also available within the institution's relevant areas, departments, and offices.

2.D.6 *Publications describing educational programs include accurate information on: a. National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered; b. Descriptions of unique requirements for employment and advancement in the occupation or profession.*

Gonzaga University faculty and administrative personnel are committed to keeping current in the trends, regulations, and professional qualifications requirements of the academic programs. They routinely provide students enrolled in programs that lead to these qualifications with relevant information to assist them in achieving those credentials, if desired. Specific statistics for programs that lead to national or state certification are provided here (for example, [AANP 2012 Report](#), [NCLEX-RN 2012 Report](#), [NCLEX Results 2010-2012](#)). These high pass rates are likely the best testimony to Gonzaga's effective efforts in providing students with relevant information and also in designing and actualizing academic curricula that give students a high chance of success in passing externally administered professional exams.

Program-specific information regarding certification or licensure is communicated to students in various ways, including Student Handbooks, advisement books (Education), program brochures, Admission DVDs (available upon request), and mainly via the web as follows:

School of Business

- [Master of Accountancy,](#) [MAcc](#)

School of Education

- [Advising for Teaching Endorsements](#)
- [M.A. School Counseling, Certification](#)
- [M.A. Marriage and Family Counseling, Licensure](#)
- [M.A. Clinical and Mental Health Counseling, Licensure](#)
- [Undergraduate Certification Programs](#)
- [Graduate Certification Programs](#)
- [Certification Office](#)

School of Nursing & Human Physiology

- [Nursing Degrees](#)
  - [NCLEX](#)
  - [ANCC](#)
  - [AANPCP](#)
- [Online Degree Programs](#)

2.D.7 *The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.*

The University complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), including the Buckley Amendment, which, as stated in the catalogue, "controls access to student education records." The Office of the Registrar controls, maintains, and manages student records. Certain categories of student information are considered "open" and may be published; these are listed in the Confidentiality of Records Policy (Registrar's Office). The Registrar explains the Education Record on its [website](#), as well as the policy for compliance with FERPA, access to student records, directory information, restricting release of directory information, procedures for filing a complaint, and the impact of FERPA on faculty.

Each area of the University has established procedures that deal with record retention, including secure storage and reliable retrieval of student records. In January of 2011, the University began work on a campus-wide records inventory process with the intention of developing both a University Record Retention Policy and a University Record Retention Schedule. Following the completion of a campus-wide institutional records inventory, the University developed a draft record retention policy and draft comprehensive record retention schedule. The draft schedule is currently under review and it is anticipated that a final draft policy and schedule will be completed by early Spring semester 2014.

Gonzaga uses the expertise and services of external storage providers for storage and retrieval of physical student records. Most of these physical records are old, as newer records are typically stored and managed via a variety of electronic and digital media. The physical records have been

converted into microfiche and/or microfilm formats for an additional level of security of availability and access, as needed. More than a million physical records have been converted into that format in recent years. More recently, Gonzaga has moved into a much more paperless records management and storage environment in which no new official student files are created. The acquisition of Nolij, a sophisticated document imaging, workflow processing, and data integration system, has made it possible for Gonzaga to create a more powerful and easier to access record management system. This system is currently used by a number of administrative offices, primarily those which provide student support services (Admission, Registrar, etc.), with more offices in the cue for implementation in the near future.

In light of the fact that most student records are now electronic, the following schedule of automatic backups governs the secure management and storage of those records as well as the relevant retention policies for each server or category of records that inform the related operations:

Table 19 Student Records Electronic Automatic Backups Schedule

Backup Name	Data	Frequency	Archives	Retention	Servers	Services
ACTIVE-DIRECTORY.FILES	Active Directory	Daily	No	3 Months	Ins1	Authentication
AQUINAS.FILES	Employee files on Aquinas	Daily	Yes	3 Years	Aquinas	Employee File Storage
AS.FILES	Arts and Sciences backup	Daily	No	3 Months	Arrowsmith, as-teleprompt	
ATHLETICS.FILES	Athletics files and servers	Daily	No	3 Months	Athems, Athsql, Athterm	Athletics Scheduling and Files
BANNER.FILES	Backup of Jobsubs and database RMAN	Daily	Yes	5 Years	Sj	ERP
BANNER.SYSTEM	Backup of banner configuration	Daily	No	3 Months	Sj	ERP
BARNEY.FILES	Student files	Daily	Yes	3 Years	Barney	Student File Storage
BLACKBOARD.FILES	Backup of Blackboard archives	Daily	No	3 Months	Assisi, bb-support	Archive of Class data
BOOKSTORE.FILES	Prism bookstore server	Daily	No	3 Months	Winprism1	Bookstore data

Backup Name	Data	Frequency	Archives	Retention	Servers	Services
CENTRALSERVICES.FILES	Configuration backup	Daily	No	3 Months	Advizor, Eligius, Felicity, Jerome, Lucy, Ns1, Ns2, Rainbird, Survey2, Zita2	UR Reporting, Locks, Proxy for Foley, Server Documentation, DNS, Sprinklers, Surveying, Help Desk Work orders
CENTRALSERVICES.MONTHLY	Iso images for CD/DVD installs	Monthly	No	3 Months	Veronica	ISO images for CD/DVD installation
CITRIX.FILES	Citrix profiles	Daily	No	3 Months	Xenprofiles-1	Citrix profile data
COGNOS.FILES	Backup of cognos	Daily	Yes	5 Years	Cognos-db	Business Intelligence
COMPUTERSCIENCE.FILES	Computer Science files	Daily	No	3 Months	Ada	
ENGR.MONTHLY.FILES	Engineering files	Monthly	No	3 Months	Ced, Davinci, Shenko	
FOLEY.FILES	Foley storage	Daily	No	3 Months	Foley-st01	Supplementary storage
IDB	Backup database	Daily	No	3 Months	Assisi	Backup information (Tapes, locations, sessions)
JEPSON*.FILES	Multiple backups for business school	-	-	-	Various Jepson Servers	
NETWORK.FILES	Network files	Daily	No	3 Months	Spike	Network Documentation
NOLIJ.FILES	Document imaging data	Daily	Yes	5 Years	Nolij	Document Imaging and workflows
SODEXHO.FILES	Sodexho server data	Daily	No	3 Months	Sdx-db	Food services system

Backup Name	Data	Frequency	Archives	Retention	Servers	Services
STARREZ.FILES	Housing server data	Daily	Yes	5 Years	Gertrude	Campus housing scheduling/tracker
TELECOM.FILES	Phone switch server backup	Daily	No	3 Months	Infocus	Phone switch information
UNIV-DATA-10-DAY.FILES	10 day archive for banner and cognos	Daily	Yes	5 Years	Cognos-db, Sj	Business Intelligence, ERP
WEB.FILES	Data on web servers	Daily	No	3 Months	Auth, Cms, Drogo, Web01, Web02, Web03	Authentication for Gmail. Web Sites.
WIN.DATABASE	Daily backup of WIN database	Daily	No	3 Months	Windb	Library information
WIN.DATABASE.COLD	Weekly Cold backup of WIN database	Daily	No	3 Months	Winweb	Library information
GEMWEB.DB	E-mail	Daily	No	2 Weeks	Mbx-3	Employee E-mail
AHAB.DB	Database for various servers	Daily	No	3 Months	Ahab	Database server for various applications
ATHEMS.DB	Athletics scheduling data	Daily	No	3 Months	Athems	Scheduler for Athletics
COGNOS.DB	Cognos database	Daily	Yes	5 Years	Cognos	Business Intelligence.
DRUON.DB	Work orders for ITS	Daily	No	3 Months	Druon	Work order system for IT
ELIGIUS.DB	lock server database	Daily	No	3 Months	Eligius	Server for Wireless Locks
JEPSON*.DB	databases for business school	-	-	-	Jepson-mis3	
STARREZ.DB	housing database	Daily	Yes	5 Years	Gertrude	Campus housing scheduling/tracker

Backup Name	Data	Frequency	Archives	Retention	Servers	Services
WEB.DB	web server legacy databases	Daily	No	3 Months	Dbserv	Old web site database server. Close to being decommissioned
WEDB01.DB	web server databases	Daily	No	3 Months	Webdb01	Web site database server

University departments for which this is relevant follow specific procedures and have published policies regarding the security of their records, storage, and retrieval.

The Student Health Center, as posted on their website, keeps student records confidential, and they are maintained separately from academic records. The Health Center's record keeping is carried out in comportment with HIPAA; in most cases, records are kept for a period of about seven years and then destroyed.

The Counseling Center has established a detailed policy for its clinical record keeping, specifically "progress notes." A description of this process, stored through the Titanium system, can be found on the Titanium website. Records can be retrieved with appropriate consent. The Counseling Center is governed by HIPPA as well as by the Code of Ethics for Psychologists.

The Department of Housing and Residence Life follows a well-articulated set of standards for records maintenance and management. This includes a comprehensive list of types of records, those who are authorized to release records, and under what conditions they may they be released. Additionally, the duration of record keeping, the form in which records are maintained, and the parties responsible for their management are identified. Included within the jurisdiction of Housing and Residence Life are disciplinary, student housing, office personnel, budget, and information technology products. The form for the request of the release of information (not including, for example, conduct records) is available from the Housing and Residence Life office.

Campus Public Safety and Security reporting complies with the "Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act." Criminal activity on campus is reported and statistics for the most recent calendar year, as well as the two previous years, are provided to the University community as well as to the Department of Education, as required. This information is also available on the website. The Campus Safety & Security Quick Links detail the requirements of disclosure and the means by which this information can be reviewed.

Access to student records is available to those faculty members and staff who are considered "school officials." They must be able to demonstrate a "legitimate educational interest," in accordance with their advising function, when requesting access to student records. The information systems that house student records (including student accounts, admission information, and registration) are secure and available only to those individuals who have

received appropriate training, security clearance, and have ongoing professional responsibilities relating to such information. Systems include the university's Banner system, Nolij system, Blackboard Learn, and Zagweb.

The Office of the Registrar's records are electronically imaged, but all documents are backed up either on microfilm or paper (maintained by Northwest Biorecords). This pertains to all extant student records. A "retention of records" policy, which will determine how long records will be maintained, is currently under review collaboratively by the Executive Vice President and Registrar.

Admission files contain certain documents that, once a student is admitted and enrolled, are transferred to the Registrar. Documents pertinent only to the admission process do not move into the student's permanent academic file and are destroyed. Records for students who apply for admission, but who are not accepted or who are admitted, but do not enroll are kept for two years and then destroyed. All scanned materials, such as mail received by the Admission Office, are kept for the admission season and then shredded. Currently, the database for admission records is the Nolij Web system; however, Admissions is evaluating a method and process for purging documents stored in this system with an eye toward formalizing the policy for the retention and deletion of files.

The Career Center, dedicated to helping Gonzaga students and alumni in the discovery of meaningful life work, facilitates this effort with the ZagTrax online career management system. Included in this system are repositories for resumes, career portfolios, and credential files. The Career Center protects the privacy of personal information through its contracts with NACElink Network. Their privacy statement can be found on the NACElink website. The National Association of Colleges and Employers (NACE) maintains the confidentiality of all information, while student and alumni data may be used internally only for reporting purposes.

Financial Aid account information is only available to financial aid professionals and students. Students must use the secure area of Zagweb to access their financial aid status, and official correspondence from the Financial Aid Office is sent to students through their Gonzaga email address only. Financial Aid records, as part of the University's electronic network, are backed up every few days, are stored off-site, and are maintained, in accord with state regulations, for six years, at which time they are destroyed.

2.D.8 *The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.*

Each year the institutional financial aid budget is established after carefully reviewing enrollment goals for incoming students and the needs of returning students. Decisions about how much to spend are made consistent with our mission, student needs, and institutional resources. The Director of Financial Aid works carefully with the President, Executive Vice President, and Vice President for Finance to craft a strategy each year that will enable us to enroll an appropriate number of students at the appropriate discount rate. Our efforts have been effective, as evidenced

by our strong first to second year retention and four-year graduation rate (see Table 20). In addition, we typically exceed our enrollment goal while staying very close to the target discount rate.

Table 20 Retention and Graduation Rates

Year of Entry	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Entering Freshmen	903	908	972	986	977	1035	1107	1239	1119	1131	1096	1238
Returned 2nd Year	89.6%	91.7%	90.0%	92.3%	90.7%	92.1%	91.9%	92.0%	90.8%	93.4%	94.3%	N/A
4-Year Graduation Rate	67.3%	68.4%	68.4%	69.3%	67.9%	70.9%	73.1%	72.8%	N/A	N/A	N/A	N/A

Each year the Financial Aid Office publishes detailed information related to the financial assistance programs we offer. The information is available through the University Catalogue, the Financial Aid Office website, and in materials sent to freshmen with their award letters. The information on the categories of financial assistance can be found at the Financial Aid website.

2.D.9 *Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.*

Students who borrow through the Federal Stafford Loan program or Federal Perkins Loan program must complete federal entrance counseling prior to borrowing any funds. When the students leave they also undergo exit counseling to make sure that the students are clearly aware of their repayment obligations. In addition, the Financial Aid Office provides information with students' award letters that describes the type of aid awarded and the terms and conditions of that aid.

Each year, we download the Cohort Default rate from the U.S. Department of Education's website and review it carefully to note changes and trends (See Table 21).

Table 21Cohort Default Rate for Gonzaga, Competitor Institutions, and National Average

University	2011	2010	2009	2008	2007
	Cohort Default Rates				
Gonzaga University	*1.7%*	*1.9%*	*2.4%*	*0.7%*	*1.8%*
Loyola Marymount University	3.3%	3.0%	2.5%	1.4%	1.3%
Santa Clara University	2.0%	1.4%	1.0%	0.2%	0.3%
Seattle University	2.4%	1.6%	1.5%	1.5%	0.8%
University of Portland	1.1%	2.0%	1.1%	1.4%	1.0%
University of San Diego	2.0%	2.9%	1.9%	1.8%	1.5%
University of San Francisco	4.6%	3.3%	2.5%	1.8%	1.7%
Whitworth University	3.1%	2.3%	0.8%	1.7%	1.1%
National Average*	*4.6%*	*4.6%*	*3.9%*	*3.4%*	*3.0%*
* Private Institutions offering Master's Degree or Doctoral Degree (723 institutions) Source: U.S. Department of Education 2-Year Default Rates by Fiscal Year					

2.D.10 *The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.*

Gonzaga supports student development and success, in part, through a multi-faceted academic advising network designed to assist not only students, but also the faculty and staff with whom they work. This network consists of several key institutional structures, including the office of Academic Advising and Assistance (AAA); the Center for Teaching and Advising (CTA) and its Advising Academy; school and program-specific advising initiatives; and the *Faculty Handbook* stipulation that makes advising one of the four criteria areas that must be considered in reappointment, promotion, and tenure decisions. The wide range of advising definitions, assumptions, and expectations across academe means that multiple models of advising must exist to accommodate the needs of students ranging from 18 year-olds just entering college to seniors requiring career advising, from undecided sophomores to specialized majors, from students interested in interdisciplinary work to on-line and law students, etc. At Gonzaga, this is reflected in a mix of faculty and staff advising, with the bulk of academic advising carried out by full-time faculty.

A range of programs and resources is provided to promote academic success for first-year students, including but not limited to: the way freshman registration and advisor assignment are carried out, registration for new College of Arts & Sciences transfer students, the "Pathways" freshman seminar program, transitional advising, student and parent information sessions on academic planning and advising, website resources, academic probation, and the STEP (Summer Transitional Experience Program) and GUST (Gonzaga University Summer Term). In late

August each year, new students are introduced to their advisors and to the academic requirements of a Gonzaga degree via the Advising at Gonzaga website. This is a tool/resource for both students and faculty advisors; additional resources for advisors are available at the AAA website.

Since advising is one of the four evaluated activities for reappointment, promotion, and tenure decisions, faculty must exhibit evidence of advising, such as the number of advisees with whom they work, and examples of evidence, including letters from advisees about their experiences. The expectations for continued performance/excellence in advising exist in Section 300 of the Faculty Handbook (specifically, sections 302.1 - general criteria for promotion, reappointment, and tenure; 302.04 – advising; 302.10b - criteria for promotion to associate professor; 302.11b - criteria for promotion to professor, 302.12b - criteria for tenure).

To increase advisors' knowledge base and preparation for being successful advisors, Gonzaga's Center for Teaching and Advising (CTA) provides a year-long "Advising Academy" for new academic advisors. Typically these are tenure-stream faculty in their second year at Gonzaga, as first-year and non-tenure-stream faculty are not asked to serve as advisors. The Advising Academy program begins with an introductory session at the start of the academic year (preparing faculty for their first contact with advisees) and continues with nine additional ninety-minute sessions throughout the academic year. It is designed to help faculty understand their roles, develop their skills, and acquire the knowledge necessary for their work as academic advisors. The Advising Academy prepares faculty for the work of advising by providing: 1) information and resources to answer any advising questions and to guide students in their educational process and plan; and 2) insights and advice regarding the relational and mentoring element of advising. The CTA also provides resources on its website on a variety of topics for academic advisors of all levels of experience.

> Advising assistance is widely publicized:
> - Under the menu option "Campus Resources" on the Gonzaga University website, there is a page for Academic Advising & Assistance, with a link to Academics, which guides users to another page entitled Advising at Gonzaga. At that site are links for the Academic Advising & Assistance Office (AAA) and for the schools with undergraduate programs (5); at the bottom of the page, Helpful Links include Academic Policies, Academic Calendar, Academic Planning, Bookstore, Career Center, College of Arts & Sciences and its degree guides.
> - Students seeking information about advising can consult the Student Handbook, in the link for the PDF on Academics, which be accessed online.
> - Documents related to advising in individual departments and programs—such as degree checklists and worksheets, course listings and descriptions—are available online.
> - Additional documents regarding advising are posted to department websites. There are some documents not available on the web, but within departments and only for students majoring in a particular program, e.g., the B.S.N. Handbook is only available to Nursing students through the department. For the School of Nursing & Human Physiology, the B.S.N. Handbook is the only special document with regard to

advising in undergraduate programs. [Individual schools](#) also have websites related to specific advising procedures in their areas, e.g., the [School of Education](#).

- In the School of Professional Studies graduate programs, specialized aspects of advising, such as enrollment advising, program advising, and thesis/dissertation advising are required. Contact information for the enrollment assistants and program coordinators is available [online](#). For online programs, advising is done by email, by phone, and via blogs (in some departments) and regular connections with students in the programs are pursued in a variety of ways.

- Gonzaga's Academic Advising and Assistance office (AAA) supports various aspects of advising at Gonzaga for both students and faculty advisors through specific programs and resource offerings including, but not limited to, freshman registration and advisor assignment, registration for new College of Arts & Sciences transfer students, "Pathways" freshman seminar program, transitional advising, student and parent info sessions on academic planning and advising, website resources, academic probation, and the STEP and GUST summer programs.

- AAA registers (through individualized advising and course assignment) all new students coming to us directly from high school, working closely with dean and department chairs in the porcess. New students are sent an [Academic Interest Survey](#) that, in combination with rubrics created by the Mathematics department and course placement designed by the English department, helps place these students in their first semester courses. Incoming students are provided with printed materials and directed to various webpages with information on Gonzaga University core requirements, majors, programs, and the undergraduate [catalogue](#).

- Each August, AAA works with the academic deans to assign appropriate academic advisors to incoming students, be they decided or undecided. AAA also administers and coordinates a freshman seminar course (*Pathways*) taught by faculty advisors. Advisors are provided relevant information for their first meeting their new advisees on the Monday before classes begin, including an alert to the [advising office website](#).
  - o "Pathways" is a one-credit, academic course designed to provide an academic cohort experience for first-year students; at its heart is the formation and integration of new students into the Jesuit intellectual tradition at Gonzaga. The course is taught by faculty members and academic advisors and introduces students to the academic community through intensive and individualized interaction with the instructor/advisor and classmates, course exercises and experiences, and selected texts. It allows advisors to build relationships with students in a small class setting.

- As of Summer 2011, AAA has carried out the initial advising and registration of all new incoming transfer students with the exception of School of Education students with sophomore standing or higher and business majors. Advisors in the respective schools serve students in these two categories. Survey information provided by new transfer students allows the AAA advisor to match students with appropriate programs through first semester registration and to discuss, in a personal meeting on campus, their individual academic plan leading to graduation. Transfer students are assigned to a faculty advisor in the same way as first-year students.

- AAA provides transitional advising for at-risk students, those who have been conditionally readmitted to the university, students between majors, some students on

- academic probation, and advising for students who for various reasons, either can't find an advisor in their area of interest or have trouble finding one they are compatible with, in terms of personality and other dimensions of the advisor/advisee relationship. The office provides transitional advising to approximately 75 students each semester.
- AAA makes presentations on its services during Fall Family Weekend, New Student Orientation, and GEL (Gonzaga Experience Live), and conducts academic planning sessions for "Pathways" sections on topics such as: advisor assignment, grading, important dates and deadlines, registration procedures, academic planning, and degree requirements.
- The Director of AAA chairs the Committee on Academic Standing, which makes academic probation and dismissal recommendations to the Academic Vice President. AAA also follows up with probationary students to support their efforts to become academically successful.
- GUST (Gonzaga University Summer Term) is a six-week academic summer program for first-year students who want to get a head start on their Gonzaga education. AAA provides advising support and organizes extra and co-curricular options throughout the program.

2.D.11 *Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.*

In keeping with our Mission Statement's emphasis on educating the whole person, as well as with our core themes (in particular Core Theme 2: Enriched Campus Community), Gonzaga provides a rich menu of co-curricular activities and options for all of its students. It is a high priority for Gonzaga to encourage and make possible for all students involvement in co-curricular activities, be that athletics, student leadership, service, student publications, debate, retreats, etc. Activities are overseen by faculty or staff advisors or administrative offices designed for that purpose. Many activities fall under the general purview of the Division of Student Development and are organized by the Student Activities Office, which works to ensure that all students have the opportunity to be empowered, engaged, and involved. Five full-time employees (fully-trained and credentialed members of the Student Development Division) and scores of students staff the Student Activities Office, providing guidance and support for students in leadership positions. It also oversees the Gonzaga Student Body Association (GSBA), the Gonzaga Activities Board (GAB), Gonzaga Outdoors, Orientation, 94 student-run clubs and organizations, and the Leadership Resource Center. University Ministry, Unity Multicultural Education Center (UMEC), The Center for Community Action and Service-Learning (CCASL), the LGBT Resource Center, Student Publications, and many other offices also promote student involvement through various activities. The offices in the Division of Student Development have established program outcomes and assessment plans.

Also consistent with Gonzaga's mission values, are number of other organizations providing support through faculty and staff: the Community of Leaders, a social and support network of faculty and staff advisors and students who challenge, educate, support, and hold accountable engaged students leaders; the Leadership Resource Center (LRC), charged with bringing the Community of Leaders together and providing support to all students in leadership positions;

University Ministry, supporting the faith development of all students; the Unity Multicultural Education Center, in support of ethnic minority students; the Center for Community Action and Service-Learning, supporting community service; Student Publications and Media Online, supporting publications that feature student work, and the LGBT Resource Center, serving to support students, staff, and faculty of diverse sexual orientations, gender identities, and expressions. Most recently, an office of Non-Traditional, Transfer, and Veteran Students was added to the Division of Student Development to meet the needs of those growing populations of students.

2.D.12 *If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty staff, and administrators have opportunities for input regarding these services.*

Gonzaga student housing is organized and supervised by the Division of Student Development. Student housing includes 25 on-campus residence halls and over 20 off campus houses rented to students on an annual basis. The Department of Housing and Residence Life provides management, resources, and systems that allow for the support of Gonzaga University's mission and academic endeavors. Working in concert with a number of other departments, they strive to provide well-maintained facilities, modestly appointed, wherein students can come together on common ground to develop community among themselves, through which the mission of the University can develop and have an impact on the individual. Their work is guided by industry best practices, professional ethics, values and knowledge, with fervent loyalty and devotion to the appropriate use of these in the context of the mission and values of Gonzaga University.

The Zag Shop, managed for the university by the Follett Higher Education Group, is a full service campus store serving the students, faculty, staff, and the greater Gonzaga and Spokane communities. The Zag Shop exists to assist students in the acquisition of textbooks and course materials at reasonable prices and to make available to them and to the public Gonzaga apparel and paraphernalia. There are two locations, the main store in the Boone Avenue Retail Center and a second one in the Kennedy Apartments complex on the western edge. Textbook ordering information for faculty and for students is available on the Zag Shop's website.

Under the direction of the Vice President of Finance and the Vice President for Student Development, the University's food services are provided by Sodexo Food Services. Their mission statement, which stresses an enhanced student life experience; customer service; an educational, innovative, creative, and engaging dining experience; nutritious, quality, flavorful food; and an environmentally focused, socially responsible, unified approach is clearly consistent with and supportive of Gonzaga's mission values. Sodexo's goal of continuous improvement also resonates with Gonzaga's goals for its constituents, and the company's commitment to a program in the service of educating the whole person aligns well with the Jesuit principle of "*cura personalis*" or care of the person.

Sodexo operates on a collaborative basis, as is shown by their partnership with students, faculty and staff through their Food Committee, comprised of representatives from each residence hall, representatives appointed by the Gonzaga student body president and the Sodexo Dining Team.

This group meets every two weeks in the service of continuous improvement. Sodexo's website has a quick link to a customer service feedback survey that is reviewed on a daily basis. Students can also get involved with Sodexo by joining the Student Board of Directors.

The Campus Kitchens project, in response to Sodexo's belief in sustainability and social responsibility, started on Gonzaga's campus in 2006 under the direction of then General Manager Chuck Wesley. Food is "recycled" from the dining halls to help support the nutritional needs of the hungry in Spokane. The Campus Kitchen at Gonzaga University provides weekly meals to at-risk youth that are served by the Center For Community Action and Service Learning. Opportunities for involvement with Campus Kitchens are available for faculty, staff, and students alike.

2.D.13 *Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.*

Intercollegiate Athletics: The Gonzaga University Athletics Department Vision Statement emphasizes three concepts as the driving forces behind the pursuit to distinguish Gonzaga at the highest level of intercollegiate competition: Diversified Greatness, Passion for Success, and Student-centered Philosophy. As a member of the West Coast Conference (WCC), Gonzaga sponsors 18 varsity sports: nine for women and nine for men. These consist of baseball, men's and women's basketball, men's and women's cross country, men's and women's golf, men's and women's rowing, men's and women's soccer, men's and women's tennis, men's and women's indoor track, men's and women's outdoor track, and women's volleyball. All sports are operated in accordance with WCC and National Collegiate Athletic Association (NCAA) rules and regulations as Gonzaga is a member institution of both bodies. In support of the department's vision and goals, Gonzaga Athletics strives to excel in three arenas: on the field of competition, in the classroom, and in the community.

Over the past decade Gonzaga Athletics has seen tangible evidence of the commitment to these goals. Men's basketball continues its dominance in the WCC with the 13th WCC regular season title, 12 WCC Tournament titles, advancing to the NCAA Tournament for the 15th straight year, for the fourth longest current consecutive appearance streak in the NCAA. It was a historic year as the team earned their inaugural No. 1 national ranking. Women's basketball continued its dominance securing its seventh straight 20-plus win season, along with garnering its ninth-straight WCC regular season title and its sixth trip to the NCAA tournament, the fifth staraight. Women's golf had a banner year with their inaugural NCAA berth and tied a school record best finish by placing second in the WCC Tournament in 2013. Women's rowing has the WCC record of 13 out of 15 Championship titles, and earned the WCC's inaugural bid to the NCAA Championship with after recapturing the WCC Championship in 2013. The men's and women's cross country team continue to make great strides by finishing third and fifth place finishes in the WCC championship and delivering solid performances at the NCAA West Regionals. It was in the spring where the men's and women's track teams left their marks, rewriting the record books

and capping off the season with two women and two men qualifying for the NCAA West Preliminary meet.

In addition to relying on general university resources and academic advisors, the Athletics Program has created the Office of Student-Athlete Support Services (SASS), a multifaceted support team that seeks continuous improvement of the student-athlete's experience at Gonzaga. In collaboration with other campus services, SASS attempts to connect student-athletes to the Gonzaga community at large, so that they can benefit from the same sense of community, shared experiences, and values as their fellow students. Gonzaga Athletics' commitment to excellence in the classroom is displayed by the 143 student-athletes earning spots on the Dean's and President's lists, along with climbing graduation rates that mirror those of the general student population at an impressive 81%. Gonzaga continues to shine in the NCAA's Academic Performance Program, with all team rankings well above the NCAA average, and registering the highest institutional APR in the WCC at 994. In addition, men's basketball, men's soccer, and women's golf teams have received NCAA public recognition for being in the top ten percent of the national APR scores in their respective sports.

On April 12, 2010, after an eighteen month self and peer review process, the NCAA Committee on Athletic Certification notified Gonzaga University that the Athletic Department had successfully completed the NCAA Certification Third Cycle Self-Study, earning full certification status. In this process, all aspects of intercollegiate athletics operations were evaluated under the four major categories of: Governance and Commitment to Rules Compliance, Academic Integrity, Gender/Diversity Issues, and Student-Athlete Well-Being. Since the submission of the report and, as a result of recommendations from the Committee on Athletic Certification, the Athletic Director at Gonzaga now reports directly to the President, ensuring clear and direct presidential oversight of the department's operations.

The Athletic Department's financial operations are consistent with all university policies and procedures and are governed by several checks and balances. Specifics attesting to the department's compliance with financial procedures can be found in the Gonzaga University Policies and Procedures Manual, Gonzaga Athletics Policies and Procedures Manual, and the NCAA Athletic Certification Report. Athletics' financial operations are audited annually both internally and externally, as well as being subject to annual submission of data to the NCAA Dashboard and the Department of Education for the Equity in Athletics Disclosures Act (EADA) report.

Gonzaga University's annual budget for its intercollegiate athletics program is subject to the same budgeting procedures as all other departments within the University. The budget is created with the collaboration of the Executive Vice President, the Vice President for Finance, the Athletic Director, the Senior Associate Athletic Director, and the Director/Business Operations. The University Budget Office, the University Budget Committee, and the President review all budgets, including the athletic budget. The Athletic Department's newly-developed Strategic Business Plan (approved by the Vice President for Finance, the Executive Vice President, the President, and the Board of Trustees) identifies the goals and funding sources for the department's new operating and capital expenses. Proposed new expenditures and funding sources will be identified and specifically approved by the administration and the Board of

Trustees as part of the annual budget approval process. The funding sources include gifts specifically for athletic purposes and excess net revenue from athletic operations. These funding sources can only be obligated to new purposes upon the assurance that obligations for past capital projects (debt service) are adequately reserved. The Board of Trustees Athletic Policy Committee provides oversight, information and communication regarding the policies and financial activities of the Athletic Department and its programs, including the Strategic Business Plan. Ongoing review and monitoring of athletic department budgets throughout the fiscal year is the direct responsibility of the Athletic Director and ultimately the responsibility of the President of the University.

The president also is formally responsible for the admission of students, including student-athletes, to the University. He works with the advice of the Office of Admission, headed by the Dean of Admissions. Gonzaga University does not have special admission programs or criteria for athletes, although coaches may contact prospective student-athletes and encourage their application. The Athletic Department may seek an informal evaluation from the Office of Admissions concerning a student-athlete's admissibility, as needed, and admission decisions regarding student-athletes are made in the same manner as for other applicants.

All student-athletes are held to the same academic standard as the general student body. However, the NCAA has its own set of initial eligibility standards for first-year and transfer student-athletes. The Compliance Office is responsible for certifying the initial eligibility of all freshman and requisite transfer student-athletes through the NCAA Eligibility Center. As outlined in the Gonzaga University Athletic Department Compliance Manual, coaches must follow the recruiting procedures for high school students and transfers to ensure proper information is forwarded to the Compliance Office in a timely fashion. These standards and a full list of steps can be found in the Gonzaga Athletics Compliance Manual as well as the NCAA Manual. Student-athletes are also held to NCAA Continuing Eligibility, Progress Towards Degree, and Credit Hour Requirements to maintain athletics participation eligibility. Gonzaga University's Office of the Registrar is the certifying agent for all continuing eligibility, which includes fulfillment of bylaws, 14.4.3.1 and 14.4.3.2. For Progress Towards Degree requirements, the Office of Student-Athlete Support Services evaluates the academic records of all student-athletes in order to ensure compliance with Bylaw 14.4.3.2. Upon completion of each academic semester, the Office of Student-Athlete Support Services evaluates the academic records of all student-athletes in order to ensure compliance with Bylaw 14.4.3.1. This evaluation includes a review of the student-athlete's academic transcript as well as a current degree evaluation for the student-athlete's declared major. The Office of Student-Athlete Support Services verifies compliance with the credit hour requirements within 14 business days from the date of official grade posting for the previous semester. The resulting data from this evaluation is entered into the NCAA's electronic database (CAi) and also recorded in an institutional eligibility report maintained by the Office of Student-Athlete Support Services. These evaluations are subsequently submitted to the Compliance Coordinator, the Faculty Athletics Representative, and the University's Registrar, who verifies the data's accuracy and provides final certification. At Gonzaga, the Assistant Academic Vice President/University Registrar has ultimate responsibility for certifying the continuing eligibility of all student-athletes.

The Office of Financial Aid has written policies and procedures for awarding athletic scholarships and for non-renewals of athletic scholarships. Athletic scholarships are those designated by the Athletic Department for students participating in varsity sports. Athletics is solely responsible for deciding who receives scholarships and for what amount, making sure that NCAA compliance is observed. Athletes who meet special criteria are given a special category of merit scholarship. These particular scholarships are exempt from the countable aid total for NCAA purposes. The Athletic Department has written policies and procedures for both incoming and continuing student-athletes, available in Gonzaga Athletics Policies and Procedures Manual as well as the Athletics Student-Athlete Handbook.

List of Resources
- University Policies and Procedures Manual
- Athletics Policies and Procedures Manual
- Athletics Student-Athletes Handbook
- NCAA Rules Manual
- NCAA Athletic Certification Report
- Athletics Annual Reports: 2011-12, 2012-13
- Financial Audits, Internal and External (available upon request in the Controller Office)
- Academics Support Services, Internal and External (a new report will be completed in April 2014)
- Admissions Requirements and Procedures
- NCAA Initial and Continuing Eligibility Requirements and Procedures
- Financial Aid Policies and Procedures (Financial Aid, Procedure for Awarding Athletic Scholarships)
- Athletics Strategic Business Plan (available upon request in the Athletics Department)

Military Science: The mission of the Department of Military Science at Gonzaga University is to commission future officer leaders for the United States Army as well as to motivate and develop better citizens. Military Science has a long, respected history at Gonzaga, beginning with the first informal Cadet Detachment, established in 1897, and continuing with the modern-day Reserve Officers' Training Corps in 1947. The ROTC program at Gonzaga, known as the Bulldog Battalion, has two partnership schools: Whitworth University (WU) and the Intercollegiate College of Nursing (ICN). The cadets from these institutions participate in all aspects of tactical, technical, classroom curricula and physical training with the Bulldog Battalion. The Military Science Department has, for decades, accomplished the mission, objectives and training requirements as established by the United States Army Cadet Command and expects continued success due to the high caliber student-cadets attracted to the program, the continued support of alumni, the dedication of professional cadre, and the commitment of the university to support the student-cadets and the program. With this support, the student-cadets excel in academics, campus activities, community service, leadership training and professional development.

The Department of Military Science program seeks to help meet our nation's requirements for officer leaders serving on active duty, as reserve officers within the Department of the Army, or as officers serving state and national missions within the Army National Guard. The multi-

faceted program consists of distinctive sub-elements to meet these needs and requirements: a Basic Course for first and second year students and an Advanced Course for upper division and graduate/law students. The department conducts a weekly leadership laboratory, physical training three times a week, and multi-day tactical field training twice per semester, relying on curriculum designed to develop competent leaders of character for the United States Army. The program stresses leadership theory and ample opportunity for application of the theory. Students earn three semester credits per academic class, one semester credit per leadership laboratory, and one semester credit for a physical fitness course.

The department currently has 11 full time employees: three Active Duty officers, two Active Duty non-commissioned officers, three Department of the Army civilian employees, one Army National Guard Military Technician, and one university employee. All officers have bachelor's degrees; two hold Master's degrees; one has a Ph.D. in leadership; and two are working on Master's degrees. All members of the Cadre bring wide-ranging command and staff experiences from around the country and world in support of peace and wartime missions.

This year's first year cadets entered with a 3.7 average high school GPA and 1230 SATs. Students major in two dozen academic areas at the undergraduate and graduate level. They participate in study abroad and in cultural awareness programs; some cadets are members of the University Honors Program. The Bulldog Battalion has won 18 Ranger Challenge Competitions in the past 19 years and sponsors three blood drives a year. Cadets participate in numerous sports, clubs, and organizations ranging from intramurals, intercollegiate and club sports to Knights and Setons, mentoring programs, mock trial, student government, music, and theater. During the summer of 2013, cadets graduated from the U.S. Army Airborne, Air Assault, and Mountain Warfare Schools, and Gonzaga seniors distinguished themselves at the U. S. Army Cadet Command Leadership Development and Assessment Course (LDAC) at Joint Base Lewis-McChord, WA by earning honors for leadership, land navigation, peer ratings, and physical fitness. The program has achieved its designated target for line officers for 12 consecutive years (2000-2012), and expects to continue to do so into the foreseeable future. The program is justifiably proud of earning the 2003 and 2004 General Douglas MacArthur Award for the Best Large School in the Western Region of U. S. Army Cadet Command and again in 2006 for the Best Large School in 13th Brigade, in addition to being recognized at the January 2012 8th Brigade Senior Leaders Conference Award Ceremony for performance at LDAC, as well as mission accomplishment for the classes of 2011-2013.

The program undergoes a comprehensive annual review conducted by the United States Army Cadet Command at Fort Lewis, Washington and Fort Knox, Kentucky, with all aspects of the program assessed. The Gonzaga ROTC program has ranked within the top ten of all 273 programs nation-wide every year since 2000. The curriculum is updated yearly, based on the adaptive doctrine and lessons learned throughout the United States Army. Gonzaga University ROTC has and expects to continue to lead the way in performance among the other 273 colleges and universities with Military Science programs. All cadre and staff are formally counseled and evaluated each year on performance, potential, and professional development.

The department is housed in College Hall with three offices on the first floor; a classroom, supply room, conference room, cadet lounge, and seven other offices located in the basement.

The United States Army provides two GSA vehicles, one ten-foot trailer, uniforms, tactical equipment, computers, office furniture, office supplies, books, field manuals, computer projectors, and all other necessary items for day-to-day operations. Gonzaga assures that the designated ROTC classrooms are equipped to the level of all other classrooms in College Hall. The Army also provides funds for curriculum, leadership development training exercises, logistics, and salaries for all personnel, excluding the one university provided employee. Finally, the Army provides over a million dollars a year for scholarships, books and a monthly stipend to scholarship cadets. Eighty of the ninety-two cadets are currently on scholarship at nearly $40,000 per year.

2.D.14 *The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.*

Gonzaga is committed to all aspects of academic and personal integrity in its programs and operations. Key administrators of Gonzaga's on-line programs met on January 4, 2012 to discuss the current policies and procedures regarding verification of online student identity and to determine what, if any, additional measures should be taken. This meeting was guided by a "Dear Colleague" Letter, published on October 20, 2011, on the subject of "Fraud in Postsecondary Distance Education Programs - URGENT CALL TO ACTION." In the above review of Gonzaga's current processes in this area, the meetings' attendees determined that a solid set of institutional procedures is already in place to prevent fraud. Specifically, Gonzaga students are not issued a login, password, or any email account until they are accepted into the program. Access is granted only once the student has completed and provided all necessary components of the application package. Students are required to authenticate themselves during their course enrollments as well through Blackboard, Zagweb, and Zagmail, as relevant and appropriate. In addition, photo IDs of online students are taken and stored electronically when students come to campus for the required residencies. FAFSA forms are filed individually to promote another set of checks and balances when processing applications. Finally, a new process was developed in Fall 2010 to monitor student participation/virtual attendance, which is intended to serve as yet another way to identify 'phantom' students who should be researched further.

The following steps are taken regularly as online students enter the admission process:
a) Focused discussions about the program
b) Focused discussions about the required "statement of purpose" as a piece that provides information about the applicant
c) Application fee through GU's online pay site
d) Letters of recommendation that verify who the student is. If there is any question around the credibility of the letter, the recommenders are contacted to verify their authenticity
e) Social security numbers are collected and entered into the Banner system
f) All correspondence, once students are accepted, is through GU's Zagmail system

g) Login information is received from GU's IT system in a secure format. Students receive their login information via phone, to a number that was submitted on their application

Online programs have their own policies and procedures to ensure confidentiality of records and appropriate storage of records. A copy of such policy and a summary of a recent audit performed in this area are available for a more detailed review. By virtue of the nature of the related policies and procedures, further detail about verifying student identify is also embedded in these documents.

Standard 2.E: Library and Information Resources

2.E.1 *Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.*

Gonzaga University's library is centrally located on the Gonzaga campus in the Ralph E. and Helen Higgins Foley Center, a modern and attractive building. The building houses the Foley Center Library, as well as staff and services for instructional media and information technology. Additional integrated services in the building for students and faculty include: the Gonzaga Writing Center; Disability Resources, Education and Access Management (DREAM); the Center for Teaching and Advising (CTA); the Computer Help Desk; and Information Technology Services.

The Foley Center is a spacious, well-equipped facility consisting of a total of 137,000 square feet on four floors with library space holding just over 374,000 volumes. Foley's collection includes close to 6,300 audio/visual titles as well as access to just over 25,000 ebooks, audiobooks, and streaming video titles. In addition, the library subscribes to about 800 current periodical subscriptions as well as access to just over 60,000 electronic full-text periodical titles. Open Sunday-Thursday until 2 a.m. during the academic year, the building has wireless access; multi-function printers, copiers, and scanners; 15 group study rooms; three media viewing rooms; and one media editing room. With 229 individual study carrels and 70 tables available for groups of four or six, the library also has many options for seating and studying independently and in groups.

The Library has a total of seventy-nine networked computers, including twelve Macs and four public access computers, as well as thirty-one computers in the library computer lab on the lower level. In addition, there are thirty laptops available for student use in the building. A small video-conferencing lab (ACT Lab) for faculty and staff training sessions is on the main floor near the University Teleconference Center, which is frequently used for campus presentations, workshops, and meetings.

The Foley Center Library provides comprehensive services, resources, and support to distance learners and off-campus programs in Education, Nursing, Organizational Leadership, Business Administration, and Religious Studies. A proxy server authentication system allows authorized users to access the library's online subscription-based resources. Book chapters, reference materials, and journal articles from the library's collection are digitized for distant learners and books are mailed when requested by online students. Journal articles and reference materials are digitized for off-campus students and placed on the Illiad server for direct online access.

Since the members of the faculty are the individuals primarily responsible for carrying out the institution's mission, the role of the library faculty is at the heart of shaping the library's collections and services. To build and maintain the library's collections at an appropriate level, librarians work closely with faculty to ensure that all aspects of the curriculum are supported. The library relies on a bibliographer/faculty department liaison model for collection

development, in which each academic department is assigned a bibliographer who is a library faculty member. Materials in all formats are selected by the library faculty bibliographers, based on requests from classroom faculty, identified curricular needs, and budget availability. The library is responsive to faculty requests for new materials and, on average, faculty order 60% of the total monograph purchases. The funding for new curricular programs that require library resources is normally initiated by the Academic Vice President (AVP) as a program requirement. Budget decisions are made by the Library Dean in consultation with the AVP, and inflationary increases are regularly added for serials and continuing standing order and electronic resources. Periodical and standing order title selections are made during regularly scheduled reviews when the bibliographers and the classroom faculty re-evaluate titles that fit each department's curriculum.

Table 22 Library Expenditures
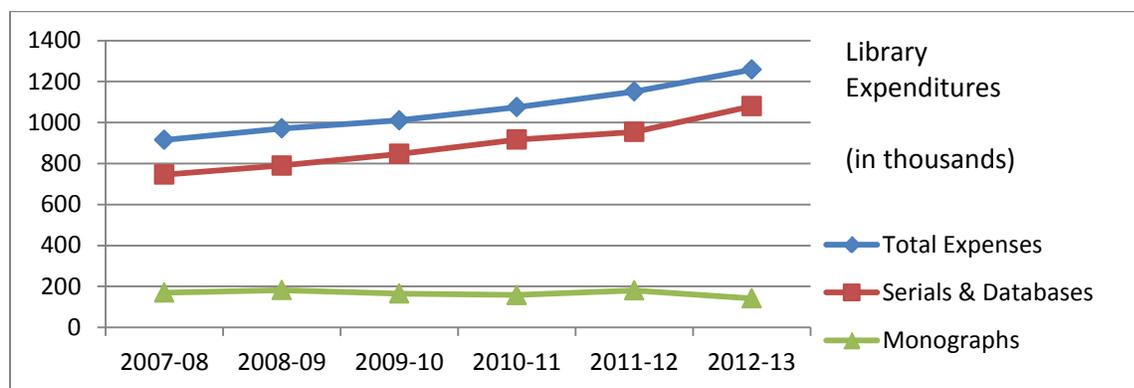
2.E.2 *Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.*

In order to measure library use and satisfaction with library services, the library regularly conducts surveys and focus groups with students, faculty and University staff and administrators. Using web-based surveys, the library has collected data and feedback from student surveys (2004, 2010), a faculty survey (2004), and a distant learner survey (2005), as well as collected data and feedback on library and technology use and satisfaction from students in a joint survey with the Information Technology Department (2007). Improvements to the campus network, support for technology and expansion of new technology are consistently areas that the surveys identify as important to students and faculty.

In 2006, the library participated in a national library user satisfaction survey (LibQUAL) with over 20 Jesuit colleges and universities, obtaining useful comparative data with similar institutions. Student surveys were helpful in identifying needed improvements, including setting up quiet zones in the building, extending library hours until 2 am (Sundays-Thursdays) and improving printing and scanning capabilities in the library. The LibQUAL survey reaffirmed that the library is a place where students do like to study independently and in groups, as well as identifying areas for improvement, such as expanding online periodicals and databases. In the spring of 2013, the library conducted a second LibQUAL survey and received well over 500

comments as well as data from about 1,400 respondents. In analyzing the results, it is clear that progress has been made in a number of areas, including satisfaction with the electronic resources available to students. All respondent groups rated and the service quality in the library very favorably. Challenges for the future include improving the library's web pages and improving ways to assist students in finding online information independently (LibQUAL 2013).

2.E.3 *Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.*

Librarians in public services are actively involved in the library's on-campus instruction program, which provides course-integrated instruction and training sessions for students and faculty, as well as web-based instructional tools such as research guides, tutorials, and research primers. In addition, librarians work directly with off-campus students and faculty to provide in-class library instruction as well as online tutorial modules, toll-free telephone access, email, and real-time online reference assistance.

The Foley Center Library offers a broad array of services that contribute to developing the ability of students, faculty, and staff to use the resources of the library independently and effectively. Stationed at four service desks in the building, library faculty, paraprofessionals and well-trained student assistants provide direct assistance to library users in person, on the phone and via instant and text messaging. In order to facilitate independent use, librarians have created about 50 online library research guides (LibGuides) to assist patrons utilizing the library's collection and online resources. The library website is also the main access point to the library's online catalog, with more than 150 electronic databases and just over 60,000 online full-text periodicals.

The library's resources and instructional services for distance learners continue to develop as the University expands its off-campus programs, primarily with students in education and professional studies, including nursing, communication leadership, and doctoral studies. The library's website provides essential guidance to on-campus and distance learners in finding and obtaining library resources (Distance Learner Library Services).

In addition, web-based tutorials and research guides serve as self-help measures to increase the research of distance learners. Also, the library has developed an online Research Primer, a required component of the professional studies programs and, each semester, librarians assist students in completing the primer. The library has expanded its services to students in the Florence program, hiring a full-time librarian in 2009 to oversee the library operation in Florence. The Chastek Law Library is housed in the School of Law and contains 171,765 volumes in the library, including 39,348 books, 1,816 audio/visual materials, 2,397 print serials, 2,350 online periodicals and 31 databases. Library resources, selected by the law librarians, are primarily used by law students (387 FTE), but are available for all Gonzaga students, faculty, and staff.

2.E.4 *The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.*

Inclusive planning processes

Library planning takes place in various meetings and discussions at Gonzaga University, both within the library and with other academic departments and the administration. Through the normal duties and functions of the Library Dean, the library is involved in many aspects of institutional planning. Librarians serve on standing and ad hoc University committees, as well as a wide range of academic committees. Currently, library planning is formalized through an annual goal-setting process for library departments that determines goals for a three-year cycle. In addition, librarians set individual goals for their annual review that includes evaluation of progress toward goal achievement.

Use Statistics

The library monitors usage and collects use statistics in various areas (See Library Annual Report). Door counts are taken on a daily basis, as well as the number of reference desk questions (Table 23). In circulation, the number of items re-shelved is collected, and there is an abundance of data available through the library's circulation module. Library instruction classes are an important educational component for students in many disciplines, and the number of classes and students attending are collected (Table 24). In addition, the library maintains document delivery services for off-campus students, as well as Interlibrary Loan services for students and faculty (Table 25). Use statistics are employed in the decision-making process for the renewal of electronic databases. The database use statistics provide evidence of increased use of library databases for research by students and faculty, indicating that expanded use of electronic books, journals, and databases is a continuing trend.

Table 23 Patrons and Circulation
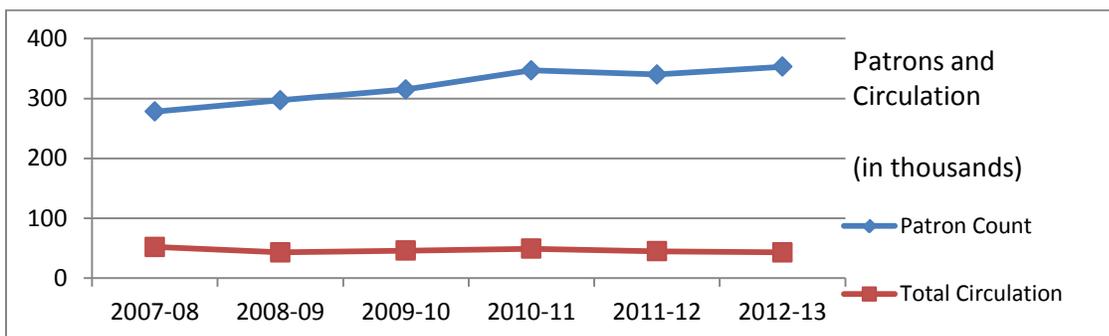
Table 24 Library Instruction
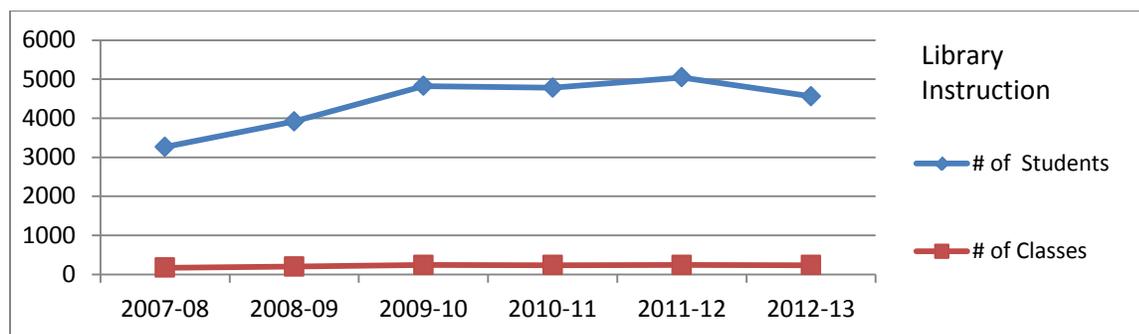
Table 25 Interlibrary Loan Use
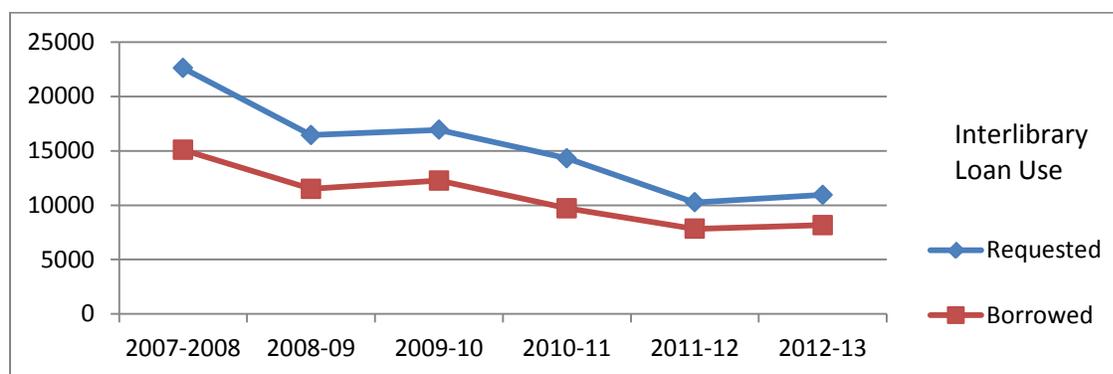
Assessment of student learning and library instruction

Foley Center participates in the University's assessment process, regularly reviews program level goals, and develops specific methods for the assessment of student learning outcomes based on the library's mission statement. Each academic year, librarians create and utilize evaluation rubrics for the assessment of student learning in a number of disciplines, including courses at the entry level, courses at the entry to the major, and capstone courses at the end of disciplinary majors.

The library conducts periodic evaluation of the collection. While the library does not have a formal comprehensive "weeding plan," the reference and curriculum collections, and also the federal and Washington documents collections, have been weeded over the past several years, as well as selected subject areas.

Monthly database usage statistics are compiled for the library's electronic databases and reviewed annually to evaluate usage and cost per search. Periodical holdings and standing orders are reviewed as part of a five-year cycle for each academic department to determine whether the collection is aligned with meeting the needs of students and faculty. To prepare for specialized accreditation reviews, the library has been assessing the effectiveness of the monograph and serials collections. In the past five years, education, religious studies, engineering, chemistry and

business programs have all been through an external program accreditation review that included review of library holdings.

Cooperative arrangements with other library and information resources

The Foley Center Library has cooperative arrangements with several local, regional, and national organizations. Through the Interlibrary Loan department, the Library enjoys no-fee reciprocal loan privileges with several hundred libraries in the United States, including the 28 members of Association of Jesuit Colleges & Universities (AJCU) and the 16 academic libraries that are part of the Washington Idaho Network (WIN) in Eastern Washington, Oregon, and Idaho. To route materials to other libraries in the Pacific Northwest, the Foley Library participates in a courier system for Washington, Oregon and Idaho. As a member of OCLC, the Foley Library has access to other libraries for sharing materials through Interlibrary Loan and also sharing cataloging records. Consortial agreements utilized by the Foley Library make possible the joint purchasing of online databases and full-text resources.

Standard 2.F: Financial Resources

2.F.1 *The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long term obligations, including payment of future liabilities.*

Over the last ten years, the University has consistently achieved operating revenues in excess of expense in all but one year (Fiscal 2005-06). The failure to operate with revenues in excess of expense in Fiscal 2005-06 was the result of non-recurring items and the recognition of new accounting principles. During each of the last ten years, the University had growth in cash from operations. This growth in cash from operations funded capital projects and reserves, and more recently cash has been accumulated in order to provide greater operating flexibility for contingency purposes.

The University utilizes credit ratios developed by Moody's to gauge the institution's financial condition. The University has a stand-alone "A3 with stable outlook" rating from Moody's. This outlook was last confirmed by Moody's in November 2013. Recently, in conjunction with new public debt to construct the new Hemmingson Center, Fitch Ratings issues an A rating with a stable outlook. The Board of Trustees and University administration seek to achieve annual operating margins of between 3% and 5% of total unrestricted operating revenue. The Board is provided an annual report which monitors the University's key financial and other credit ratios in comparison to Moody's median ratios so that progress can be tracked toward multiple operating characteristics in support of maintaining or improving the University's standalone credit rating. A copy of the most recent Moody's Scorecard is provided here.

The comparison to Moody's median data indicates that the University has strong operating net margins and adequate coverage for institutional debt service. The comparable data indicate that the University needs to continue to strengthen its unrestricted financial resources to strengthen its balance sheet. The University's balance sheet is a reflection of the institution's reinvestment of its operating excess net revenues into facilities necessary to meet the growth and enrollment over the last ten years. With much of this facilities growth behind us, excess net revenues from operations and gift sources can be used to further strengthen the University's balance sheet in ways that will further improve the University's credit rating. This is particularly evident in the growth in cash balances, as shown in Table 26.

Table 26 Growth in Cash Balances
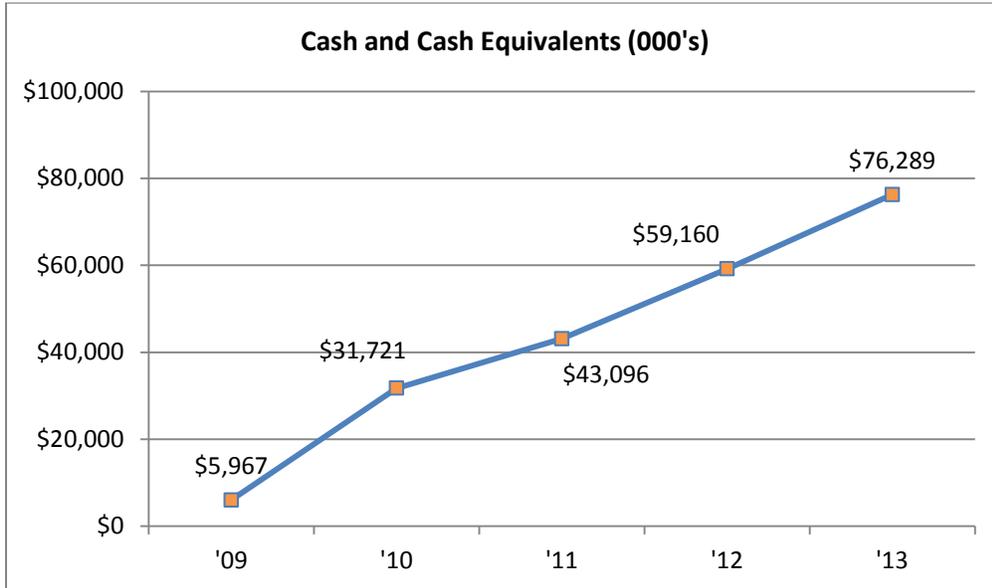
In Fiscal 2008-09 and Fiscal 2009-10, the University refinanced all its then outstanding variable rate debt into fixed rate debt. As part of this refinancing, the University reduced the overall maturity of its long-term debt to no more than 20 years and created a level annual debt service over this 25 year period. This refinancing of our long-term debt stabilizes our annual debt obligations and, with growth in revenue over time, reduces debt service as a percentage of the University's operating budget. In addition, the University has adequate margin associated with the two financial covenants that are part of the University's publicly rated debt. Even in the most recent stressful financial times, the University maintained adequate head room in these financial covenants, avoiding any possibility of a covenant default.

In summary, the University's operating performance has been consistent, as shown in Table 27. The University has made substantial reinvestment in its physical plant, and its balance sheet is strengthening by the return of fair market value to its endowment fund and the overall annual increase in net assets from the recession lows, as shown in Table 28.

Table 27 Total Net Asset Change **Table 28 Total Net Assets**
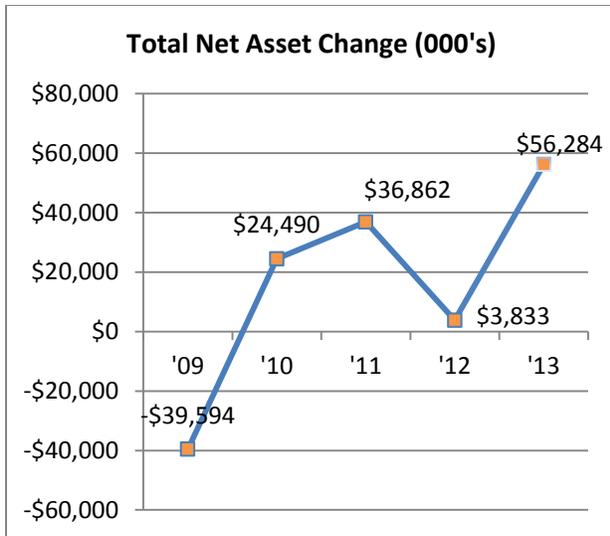
Total Net Asset Change (000's)

Total Net Assets (000's)
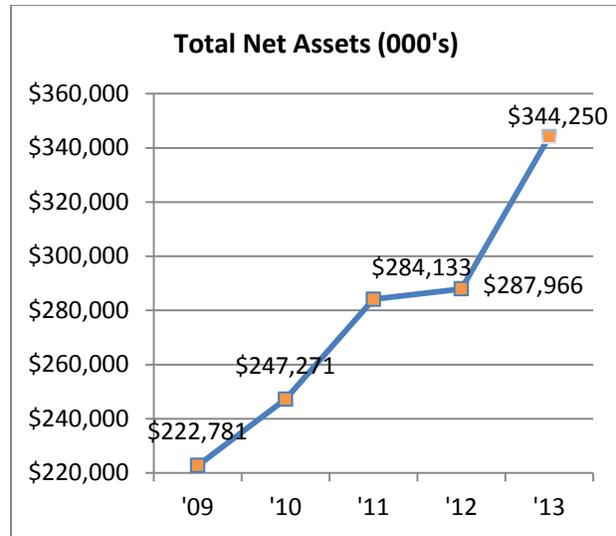
2.F.2 *Resource planning and development includes realistic budgeting, enrollment management, responsible projections of grants, donations, and other non-tuition revenue sources.*

As indicated by the University's annual increase in net assets from operations over the last five year period, Table 29 (below), there is evidence the University creates realistic annual budgets and holds budget officers accountable for meeting their respective budget objectives. The budget process attempts to obtain as much revenue information as possible from those who are most closely involved with recruitment and retention efforts. This revenue information is compared to historical trend data and any other independent financial or demographic data necessary to create a conservative, but realistic, budget estimate for revenue. The University consistently exceeds the overall revenue budget, most recently by approximately 4.7% for the year ended May 31, 2013.

Table 29 Net Asset Change - Operations

Net Asset Change - Operations (000's)
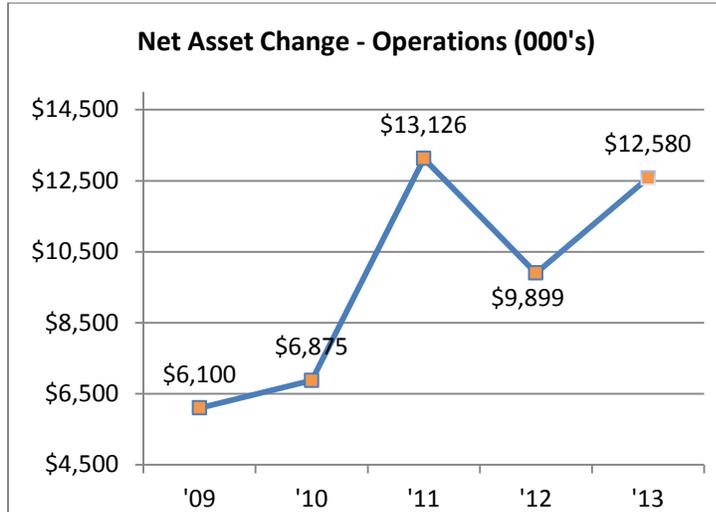
The University attempts to build realistic expenditure budgets using historical information from prior years, current year estimated projections, and anticipated expenditure trends for the following budget year. Budget officers are able to submit request for new funding through the budget process. The requests for additional funding are prioritized by each vice presidential area and then prioritized on an institution-wide basis. Priority is given to maintaining the quality of our academic offerings, the overall student experience, and maintaining competitive salaries and adequately funding fixed, non-discretionary expenditure items. The budget process is coordinated, managed, and monitored by personnel in the University Budget Office. There is a close working relationship between the Budget Office and those who are directly responsible for individual area budgets, which greatly assists overall performance and adherence to University budgets. For the year ended May 31, 2013, a 5.0% expenditure savings was achieved compared to budgeted levels.

The University's enrollment management team, comprised of representatives from the Academic Vice President's Office, the Admissions Office, and the Financial Aid Office, provides a coordinated effort in the approach toward the annual recruitment of new undergraduate and graduate students. The work of this team is assisted in the undergraduate area by an outside consultant, Applied Policy Research. The year-to-year results of the enrollment management team over the last five years show an annual increase in undergraduate enrollment, mixed results in graduate enrollment (credit hours), and an increase in net tuition revenue. Tables 30-34 show the enrollment, credit hours, and tuition revenue data for the last five years.

Declining enrollment in the Law School has caused active management of expenditure budgets through expense reduction, contract buy-outs, and other reallocations of resources, all without impacting the quality of admitted students and quality of academic offerings.

Table 30 Undergraduate Fall Total Enrollment   **Table 31 Graduate Credit Hours**
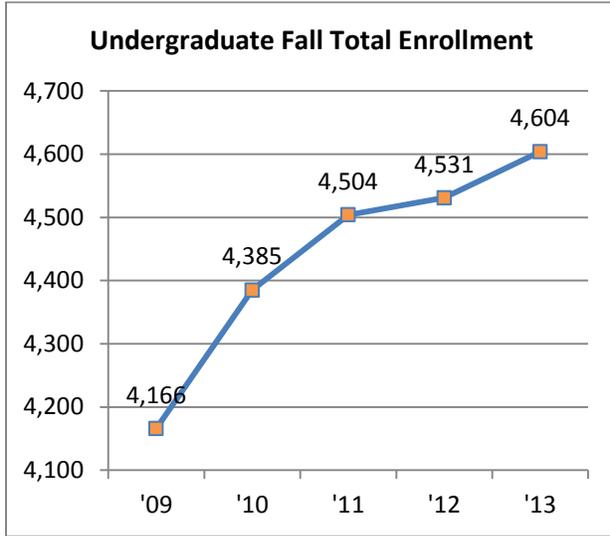
Undergraduate Fall Total Enrollment

Graduate Credit Hours

	'09	'10	'11	'12	'13
On Campus	13,525	15,325	14,877	14,841	14,079
Online	12,399	14,222	15,011	16,479	16,367
Law	16,323	15,852	15,202	15,005	13,733
Site-Based	8,133	7,973	6,497	5,605	4,794
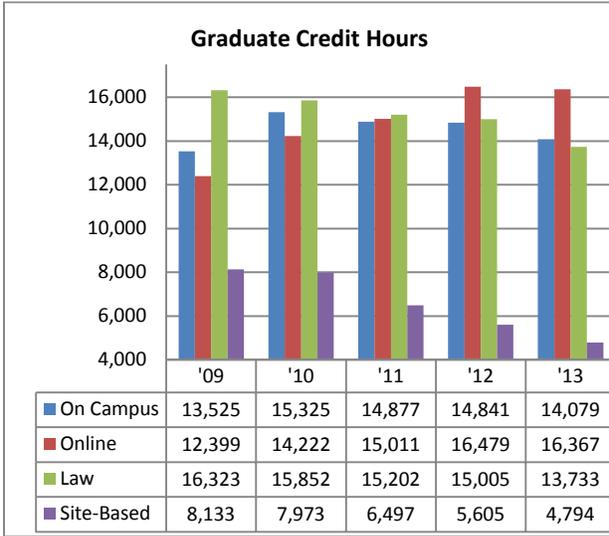
Table 32 Undergraduate Net Tuition Revenue   **Table 33 Graduate Net Tuition Revenue**
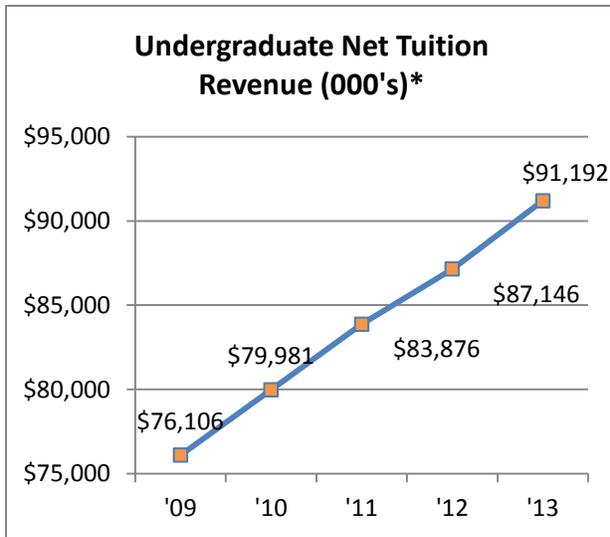
Undergraduate Net Tuition Revenue (000's)*

Graduate Net Tuition Revenue (000's)
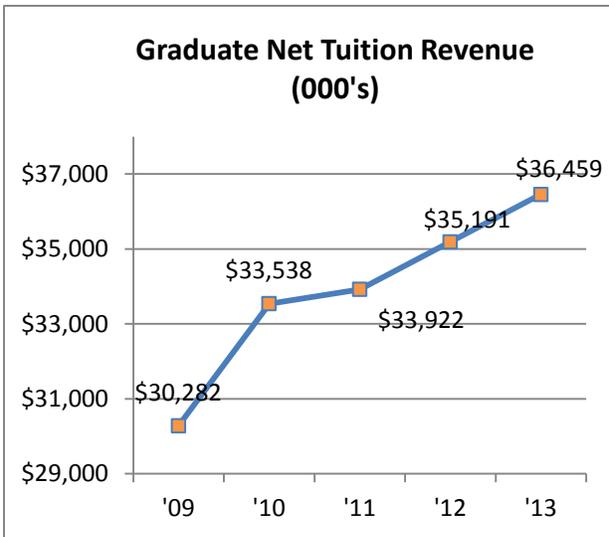
Excludes summer, study abroad (with exception of Florence) and part-time)

Table 34 Total Net Tuition Revenue - All Programs

Total Net Tuition Revenue - All Programs (000's)
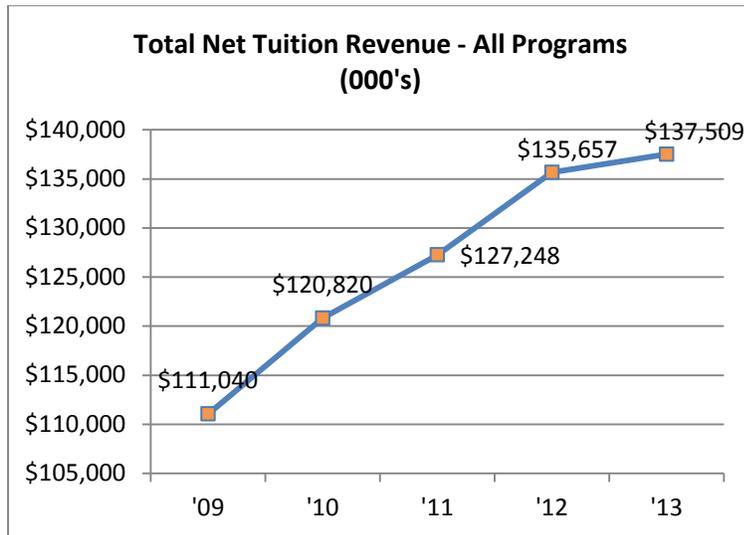
The management of the financial aid budget is a key factor in achieving year-to-year net revenue growth. Through the annual budget process, the Dean of Student Financial Services carefully reviews each budget line in the financial aid budget and adjusts them upward or downward depending upon expenditure levels and expected utilization rates. Historical retention rates for financial aid recipients are compared with recent retention rates and adjusted accordingly. During the budget process, the financial aid target for incoming freshmen is closely monitored and adjusted, based upon enrollment goals and net revenue strategies.

Each year the Executive Vice President, the Dean of Admissions, and the Dean of Student Financial Services work closely with Applied Policy Research to set up a detailed strategy for awarding institutional financial aid to incoming freshmen based upon specific merit and need criteria. Economic factors, the size of the current applicant pool, information on competitor schools, and past history are all evaluated. Historical results indicate that this process has functioned extremely well, particularly during these most challenging economic times. Table 35 shows the undergraduate net revenue per student results for the last five years.

Table 35 Net Tuition Revenue Per Student (Undergrad)

Net Tuition Revenue Per Student (Undergrad)*
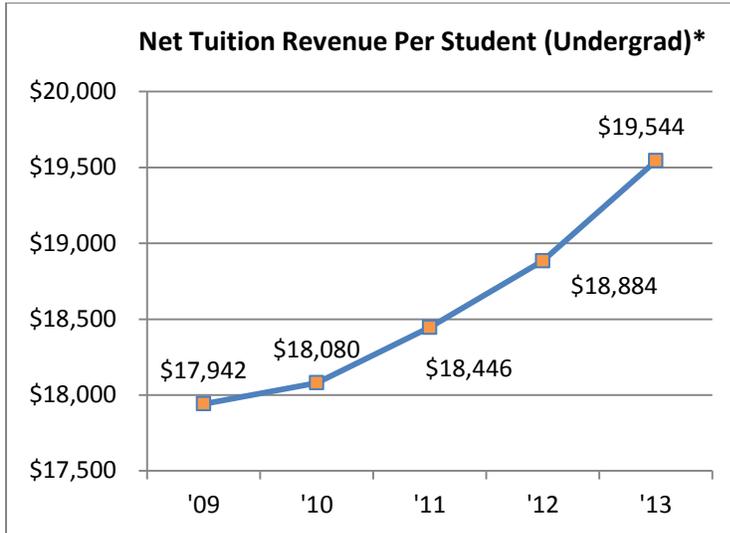
*Excludes summer, study abroad (with exception
of Florence) and part-time)

Consistent with the University's conservative budget approach toward enrollment, the annual budgeting process for grants, donations, and other non-tuition revenue sources involves gathering data from those most responsible for these revenue sources, comparing this information to historical trend data, projecting the results for the current fiscal year, and proposing a realistic revenue estimate for the proposed budget year. The portions of the University's budget that come from grants and donations are not a significant part of the overall operating budget. As such, these areas do not receive undue pressure to provide budget goals that exceed their realistic achievement.

The University uses the *Future Perfect* financial planning model, based upon historical data from the University's annual audits. This approach provides complete integration of the Statement of Financial Position and the Statement of Activities. This tool, particularly for multi-year budget forecasting, enhances the budgeting and resource management process throughout the University. It has also been used to assist the Board of Trustees in its strategic planning process.

2.F.3 *The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.*

The University's policies, guidelines, and processes for financial planning and budget development have not changed significantly in many years. The policies, guidelines, and processes are well understood by Vice Presidents and University budget officers but perhaps less so by the community at large. The Budget Office prepares an annual timeline of all key dates and data submission required annually. The Budget Planning Calendar for Fiscal Year 2013-14 is an example of the budget timeline and process.

On the expense side of the budget, the resource allocation and prioritization process is first determined by each Vice President and then prioritized on an institutional basis based upon available increases in budget revenue. What is less well understood by the University community is the process of prioritizing these requests for new funding and how the proposed budget that goes before the Board of Trustees is constructed. The University has had mixed results in using the University Budget Committee, which includes representation of all constituent groups, to further this communication process. In an effort to improve understanding of budget and make all members of the community appropriately responsible for the budget, the president is making a concerted effort to be more transparent with the University community on financial trends and priorities through more frequent electronic communication efforts and periodic meetings with the faculty and staff. The president believes that a truly collaborative governance process leads to greater commitment to *our* university and to greater efficiency in its management.

Continued refinement of operating and other budget metrics should improve the financial planning and budget process, particularly the process of requesting additional funds for operating purposes. The Budget Office is currently working with the Academic Vice President in developing metrics to assist in academic budget decision-making, and other areas of the University are pursuing the same goals. In addition, the University Budget Committee's Roles and Responsibilities document was updated and revised during fiscal year 2013.

2.F.4 *The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.*

The University utilizes the Banner Enterprise software system in support of all areas of the institution. This integrated software system allows for the flow of information from all functional areas to be accurately accounted for in the general ledger. All significant subsidiary and fund ledgers are recorded in Banner, which assists in the timely preparation of periodic financial statements in accordance with generally accepted accounting principles. Recently, the University has added an additional financial close as of December 31, allowing for the preparation of internal interim GAAP based financial statements.

The Banner Enterprise software system has been augmented in many places by the acquisition of third-party software platforms that allow certain departments better access to their data and the manipulation of that data. The University is in the midst of implementing a data warehouse software system (Blackboard Analytics), a product of Blackboard, Inc. This will provide much improved access and data-manipulation ability to assist all institutional decision makers across all modules within Banner.

The Audit Committee of the Board of Trustees takes an active role in the oversight of the University's accounting system, the application of generally accepted accounting principles, and the monitoring of an effective system of internal control. Gonzaga employs an outside accounting firm, DM-T, as its outsourced internal audit staff. DM-T coordinates its annual internal audit review of processes and controls through the Vice President for Finance, the University Controller, and the Audit Committee. Outsourcing the internal audit has resulted in significant improvement in the University's processes and in its internal control. Periodic reports

from DM-T are supplied to the financial administration and to the Audit Committee to identify weaknesses and monitor process improvements. The work of the outsourced internal audit staff is also being utilized by the University's outside auditors, Moss Adams, as part of their annual audit of the University.

For the year ended May 31, 2013, the University's outside auditors reported no significant findings in financial statement audit or the A-133 audit of Federal programs. For the University as a whole, there were two minor management letter comments that were reported to the Audit Committee. The auditors provided an unmodified opinion on the financial statements of the University and at the A-133 audit of Federal programs.

2.F.5 *Capital budgets reflect the institution's Mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long range capital plans support the institution's Mission and goals and reflect projections of the total cost of ownership, equipment, furnishings, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified so as not to create an unreasonable drain on resources available for educational purposes.*

Adequate financial support is obviously essential in the carrying out of any mission and, at Gonzaga, strategic planning and the financial decisions underlying that planning are rooted in our mission and in our core themes, particularly Core Theme Three: Exceptional Stewardship. In the service of our mission of educating students in Catholic, Jesuit, humanistic traditions, our budgets are constructed to reflect properly our priorities and institutional values.

Funding for institutional priorities of a capital nature has been met through borrowed funds for new facilities, donor contributions, annual outlays within the operating budget, and through the use of excess net revenues at the conclusion of the fiscal year. Significant investment in capital assets over the last ten-year period has occurred in response to the growth in enrollment and emphasis on improved quality of the academic and co-curricular experience. In the future, we anticipate less emphasis on new facilities and more emphasis on maintaining and improving existing facilities. In 2011, the University engaged an outside consulting firm, Sightlines, to develop a multi-year integrated facilities plan to better identify funding guidelines to properly maintain and renovate existing University facilities. This study resulted in a building-by-building inventory of work necessary to maintain and improve our existing facilities, as we anticipate the needs of our next generations of students.

As the University updates its Campus Master Plan, we will be better able to anticipate future needs for building space, real estate, and the other campus improvements essential for an attractive and fully functional campus. This work will be interlaced with the Strategic Plan, our baccalaureate learning goals, a revised core curriculum, and our core themes. It will support our ability to strengthen those aspects of our campus that will allow us to successfully compete for new students and to better serve our students once they enroll.

In 2010, the University completed a refinancing of all its then outstanding variable rate debt at fixed rates with level debt service over the next 20 years. As part of our effort to maintain and improve the University's credit rating, we monitor closely credit ratios and other metrics

necessary to manage our debt and the operating covenants which exist as part of this debt. The Board receives an annual report of the University's operating metrics in comparison to the credit ratios maintained by Moody's. The Administration and Board consider debt ratios and trend data in their decision-making processes.

2.F.6 *The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.*

The revenue and expense from auxiliary enterprises are separately budgeted and accounted for in the University's financial system. From a financial management prospective, the annual needs and priorities associated with auxiliary enterprises are considered along with the needs and priorities of the entire institution without necessarily distinguishing the respective sources of revenue growth. There are currently no individual operating metrics associated with the University's auxiliary services except that of the annual budget goals. Financial decisions are made in such a way as to insure that the auxiliary enterprises provide a quality student experience at a cost that is affordable for our students and their families.

Historically, greater emphasis has been placed on growth in net revenue from tuition sources, and less reliance on net revenue growth from auxiliary enterprises in an attempt to manage the overall affordability of attendance. The development of additional analytical tools like Blackboard Analytics will result in more focus on operating metrics for the auxiliary enterprise area and their net contribution to the operating budget.

In May 2012, the University entered into an agreement with a third party provider to outsource its bookstore operations. With the changing dynamics in how students purchase textbooks, e-books, and other course materials, coupled with the anticipated physical relocation of the primary bookstore to a new location, the University identified an opportunity to improve the bookstore function through an outsourced relationship.

2.F.7 *For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.*

The University has an annual external audit performed by Moss Adams. The financial audit is completed annually no later than September 30 (for the fiscal year ended May 31), and presented to the Audit Committee of the Board of Trustees at completion and to the full Board of Trustees in October. In the past two years, the audit has been completed by August 31. The external auditors provide the Audit Committee with a report of their findings including any management letter recommendations, which are reported by the Audit Committee to the Board of Trustees. The Audit Committee monitors the administration's response to any findings or recommendations by the external auditors. The external auditors also report on the prior year's findings and recommendations during their subsequent year's work.

2.F.8 *All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its Mission, the institution has a written agreement that clearly identifies its relationship with that organization.*

All University fundraising activities conform to CASE Standards and Board-approved gift acceptance and operating policies. The University is registered in the State of Washington. It adheres to IRS regulations with regard to fundraising and gift reporting activities. The University raises all gift funds through its own employees. While the University has an Alumni Association and a Law Foundation that operate as separate 501(c)(3) organizations, all Alumni Association and Law Foundation personnel are University employees, are subject to control by the Vice President for University Advancement, and follow University operating policies.

The University utilizes a lobbyist in Washington, D.C., for federal appropriations, uses another lobbyist for activities in Washington State, and uses an outside consultant as fundraising counsel for major campaign purposes. The work of these outside consultants is by contract, with clearly defined scope of work, cost, relationship, and deliverables for each consultant.

Standard 2.G: Physical and Technological Infrastructure

2.G.1 *Consistent with its mission, core themes, and characteristics the University creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's programs and services.*

Gonzaga sees its infrastructure through the same lenses of mission, strategic plan, and core themes as it approaches all other aspects of its existence. In this context, all four core themes come into play, as teaching, learning, and scholarship; community; stewardship; and relationships are all directly and indirectly impacted by the status of the physical and technological infrastructure; nor can any one of them be successfully carried out without interdependence and reliance on the other three; and they locate, ultimately in the space and the structures in which we do our work of educating students in Catholic, Jesuit, humanistic traditions.

Gonzaga University owns or operates 105 buildings, encompassing 2,581,504 square feet, on its 131- acre campus. Of the total space, 41.8% is under 10 years old, 16.6% is between 10 and 25 years old, 23.9% is between 25 and 50 years old, and the remaining 17.7% is over 50 years old. Historical replacement of facilities and systems has kept the weighted renovation age to about 31 years.

Life safety systems are routinely installed and periodically upgraded. All residence halls are equipped with sprinkler systems and other fire suppression equipment, and all other residential facilities have some level of fire detection, alarm, or suppression system. The University's office of Campus Public Safety and Security operates a 24-hour dispatch center and is equipped with a state of the art, 400-camera surveillance system. Residence halls are locked 24/7 with access only to residents and guests. Seventeen residence halls are equipped with card-based keyless entry hardware for exterior doors, as well as one apartment complex, completing all eligible residential facilities.

All newer facilities meet current ADA requirements. Older facilities are continually reviewed and modifications made, as deemed appropriate, and all residence halls are disability-accessible for social activities and scholastic interaction. Fully accessible apartments and residence hall rooms are available in most of the newer facilities. Classrooms containing tablet-arm chairs or desks are also equipped with tables and adjustable chairs for use as needed. More and more restrooms are being equipped with automatic door operation to minimize ingress and egress difficulties.

In general, the thinking the institution is engaged in with the assistance of *Sightlines*, a consulting company, aims toward a multi-year integrated facilities plan, based on a building-by-building inventory of facilities essential for us to meet the needs of our current and future students. This is all part of the work that goes into the continuously revised Campus Master Plan through which, in collaboration with Gonzaga's neighbors and the Spokane community, Gonzaga University seeks to meet its own high goals and support the health and progress of the city in which we live.

2.G.2 *The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.*

Gonzaga University is committed to reducing risk to its faculty, staff, students, and the public through the implementation of policies that protect and promote a safe and healthy environment. The University adopts, publishes, and regularly reviews health and safety policies and procedures regarding the purchase, use, storage, and disposal of hazardous materials.

The University has a Chemical Hygiene Plan and a Waste Management Plan that provide the necessary information for our community to understand the importance Gonzaga University places on proper chemical management. In addition, the University provides necessary training to key employees and students to ensure these health and safety plans are implemented. Gonzaga University adheres to all county, state, and federal practices for hazardous materials and waste, including biological and universal waste reduction on campus. The Health Center, Rudolph Fitness Center, and McCarthey Athletic Center manage biohazard-waste and blood-borne pathogen waste and arrange disposal through the Environmental Health & Safety Department.

The Environmental Health & Safety Department regularly interacts with all appropriate campus departments, pertinent staff, and outside agencies to ensure regulatory compliance. The University is committed to maintaining a highly functioning Safety Committee that advocates for occupational and environmental best business practices to safeguard the people, property, programs, and financial resources of the University. All Environmental Health & Safety Department policies and procedures are regularly reviewed, and are posted on the Human Resources website.

The institution's Plant and Construction Services, Security, Risk Management, and Environmental Health & Safety Departments conduct regular inspections of buildings to insure compliance with all appropriate health and safety requirements. The University also conducts regular training exercises to evaluate and improve student and staff emergency response.

2.G.3 *The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.*

Starting in 1984, the University created, and has periodically updated, its campus conceptual master plan. The concepts from that plan have been followed to the extent they were relevant, and physically and financially feasible. Property acquisition, enrollment growth, donor benefaction, and academic need have all played a part in the implementation of the plan. Certain of the master plan concepts, such as four major identifiable entry points, consolidated parking, vacation of streets, and the creation of pedestrian spaces have been largely accomplished, as has the concept of creating a residential area to the north of the campus. The athletic complexes on the south portion of the campus complement the University's river and Lake Arthur frontage, and abundant green spaces and recreational areas have been reserved or created for both informal and competitive sports, including intramurals.

In 2011, the University began a process of interviewing potential firms to complete a new master plan capable of guiding campus development into the future. That effort led to an engagement with Gensler Architecture that has led to having a new draft campus master plan that is presently under final review. This plan builds upon existing campus characteristics by creating and enhancing open, green spaces, and strengthening pedestrian pathways and way-finding. It establishes campus precincts to better identify and create the distinguishing characteristics of each precinct, and how each relates to adjacent areas of campus. Access and circulation routes are better defined and new building sites are identified to meet the estimated future growth needs of the University. The draft plan also evaluates campus real estate use and future needs for property acquisition.

2.G.4 *Equipment is sufficient in quantity and quality and managed appropriately to support instructional functions, fulfillment of the University's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.*

The provision and management of "equipment" is a function handled by many representatives and divisions of the University. Annual customer satisfaction surveys, compiled since 1998, provide reasonable certainty that the provided equipment (and its maintenance) is meeting University needs. The questions in these surveys are based on the historical NWCCU accreditation standards and have been consistently used over time; a sample of the most recent data is linked here, and more extensive results are available on request. Fixed-in-place equipment is largely maintained by Plant and Construction Services. This includes: building infrastructure, systems, and hardware; kitchen equipment, and laboratory systems such as fume hoods, work space, and compressed gases.

Movable and department specific equipment (e.g., microscopes, musical instruments, materials testing equipment, electronic equipment, production and recording equipment, etc.) is maintained by departmental technicians or by contracted services. Classroom instructional equipment is maintained by Information Technology Services, while computer resources are serviced by either department technicians or ITS. Outdoor recreational equipment, exercise equipment, and residence hall recreational equipment are provided and managed by Gonzaga Outdoors, the Intramural Program office, the Fitness Center, Athletics, or Housing and Residence Life, respectively. Finally, assisted learning equipment and services are provided by Disability Resources, Education, and Access Management (DREAM).

Technological Infrastructure

2.G.5 *Consistent with its mission, core themes, and characteristics, the University has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.*

Enacting Gonzaga's mission and core themes in this century is possible only with a healthy, well-managed and responsive technological infrastructure in place. Gonzaga University relies on a system of network infrastructure, personal computers and software, enterprise applications, teaching and learning technologies, physical technology facilities, and support services to deliver

on its mission and vision. The University serves a diverse population of students, faculty, staff, alumni, guests, parents, and other visitors and provides appropriate technology-related resources to support those populations as fully as possible.

ITS has operated under a departmental strategic plan for more than two years. As a result, it has experienced significant improvements in its operations maturity and efficiency, its ability to deliver high quality service, and its end user satisfaction. ITS reviews its strategic plan on a bi-annual basis.

2.G.6 *The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.*

ITS provides a broad range of instruction and support for faculty, staff, and students to better enable them to optimize the effectiveness of the University's technology systems. This support begins with new student and new employee orientation, and runs through the student and employee's career with the University. The support includes, among other efforts, an ITS help desk, in location assistance, in person and web-based training programs, and training in Blackboard functions. Additionally, ITS has developed a library of self-paced video training materials for key enterprise applications. Additional ITS training opportunities include an Internal training site; ITS Hands-On Training Courses; and Atomic Learning self-paced software training resources. The Foley Center's Office of Academic Technology and Applications Support provides instruction for iWebfolio, TracDat, and Turn-it-in. Lab technicians in the respective academic units also provide individual and group instruction.

2.G.7 *Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.*

ITS has implemented a comprehensive project management and governance process for all IT projects (cloud-based management tool; All Projects Snapshot). Established thresholds distinguish projects from service requests and major from non-major projects. Any department or combination of departments may request a new project. Requestors develop supporting material, and provide both financial and qualitative justification for the proposed project.

All projects require executive sponsor (vice-president) approval and all major projects must be reviewed and approved by senior leadership. Project status reports are regularly reviewed and updated to ensure transparency and accuracy.

2.G.8 *The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.*

The University continually makes capital investments to renew, replace, and improve the campus technology environment. The campus network infrastructure is refreshed on a five-year cycle through a reserve fund established for this purpose. Central systems and services are refreshed as

needed from the ITS operating budget or a special allocation of funds. Classroom technology is updated on a four to five year cycle from the ITS operating budget. During the past three years, ITS has invested heavily in server virtualization. More than 80% of the university's servers are now fully virtualized, including ERP (Banner), file storage, enterprise document management, remote access, and the university web site. More than 25 services are now provisioned through commercial cloud providers, including a comprehensive agreement to provide student email and enterprise collaboration tools through Microsoft's Office 365 for Education program. An enterprise data warehouse delivers sophisticated, authoritative analytics for student, financial aid, finance, human resources, and advancement information. Funding for computer replacement is distributed throughout campus operating budgets; central replacement budgets or schedules do not provide for a standard replacement cycle. The University has agreed on a single vendor for PC purchases (currently Lenovo) and a representative committee sets standards for new PC purchases twice per year. ITS has established a centralized software distribution and installation system to improve the efficiency of desktop software installations across campus. The system includes centralized patch and anti-virus management functionality.

Chapter Three
Planning and Implementation

Institutional planning and Core Theme planning are the focal points of this chapter. Institutionally, Gonzaga is currently in the midst of a new strategic planning process that will serve the University into the future. The plan will address organizational and operational effectiveness based upon the commitments envisioned in the plan. The planning process integrates the mission into practical activities that reflect the intersection of mission, core themes, and strategic objectives. Core Theme planning arose from the new NWCCU accreditation standards as the University sought to develop its central values. The Core Themes express these values in relation to students, faculty, and staff. They embody our efforts to develop a shared sense of identity that supports the mission and also permits the flexibility to adapt to changing circumstances.

Standard 3.A: Institutional Planning

3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

One of the results of the accreditation cycle that ended in 2004 was that Gonzaga published *Vision 2012* – The Strategic Plan for Gonzaga University on April 11, 2007. The creation of that plan, led by a committee of trustees, administration, faculty, staff, and students, encompassed the 2005-06 and 2006-7 academic years and involved the entire Gonzaga community in small and large group discussions that shaped the final product. *Vision 2012* served as a touchstone for the institution's actions and plans over the ensuing five years, as the plan became actualized in the various areas and departments of the institution.

In the fall of 2011, President Thayne McCulloh initiated a new strategic planning process for Gonzaga University. This process borrows from the balanced scorecard approach to strategic planning and is designed to align the institution's operational activities with its mission and vision, to monitor organizational performance against strategic objectives, and to improve internal and external communications. In initiating the new strategic planning effort, the President's Cabinet integrated the core themes as guiding concepts. For two years, the Cabinet worked on the creation of a strategy map that places the institution's strategic objectives into five commitments so as to create a holistic representation of the institution's strategic environment. The Cabinet has also been drafting performance measures that link the University's tactical decisions and actions to its strategic objectives, which could drive transparency and accountability across the institution.

3.A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

The current strategic planning process began within the President's Cabinet, a body that includes the administrative leadership of all areas of the University. The Cabinet drafted an institutional

strategy map, and drafts of descriptions, intended results, and candidate measures for each strategic objective that appears on that map. Contemporaneous with this work, the Board of Trustees and the Board of Regents received regular updates on progress and were invited to comment on the evolving documents. In July of 2013, the President formed a University Strategic Plan Steering Committee consisting of trustees, regents, faculty, staff, and students. That committee has been tasked to work under the supervision of Executive Vice President in preparing a strategic plan that can be presented to the Board of Trustees for approval no later than its July 2014 meeting. Iterations of this draft document have been shared with the Cabinet and the Board of Trustees and Board of Regents. A draft version of the plan is currently undergoing discussions by the Gonzaga community this spring for feedback and suggestions leading to further revision. The plan rests upon five commitments: 1) A Commitment to Students; 2) A Commitment to Academic Excellence; 3) A Commitment to the Integrative Jesuit Educational Experience; 4) A Commitment to foster Responsibility for Shared Mission; and 5) A Commitment to Institutional Sustainability and Viability. The plan brings together elements of the Mission Statement, Baccalaureate Goals, and the Core Themes into a representative whole capable of guiding the University. Comments and feedback from the University community will act as framework for revision and further conversation.

3.A.3 The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

The current strategic planning exercise continues the implementation of *Vision 2012*, the comprehensive articulation of Gonzaga's core values and goals. From this document have emerged major institutional initiatives such as relying on a truly collaborative, transparent and continuous strategic planning process; the commitment to evidence-based decision-making and to becoming a culture of assessment; the revision of the University core curriculum into an outcomes-based set of learning objectives emphasizing appropriate student preparation for the 21st century; and careful attention to the changing circumstances of higher education in the face of virtual learning opportunities and the realities of the global economy. All of this is realizable only on clear alignment of the institution's mission and the tactical activities that occur on a daily basis. The key component to success regarding this principle is the creation of meaningful performance measures and the gathering of relevant evidence that provides the basis for realistic decision-making. We have begun to identify area and departmental goals and assessment plans throughout the University reflecting the core theme indicators and thresholds of mission achievement that will allow us to determine the degree to which our planning is successfully implemented. Once the appropriate performance measures are adopted throughout Gonzaga, their influence will shape all aspects of our institutional work, from iterative goal-setting, to performance evaluations, to budgeting, and to reforming organizational structure in the interests of closing the loop in the service of continuous improvement. For example see the IT balanced scorecard work and the Key Performance Indicator exercise from Institutional Research. In the academic areas, student learning outcomes and faculty evaluation criteria stand as performance measures that guide efforts at improvement and mission fulfillment.

3.A.4 The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

Vision 2012 (which must be understood less as a time-bound, encapsulated plan that begins and ends at a certain time and more as the defining, basic principles that guide decisions and actions that ensure that we carry out our historical and continuing mission) is the framework and the governing document that has guided prioritizing resource allocation within the context of our institutional capacity. The current strategic planning process will allow us to implement and to operationalize those principles based on the evidence we gather. The institution's comprehensive planning is reflected in the discussions of the master planning exercise in which we have been, and continue to be, engaged. Decisions are reached on the basis of alignment between the institution's strategic objectives and its daily tactical decisions and actions. This alignment depends on the deployment of performance measures that link these two levels of the university's operational environment. Gonzaga University's new strategic plan will include institutional performance measures designed to drive this alignment. The data that those performance measures capture will inform decisions regarding resource allocation and the application of institutional capacity, and demonstrate that the institution is meeting its primary strategic objectives.

3.A.5 The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

The H1N1 Pandemic of 2009 served as an important opportunity to both assess, and create, contingency plans related to continuity and recovery of critical institutional operations. In anticipation of a potential catastrophe, "virtual" instances of all courses normally delivered "in class" were created using the Blackboard learning platform. This effort was an important moment in the development of disaster mitigation strategies for the University. In addition, the Information Technology Services division has developed a robust, off-site data storage solution to provide ongoing IT systems backup. This solution is in addition to on-campus backup systems.

Gonzaga University hired a Risk Manager in 2011 to coordinate efforts related to enterprise risk management, business continuity, insurance, and emergency response and recovery. In the time since the position was filled, the University has adopted three key emergency response and recovery policies and procedures - Emergency Communications Manual, Quick Response Team Procedure, and a Class Cancellation and School Closure Procedure. Subsequently, the Office of Risk Management has drafted a Significant Event Plan which outlines prevention, mitigation, response, recovery, training, education, and business continuity programs. The timing associated with training and implementation of this program is dependent on the extent of additional resources being added in the current budget process.

Utilizing the University's Risk Management Committee, departmental roles and responsibilities related to risk management are being established so that enterprise risk management practices can be implemented campus wide. These efforts will be supported through training, policy formation, and continuous evaluation. This process will combine critical educational efforts with communication and collaboration throughout Gonzaga to ensure a long term commitment to effective risk management.

Efforts led by the Executive Vice President and the Vice President of Finance are underway to assess business continuity needs throughout the university. Items such as generator capacity and testing, training and use of Blackboard by faculty, off site/cloud storage of critical IT data, and identifying the source and priority of the food supply are being evaluated and documented. The ultimate product will be comprehensive response and recovery plans that ensure the university's ability to operate in the event of a crisis or emergency.

Standard 3 B: Core Theme Planning

3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

Gonzaga planned the four core themes beginning in 2010 in response to NWCCU accreditation changes. The core themes of Exemplary Teaching, Learning, and Scholarship; Enriched Campus Community; Exceptional Stewardship; and Engaged Local and Global Relationships emerged directly from the Mission Statement and our Strategic Plan (*Vision 2012*), and they are incorporated in our Baccalaureate Learning Goals. The core themes for this accreditation cycle were developed by the Accreditation Liaison Officer, the AVP, and the President; vetted by the deans; revised in response to NWCCU suggestions; and approved by the Trustees in December, 2010.

Core Theme 1: Exemplary Teaching, Learning, and Scholarship

To begin at the broadest levels of the undergraduate program, planning for the Baccalaureate Learning Goals was guided by the university mission statement, and the proposed new University Core, which was designed by the AVP Core Task Force to support the university mission, the strategic plan, and the core themes. At the school and department undergraduate levels, planning for exemplary teaching, learning, and scholarship occurs primarily in program and department meetings, where faculty consult learning objectives and assessment plans and attempt to institute changes based on professional standards and/or internal and external judgments of best practices. These meetings range from one-to-one consultations in the Art Department, where individual faculty plan with the Chair then design learning outcomes for particular areas of the curriculum, to meetings of the entire School of Business Administration faculty, where changes to the curriculum resulting from assessment work are discussed and voted on.

Planning to meet academic program and department learning outcomes occurs in consultation with assessment committees, in accordance with assessment plans, and in light of appropriate data, as the following examples will illustrate. We have begun to gather appropriate data on student learning in the current university core curriculum. Additional questions were added to the CIRP College Senior Survey to gather student perceptions of how effective their education is in helping them achieve core learning objectives. The Faculty Director of Assessment and Core Director have begun implementing assessment of work by entering and graduating students using AAC&U VALUE rubrics corresponding to the current core learning objectives. A plan for ongoing assessment of all programs in the School of Education--instituted over seven years—includes an assessment system; data collection, analysis, and evaluation; and use of data for program improvement as a unit and in individual programs. Engineering programs meet each year to review previous student outcomes and plan for changes and improvements based on previous assessment. Individual academic departments are also using appropriate data to guide planning for curriculum. For example, faculty in the five University Core departments are assessing all core departmental outcomes on a cyclical basis (as indicated in each of these department's [Assessment Unit Report](#)). The Psychology Department based its decision to revise its curriculum to include applied and research settings for students upon empirical research on surveys of graduate schools and a review of graduate school admission rates among GU graduates. The Chemistry and Biochemistry Department faculty annually collect assessment data for all student learning outcomes, and planning efforts have resulted in a presentation rubric that can be used at the sophomore, junior, and senior level in laboratory or seminar classes. As well, the Center for Teaching and Advising convenes faculty learning communities that span departments in order to develop faculty members' skills in focusing on student learning and using assessment.

Academic units also plan for exemplary teaching, learning, and scholarship by developing extended opportunities for learning and courses with interreligious, interfaith, and intercultural content. The School of Education has provided its students opportunities in the international arena as a component of the GU Strategic Plan 2012, and the school systematically plans for content dealing with cultural competence. Human Physiology faculty included courses in the curriculum to involve students in faculty-supervised research projects; the Law School added a required externship to provide students an opportunity to gain practical skills in the field; and the School of Engineering and Applied Science plans projects that will allow students to work directly with industry engineers on real-world design projects. In the College of Arts and Sciences, planning strategies for experiential learning abroad include student polls, consultation between faculty and Study Abroad staff, and coordination between an onsite program director and GU faculty. Additionally, professional guidelines and faculty discussion have led a variety of undergraduate and graduate programs to incorporate intercultural, interfaith, and interreligious learning outcomes which guide the development of curricula and individual courses.

Excellence in scholarship is planned for and accomplished in three consistent ways across the academic units. Budgeted professional development funds are made available to faculty in the College of Arts and Sciences and each of the schools. Additionally, the Academic Vice President's Office plans for and budgets funds for distribution through the Gonzaga Research Council. Another form of planning to support scholarship support is workload scheduling. Examples include support of faculty sabbaticals through advance planning to cover the academic

load of the member on sabbatical, the practice in the Departments of Biology and Chemistry & Biochemistry of giving course load credit to faculty who supervise student research activity, and the School of Engineering's adjustment of teaching loads to support attention to scholarship. Planning for exemplary scholarship is also done through attention to and communication of the university and departmental expectations for professional development when faculty are hired and as part of the reappointment, promotion, and tenure processes.

Planning efforts for exemplary teaching, learning, and scholarship at the graduate level are aligned with the University's objective of graduating students who will possess specialized knowledge and skill. Toward this end, faculty and staff in Gonzaga's graduate programs emphasize the importance of consultations through faculty-student mentoring, program and department meetings, and dialogue with applicable accrediting bodies. For example, the Philosophy MA Program plans for student achievement of articulated learning objectives through a collaborative planning and review board (the Graduate Advisory Committee) and through the supervisory work of the Graduate Program Director in consultation with faculty teaching in the program. In Nursing, the MSN program has planned changes to the Nurse Educator curriculum to reflect revised standards published by the accrediting body.

Data is used to inform planning and to evaluate the achievement of intended learning outcomes of the graduate programs. To cite two examples, in the School of Education, annual key assessment reports and input from candidates, alumni, employers, and the professional community are disseminated in accordance with the cycle of activity identified in the school's assessment plan. Faculty and professionally mandated advisory boards regularly discuss the particular program expectations within the school. The Transmission and Distribution Engineering program coordinates course-level assessment for each of the ABET a-k student outcomes. The program faculty members meet in Spokane each year with program leadership to review the outcomes as well as assessment measures, and faculty develop plans to improve each course based on outcome assessments and student evaluations. Assessment plans, often informed by requirements set by outside accrediting bodies, are common among the graduate programs at Gonzaga. In the School of Business, for example, at least two times a year the assessment committee reviews and analyzes the results of the scheduled assessment of student learning outcomes, produces an Assurance of Learning Assessment/Reassessment report, and recommends to the faculty any changes needed to improve student learning in the major. The School of Education administers assessments throughout a candidate's program, and scores are entered on program spreadsheets. Year-end reports are aggregated for the School and disaggregated for the programs. In-house review of the ongoing assessment data, as well as feedback from external agencies and input from stakeholders, have served as an impetus for ongoing program improvement and refinement.

Academic areas have developed Assessment Plans that include program learning outcomes, methods of assessment, and desired results. The Academic Council's Assessment Committee provides a written response to each department's annual assessment report. The feedback focuses departmental attention on closing the assessment loop to make program changes to improve student learning. It also helps departments refine their approach to assessment of student learning.

Core Theme 2: Enriched Campus Community

Many programs have been created to orient students to the campus community. Planning to orient students to the Jesuit tradition is evident in the Pathways program, which is structured to promote students' formation in their first semester at Gonzaga. The Center for Community Action and Service Learning's (CCASL) pre-orientation Reality Camp welcomes a group of freshmen into the Spokane community as well as to concepts central to Jesuit education. Planning to orient students to college, and to Jesuit education in particular, guided the selection of the seven required elements of the Pathways curriculum. Foley and the office of Academic Advising and Assistance collaborate to include in Pathways some orientation to the services and people of the library. Unity Multicultural Education Center (UMEC) plans a pre-orientation for students in the BRIDGE program and activities to facilitate successful transition to college for students from traditionally under-represented demographic groups. Orientations to academic programs and majors are planned by faculty and staff in consultation with students. Planning to orient students has guided Deans and Chairs to encourage faculty participation in university-wide orientation events such as parent receptions, College Fair, Fall Faculty Weekend, and GEL (Gonzaga Experience Live) Weekend. It has also guided the expansion of Pathways sections to include all freshman Biology and Math majors and the organization of school-specific orientations. In Athletics, the Student Athlete Affairs Coordinator conducts annual NCAA-Life Skills assessments which inform the development of the New Student Athlete orientation activities. To orient students to their academic major and future profession, the Human Physiology Department held an event at which alumni talked about their transformation from students to professionals, and the Math Department secured funding to take students to give talks at a regional professional meeting.

The University plans for the integration of students into the community through community-building programs and activities and leadership programs. To a large extent, students are involved in the planning of programs to build community. CCASL's service immersion programs are planned by staff using student feedback, whereas its Student Leader Retreat is planned by both staff and students. Students take the lead in planning GSBA programming and consult with advisors and other university staff. The Leadership Resource Center's planning to train and build community among student leaders is done by staff based upon ideas that emerged from student focus groups. Similarly, University Ministry uses student surveys to inform planning for the freshman retreat and the Christian Life Communities. Planning for Hogan leadership programs is done in collaboration with students, the advisory board, and employers.

Planning for enriched campus community also guides the selection of programs and services for faculty and staff. Human Resources communicates with the hiring managers of new employees to facilitate a smooth entry to the university, holds monthly orientations for new employees, and reviews comment forms from new employees to plan improvements in orienting new faculty and staff to the campus community. Within departments, faculty members identify community-related needs and develop appropriate responses. For example, the Department of Chemistry and Biochemistry organized meetings of faculty who teach multi-section courses; the Mathematics faculty have been clarifying faculty evaluation criteria in order to promote a shared understanding of these; and the Psychology faculty planned and implemented a mentor system. Other programs cut across department lines and bring faculty and staff together. The Dean of the

School of Education established a fall faculty-staff retreat and monthly faculty-staff meetings. Faculty and staff in the Center for Teaching and Advising plan the Advising Academy to assist faculty who are new to advising. The CTA has also involved recently hired faculty in planning programming for New Faculty Orientation. The Mission Office's Advisory Council brings together faculty, staff, and students for monthly meetings to plan programming around orientation, ongoing education, and spirituality. To further enhance the student experience of an enriched campus community, the Vice President for Student Development created the Zag Student Experience Task Force at the end of Fall 2013 to examine the student experience at Gonzaga. The Task Force charge is to make recommendations that will strengthen existing programs and services and/or to propose new initiatives to achieve a comprehensive, four-year seamless learning approach for all undergraduate students. Work will be sequential on a year-to-year basis with an initial focus on the first-year experience. Among the issues the Task Force will investigate is the question of what are the learning outcomes appropriate for a comprehensive four-year approach to student development that will integrate with the students' academic experience and how these outcomes will be assessed. This project is currently underway.

Core Theme 3: Exceptional Stewardship

The University plans for exceptional stewardship of its financial resources. Planning to financially strengthen the institution is evident in the Budget Office's collaborative processes for developing a balanced annual budget which involves the President, Vice Presidents, Deans, Directors, and University Budget Committee. The office also works with the primary budget representative in each Vice Presidential area to identify expenditure excess and savings, prioritize what initiatives are included in the budget, and determine funding amounts. The use of the FuturePerfect planning model with senior administrators, the University Budget Committee, and the Board of Trustees helps provide a common understanding of and consensus around key budget decisions. By means of a planned annual agenda, the Finance staff monitors the performance of the endowment so as to meet long-term return objectives.

Gonzaga also plans to strengthen its human and physical capital and to become more environmentally responsible. To strengthen its human capital, the Budget Office works with Human Resources and area VP budget officers to plan for annual contributions towards employee compensation. Programs are also planned to provide professional development opportunities for staff and faculty. Human Resources consults with the GU community to assess what training programs are needed, while faculty development activities are designed by the Center for Teaching and Advising's Steering committee, based on a three-year strategic plan. To strengthen physical capital, the Finance staff includes an annual adjustment to the base budget for renewal and replacement projects based on a multi-year plan. Plant Services uses a preventative maintenance program for equipment and maintains a three-year schedule, informed by data from the Sightlines report, to plan projects that will stabilize or increase the Net Asset Value for each portfolio of buildings. To boost the treatment of sustainability across the curriculum, a faculty member consults with the AVP and faculty in a learning community on sustainability. The Gonzaga Climate Action Plan guides planning to increase sustainability in the co-curriculum and to increase sustainable practices in university operations. A planning committee of faculty, students and staff facilitates implementation of the action plan. The

students' long-pursued goal of a Green Fund controlled by students in support of student green initiatives is coming to fruition. For the 2014-2015 budget, the Trustees approved an opt-out fee of $5 per semester assessed on each student that will generate funds for the Green Fund, as well as to help defray the costs of the Director Sustainability, currently being filled.

Core Theme 4: Engaged Local and Global Relationships

The University develops opportunities for involvement with the extended community and for engagement in international and intercultural education. Both the academic and non-academic units plan opportunities for students to participate in community service and service learning. At the undergraduate level, academic service learning courses are planned by instructors in consultation with the staff of CCASL. Among other service activities planned by the academic units is the School of Engineering and Applied Science's outreach to K-12 students and teachers, organized by a marketing coordinator who works with community organizations and faculty to arrange lab opportunities and events. Ongoing professional collaborations between School of Education faculty and local schools and community organizations have resulted in service opportunities for their students. In the College of Arts and Sciences, the Biology Department focuses on outreach programs that have proven successful and enriching for students. The Mathematics Department plans a tutoring-in-the-community program a semester in advance and revises procedures based on feedback from the students, their parents, and the Gonzaga student tutors. There is also planning for service learning at the graduate level and in professional programs. MATESL faculty consult with ESL stakeholders in the community to plan course-based service learning, and Nursing consults with community agencies in order to place students in practicum experiences. In the Law School, a faculty Public Service Coordinator consulted with the Dean and others to develop the Center for Law in Public Service (CLIPS). The Center places law students in programs that serve those in need within government entities and non-profit organizations and also oversees Gonzaga's participation in the statewide Moderate Means Program, where students work to provide access to justice to people of "moderate means."

Numerous non-academic opportunities for students' community engagement are also arranged. The Athletic Department works collaboratively with student-athletes to identify, plan and execute weekly community service opportunities. The Gonzaga Alumni Mentor Program planned for post graduate service opportunities by recruiting recent graduates who had worked in these programs as mentors. CCASL completed a strategic planning process in 2010 which involved numerous focus groups of stakeholders (such as community partners, faculty, students as well as other departments CCASL staff often partner with) in a review of programs. Among the important service opportunities CCASL plans are the Mission: Possible alternative spring break program and several youth mentoring activities. In collaboration with CCASL, Housing and Residential Life planned the "Men and Women for Others" Living Learning community and is now creating an Advisory Team that will assist with planning, assessment, and implementation for the community.

The University has also developed opportunities for faculty and staff to engage in the community. In terms of policy, the *Faculty Handbook* "allows up to eight hours per week of outside participation" in various types of activity that is related to a faculty member's area of academic expertise and interest, and staff are allowed a half day per year of paid leave for

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participation in appropriate service related activities. Additionally, a Community Relations Report commissioned by the Marketing & Communications department established a two-year comprehensive Community Relations plan that guides the University's participation in community work and sets policy for evaluating existing and new opportunities. In the academic areas, some schools and departments recognize participation in service as academic citizenship and/or professional development, and some systematically plan for such service. Examples are the School of Engineering's in-house marketing staff member who works with community organizations and faculty to sponsor events at Gonzaga; the work of Chemistry & Biochemistry faculty with School of Education faculty on STEM initiatives in local schools; the Religious Studies Department's distribution of an Adult Education Resource Handbook which invites the Northwest community to use their faculty resources and expertise for events or programs; and the position created by the School of Education in coordination with CCASL to coordinate the multiple GU student service learning programs that place GU students in local P-12 schools. The Student Athletic Advisory Council and staff members in the Athletics Department promote local events and charities, and athletic coaches sponsor several clinics and camps to benefit local and regional youth. CCASL staff are highly involved in planning and participating in community youth mentoring programs. Campus Security meets with a local community stakeholders twice a year to plan strategies for dealing with common safety and nuisance issues, and the Foley Center staff meet several times each year to plan community related events that take place in the Foley Center. The Career Center plans and coordinates Career Fairs on campus to introduce local business companies to GU students and provide recruitment opportunities for the companies.

The University also designs opportunities for international engagement on campus and abroad. To better support international students on campus, the English Language Center's planning of activities is informed by surveys of student opinion. Similarly, International Student and Scholar Services uses evaluations of each of its events as well as a survey of graduating students to plan its programming. The University's opportunity to host the Opus Prize Award in 2014 has been effected by a widely representative Steering Committee in process since December of 2012, to culminate in a week of celebration on our campus in October 2014 of three individuals from around the globe engaged in faith-based, entrepreneurial, sustainable humanitarian work. The plan calls for a Spokane community-wide celebration and the opportunity to learn from and with the prize finalists during their time on campus and in Spokane. In addition, the hosting opportunity will lead to embedded efforts in the future to continue the impact of the Opus Prize effort. To arrange international educational opportunities for faculty and students, Study Abroad bases its planning on a needs assessment which identified countries, internships, and service learning programs requested by students and faculty. Planning that led to the creation of the Center for Global Engagement began in November 2009 when the University decided to develop a strategic focus on globalization. In Summer 2012, Dr. Ann Kelleher was hired on a consultancy basis to oversee the planning and preparation of the Center, and to assess Gonzaga's readiness to increase its global focus. Based upon her recommendations, Dr. Joseph Kinsella--hired in March, 2013 as Assistant Academic Vice President for Global Engagement--is currently constructing a strategic plan for the CGE.

Chapter Four
Core Theme Planning, Assessment, and Improvement

Executive Summary of Eligibility Requirements 22 and 23

22. *STUDENT ACHIEVEMENT: The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.*

Learning outcomes have been established for all degree programs and are part of each academic unit's assessment plan. Outcomes are published on school and program websites. Each academic unit's assessment plan provides for annual assessment of learning outcomes. Assessment results are used to inform pedagogy and proposed changes to program requirements.

23. *INSTITUTIONAL EFFECTIVENESS: The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.*

Gonzaga University utilizes a variety of systems and processes to evaluate, assess, and improve the delivery of its academic and non-academic programs. To this end, Gonzaga reviews, assesses, and measures every academic program on a regular basis. The Academic Council, Gonzaga's primary academic policy informing body, also assists in evaluation and assessment. Through Academic Council and its five standing subcommittees, every academic program is on a schedule to undergo a comprehensive program review and to provide an annual assessment report. This is done mainly through the Program Review, Assessment, and Graduate Programs Committees. The Policy and Planning Committee coordinates the review of institutional policies for their relevance, timeliness, and effectiveness. All new academic curricular proposals and revisions are vetted through an intentional review and approval process of each School and the College, and through the university-wide review and approval protocols.

In addition to program reviews and assessments, program sustainability is also reviewed on an annual basis by the Institutional Research Office. A number of systems and analyses tools have been put in place in the last 18 months to provide a financial analyses by major, by program, by school, and for the University overall. The most recent efforts in Gonzaga's pursuit of a systematic, evidence-based, and data-informed decision making have crossed divisional and vice-presidential boundaries to produce inaugural financial analyses for all academic programs. These analyses now include information on direct revenues versus expenses for each area, as well as overhead expenses of the academic division and of the university in total. While this work has been carried out mainly by the IR and Finance personnel, multiple conversations and data analyses of areas beyond Finance and Academics have been incorporated into these studies

for a more informed and comprehensive results. These results, in turn, form a key foundation to Gonzaga's continued and ongoing efforts to provide its students with the best possible academic and community experiences and to protect Gonzaga's long term viability and sustainability.

The University has initiated a new strategic planning process designed to align the institution's operational activities with its mission and vision, to monitor organizational performance against strategic objectives, and to improve internal and external communications. Performance measures link the University's tactical decisions and actions to its strategic objectives, which will drive transparency and accountability across the institution. Key performance indicators will monitor progress toward goals and objectives within the broader areas of students, organizational processes, human and institutional capacity, and financial stability.

The University regularly monitors internal factors such as finance, enrollment, retention, student learning, information security, and organizational effectiveness to assist with planning and evaluation. Relationships with outside consultants, organizations, and associations assist the University in monitoring its external environment. In partnership with the University's internal processes, these connections give Gonzaga a wider lens from which to view trends and patterns in higher education.

Introduction

This report's response to Standard 3B (see pages 144-150) summarizes the various aspects of planning for each core theme among different units of the University. These introductory comments here open a wider lens onto core theme planning. Gonzaga's four Core Themes represent the University's efforts to align its mission statement to the practical, daily life of the Gonzaga community. They provide a foundation for the activities that structure and guide the University's commitment to the education of its students. Thus the Core Themes express our hopes for our students as well as for the faculty, staff, and administrators who seek to fulfill the educational and personal goals our mission statement embodies. Gonzaga's current Core Themes follow a trajectory through our former mission statement, our prior strategic plan, *Vision 2012*, and the discussions that led to our new mission statement. Adopted in 2007, *Vision 2012* framed seven institutional goals (see page 12) that derived from the previous mission statement. These goals defined a concrete set of objectives to guide University planning, decisions, and actions. A new strategic planning process, primed to build upon *Vision 2012*, is currently underway. While carrying out the expectations of *Vision 2012*, Gonzaga also began to respond to changes in accreditation procedures moving away from the traditional process toward a Core Theme based model of accreditation. The question was how to translate our key mission values of being Jesuit, Catholic, and Humanistic into tangible statements that were themselves value-laden, but also practical enough to permit an evidentiary perspective. That is, could we show who we wanted to be without compromising those very values toward which we aspire? Gonzaga's four Core Themes suggest an answer. Approved by the Board of Trustees in December 2010, the Core Themes reflect both the basic ideals of Gonzaga's former mission statement and key provisions of *Vision 2012*. The Core Themes also served as guideposts for the development of Gonzaga's new mission statement, approved by the Board of Trustees in February 2012. This connection between mission and Core Themes, reflecting companion values of academic excellence, community life, care for the whole person, and global awareness, allowed for a more direct

alignment of the University's mission statement with its Core Themes. While the emphasis on Core Themes is a new focus for Gonzaga, it is not a new direction. Our Core Themes resonate with a tradition that has shaped our Jesuit, Catholic, and Humanistic identity. They also illuminate a path forward as we learn to introduce our Core Themes into the concrete practices that structure the daily work of the University.

This report's response to Standard 1.A (see pages 10-20) describes in more detail the rationale and purpose of each Core Theme. The remainder of this chapter examines Gonzaga's four Core Themes in light of the objectives and indicators established for each Core Theme. Analyzing each indicator's level of planning, assessment, and improvement guides the discussion of each Core Theme. Each Core Theme discussion adheres to the following format: Core Theme; Objective; Indicator; Program Analysis of Planning, Assessment and Improvement for each Indicator; and Conclusion for each Objective.

Core Theme 1: Exemplary Teaching, Learning and Scholarship

Exemplary teaching, learning, and scholarship sustain the academic life of the University. Rooted in Ignatian pedagogy and the Jesuit commitment to higher education, this Core Theme brings students and faculty together for a common purpose that, at its best, sustains all three components of teaching, learning, and scholarship.

Table 36 Core Theme 1: Exemplary Teaching, Learning and Scholarship

Objectives	Indicators of achievement
Objective 1 Undergraduates achieve the Baccalaureate Learning Goals	1) Students demonstrate the knowledge, skills and abilities identified in the learning objectives for the university core 2) Students achieve the learning outcomes for their chosen major or professional degree program
Objective 2 Graduate students achieve specialized knowledge and skill as defined by each program	1) Students demonstrate the knowledge, skills, and attitudes identified in the learning objectives for each graduate program
Objective 3 Students bring disciplinary knowledge, methods, and practice to bear on local and global issues.	1) Students participate in faculty-student research, internships, and international opportunities developed around real world problems
Objective 4 Students engage in interreligious/interfaith and intercultural dialogue and communication	1) Student coursework exhibits interreligious/interfaith and intercultural content
Objective 5 Faculty develop as teachers across the career span	1) Faculty engage in ongoing reflection, conversation, and research aimed at improving their teaching and student learning
Objective 6 Faculty engage in scholarly, professional, and creative/artistic production across the career span	1) Faculty present their scholarship in the context of its relation to the university mission and with connection to larger conversations, impact, and overall significance to their discipline

Core Theme 1: Exemplary Teaching, Learning, and Scholarship

Objective 1: Students achieve the Baccalaureate Learning Goals

Indicator 1: Students demonstrate the knowledge and skills identified in the learning objectives for the university core.

Rationale: The University Core represents the foundational courses that every Gonzaga student must take. The Core entails those areas that the University views as fundamental in educating and forming students through our Jesuit, Catholic, and Humanistic heritage.

Standard 3B: Planning
Upon completing the University Core Curriculum, students will be able to demonstrate

- Basic literacy in and application of discipline-specific questions, concepts, and methods in rhetoric, literature, mathematics, religious studies/theology, and philosophy

- The ability to
  - Communicate effectively in oral and written form
  - Read and think critically
  - Reason ethically

These outcomes reflect the current University core curriculum. New and refined outcomes are being developed for the revised University Core. Faculty in each of the five core departments (Communication Arts, English Mathematics, Philosophy, and Religious Studies) developed and agreed upon course-level learning objectives for core courses. These departmental core outcomes are general learning goals that apply to all individual courses that fulfill the 100, 200, 300, and 400-level core requirements. Departmental core course learning outcomes are posted on the Gonzaga website.

The current University core curriculum was put in place in 1981 without explicit program objectives. In 2011 the Academic Vice President, in consultation with the Core Director, created a draft of core program objectives by compiling and integrating the departments' learning outcomes for core courses. The core department chairs consulted with their faculty and agreed upon the core program objectives.

Faculty continue to plan a revised, outcomes-based core. Based on the mission statement and university-wide discussions, a faculty Core Curriculum Committee developed the Baccalaureate Goals and proposed core learning objectives that would support them. Following faculty discussion of the objectives and three proposed curriculum models in 2010-2012, an AVP-appointed faculty Core Task Force designed a core proposal that was disseminated to faculty for discussion in Fall 2012. The proposal includes a comprehensive assessment plan (pp. 40-42) and explains (pp. 7-11) how the proposed curriculum and assessment plan support the university mission, the strategic plan, the university's four core themes, the Baccalaureate Learning Goals, and a revised set of core learning outcomes (p. 13). For each course in the proposed core, faculty

working groups are developing specific course student learning outcomes that align with the program student learning outcomes.

Standards 4A & 4B: Assessment and Improvement
Assessment of the core to date has focused on two outcomes:

1) Upon completing the University Core Curriculum, students will be able to communicate effectively in oral and written form.
2) Upon completing the University Core Curriculum, students will be able to read and think critically.

Assessment of the current core learning outcomes began in Spring 2012 when faculty teaching senior capstone courses in several disciplines assessed student assignments using several of the AAC&U's VALUE rubrics. Sufficiently large samples were collected to make a rudimentary assessment in three areas:

> *Results:* Oral Communication rubric: 87.8% of students met expectations at either Milestone 3 or Capstone 4 standards. Written Communication rubric: 72.4% of students met overall expectations at either Milestone 3 or Capstone 4 standards. Critical Thinking rubric: 69.4% of students met overall expectations at Milestone 3 or Capstone 4 standards.

To begin discussion about realistic thresholds for the core learning objectives, in Fall 2012, deans and department chairs were shown the AAC&U VALUE rubrics for Oral Communication, Written Communication, Reading, and Critical Thinking and asked what percentage of graduating Gonzaga seniors should achieve or exceed milestone 3 on the rubrics. Based on their responses, initial benchmarks were set for these core learning outcomes, which are reflected in the "Desired Results" below.

In 2012-13 assessment focused on critical thinking and written communication, comparing the performance of a group of entering first-year students with that of a group of graduating seniors. In the fall a group of 10 faculty recruited from across the university used the AAC&U VALUE rubrics for critical thinking and written communication to assess approximately 105 first year student papers from 100-level core courses. Before evaluating these papers the faculty met for two norming sessions, comparing and discussing their individual assessments of two different papers.

> *Results*: Critical Thinking rubric: 7.2% of freshmen evaluated met or exceeded Milestone 3. Written Communication rubric: 11.6% of freshmen evaluated met or exceeded Milestone 3.

In Spring 2013 the same 10 faculty met again for a norming session, comparing and discussing their individual assessments of samples of senior papers produced for different courses. Then they assessed a group of nearly 140 senior papers from several different courses.

> ***Desired Results:*** **7**0% of graduating seniors will be able to meet or exceed Milestone 3 on the AAC&U VALUE Rubric for Reading and for Critical Thinking. ***Actual Results:*** <u>Critical Thinking</u> rubric: **50.7%** of students met overall expectations at Milestone 3 or Capstone 4 standards.

> ***Desired Results***: **7**0% of graduating seniors will be able to meet or exceed Milestone 3 on the AAC&U VALUE Rubrics for Oral Communication and Written Communication. ***Actual Results:*** <u>Written Communication</u> rubric: **50.8%** of students met overall expectations at Milestone 3 or Capstone 4 standards.

In the 2013-2014 academic year, assessment of Oral Communication is following a pilot project, again comparing students' abilities before they take core courses with what they can do as graduating seniors. The Communication Studies (formerly Communication Arts) faculty member, with primary responsibility for assessment, worked with the Core Director and all of the faculty who teach Speech 101 courses to prepare a <u>rubric</u> for evaluating an informative speech. Five faculty teaching fall 101 classes volunteered to participate in a core assessment. After attending a norming session where videos of sample student speeches were evaluated and discussed, they used the common rubric when evaluating students' informative speeches in their own classes. Overall, nearly 75% of freshmen evaluated met or exceeded Milestone 2 for the Organization Section of the Informative Speech Rubric. Nearly 64% met Milestone 3 for the Organization Section. Only in the Organization-Conclusion section do we find a lower percentage of students achieving Milestone 3. Overall, 89% of freshmen evaluated met or exceeded Milestone 2 for the Delivery Section of the Informative Speech Rubric. 43% met Milestone 3 for the Delivery Section. With the exception of the Delivery-Eye Contact section, a majority of freshmen performed at Milestone 2 levels. This semester, the same rubric and a similar process will be used to evaluate speeches by graduating seniors. In a norming session, the same group of Speech faculty will help familiarize non-Communication Studies faculty (who are teaching senior capstone courses) with the rubric and with evaluating speeches. These faculty will then use the common rubric to evaluate oral presentations given by seniors in their classes.

The assessment of Critical Reading is also underway. The spring 2012 assessment of senior work yielded insufficient response for statistical analysis of this outcome. In order to establish a baseline for comparison to senior assessment data, the Fall 2012 essays by incoming first-year students were assessed using the AAC&U VALUE rubric for Reading.

> ***Results:*** <u>Reading</u> rubric: 7.9% of freshmen evaluated met or exceeded Milestone 3.

In Spring 2013, insufficient numbers of senior written assignments were identified that allowed for the assessment of Critical Reading in addition to Written Communication and Critical Thinking.

For full results of the core assessment to date, please see the TracDat <u>University Core Assessment Unit Report</u>.

As Table 37 below shows, a plan exists to assess the remaining core learning outcomes that do not have corresponding VALUE rubrics.

Upon completing the University Core Curriculum, students will be able to demonstrate basic literacy in and application of discipline-specific questions, concepts, and methods in rhetoric, literature, mathematics, religious studies/theology, and philosophy.

The five departments (Communication Arts, English Mathematics, Philosophy, and Religious Studies) offering core courses have one or more student learning outcomes that reflect basic competency in the fields of literature, mathematics, religious studies, speech, and philosophy. In spring 2014, these departments will be contacted in order to connect their course-level assessment of these outcomes to assessment of the "basic literacy" core outcome.

Upon completing the University Core Curriculum, students will be able to demonstrate the ability to reason ethically.

Ethics is a required course for all Gonzaga students. We plan to use the Philosophy Department's assessment of their learning outcome for the ethics course as information for assessing ethical reasoning in the core.

Table 37 Current University Core Curriculum Assessment Cycle

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Basic literacy in and application of discipline-specific questions, concepts, and methods in rhetoric, literature, mathematics, religious studies/theology, and philosophy				X	TBD--New core (with new core learning outcomes) implemented
Communicate effectively in oral and written form	X oral communication (seniors) X written communication (seniors)	X written communication (seniors and freshmen)	X oral communication (seniors and freshmen)		
Read and think critically	X critical thinking (seniors)	X critical thinking (seniors and freshmen) X critical reading (freshmen)			
Reason ethically				X	

The findings of the 2012-2013 freshman and senior assessment were shared with the university faculty at the 2013 Learning Assessment Day (LeAD) on October 9, 2013. The faculty was informed that while the difference between first year and senior papers indicated a drastic improvement in critical thinking and written communication while at Gonzaga, the assessment of

senior papers suggests that only 50% of this year's sampling met or exceeded expectations for critical thinking or written communication, a figure significantly lower than the overall faculty expectation of 70% of students meeting this standard. Faculty were asked to discuss and suggest ways to improve student learning in these two core outcomes. Structures will be established to collect and publish faculty responses to this inquiry.

More is being learned about conducting meaningful assessment. During this second year of assessing the core using the AACU value rubrics, the following positive changes were made in the assessment process:

1. Increased the size of the group of senior papers assessed from just over 100 to just under 140.
2. Added the assessment of a comparable number of papers produced by incoming first year students, to get an idea of the improvement in student learning while at Gonzaga.
3. Recruited a group of faculty from across the university to assess the papers produced by incoming first year and graduating seniors (in the previous year the faculty teaching the seniors had assessed their papers).
4. Used the same group of faculty to assess both the first year and senior papers.
5. Normed this faculty group in multiple norming sessions, giving them an opportunity to compare and discuss their assessments of student work at both levels. At the same time, because it was somewhat difficult to find enough senior papers, the assessment relied disproportionately on one school for the papers. Consequently, the findings may not represent student achievement across the university. In the future it will be necessary to collect senior papers from a variety of colleges.

As the evaluation of work by incoming first-year students and graduating seniors continues, we will gain an increasingly sharper grasp of what students are learning in the core and what are reasonable thresholds. One difficulty is how to assess and then connect students' overall performance as seniors to a course in Philosophy or Composition that they took as freshmen. The individual core departments have assessed outcomes specific to their discipline that provides additional information on student learning in the core. These reports are available on TracDat for each core department (Communication Arts, English Mathematics, Philosophy, and Religious Studies). As a new core curriculum is currently under discussion, we are in a transition period as we assess the current core and prepare methods by which to assess the new core. In the new core, course outcomes will be tied more explicitly to programmatic core outcomes, so that assessment results can help us identify where in the curriculum we can work to improve student learning.

Core Theme 1: Exemplary Teaching, Learning, and Scholarship

Objective 1: Students achieve the Baccalaureate Learning Goals

Indicator 2: Students achieve the learning outcomes for their chosen major or professional program.

Rationale: Gonzaga's commitment to exemplary teaching, learning and scholarship necessitates attention to student learning outcomes especially as these outcomes refer to majors or

professional degrees. In doing so, faculty can evaluate what it is that students should learn and how well they are learning. Improvements in teaching can be related to the assessment of student learning outcomes.

Standard 3B: Planning—Undergraduate Majors

Building on Gonzaga's commitment to the development of student learning outcomes and on-going assessment, departments and schools have worked to create specific learning outcomes for majors and professional programs. Working with the Faculty Director of Assessment, and their own accrediting agencies where applicable, schools have developed assessment plans that must include student learning outcomes. These outcomes establish the essential markers that a student should achieve in order to be deemed competent in a major or program. Outcomes also provide departments or programs with a reflective capability as they examine their outcomes in light of student levels of success. This process facilitates a yearly analysis whereby outcomes are examined and possibly revised. The goal is to create outcomes and an assessment plan that permits an action-based approach to evaluation.

Academic units were asked to:
- Develop learning outcomes for their major or program
- Identify methods of assessment
- Identify or create rubrics that apply to the learning outcomes
- Develop a plan to assess learning outcomes over a three-year period

Gonzaga has implemented the software program TracDat to assist in the evaluation process. TracDat allows for the creation of an assessment plan that includes outcomes, cycles of assessment, methods of assessment, desired results, actions taken, and the ability to connect learning outcomes with higher-level goals within the University. The Faculty Director of Assessment and staff from Academic Technology and Support Services have organized various training sessions for faculty and assessment personnel to learn the use of TracDat. All academic units within the University have placed their assessment plans into TracDat.

Academic units submit assessment reports for a given academic year in August. The Faculty Director of Assessment and the Academic Council's Assessment Committee review assessment reports over the following Fall semester. The Director and the Committee evaluate these reports and provide written recommendations regarding outcomes, methods of assessment, and overall assessment plans. These recommendations are sent directly to the academic unit's assessment personnel. They must acknowledge receipt of the recommendation and provide any details on how they plan to address the Assessments Committee's recommendations. Academic area assessment plans, assessment reports for 2011-2012 and 2012-2013, and the 2012-2013 Assessment Committee evaluation reports can be viewed here. This mechanism provides a way to address problem areas and to develop strategies for improvement by ensuring adequate feedback to the academic areas. The Assessment Committee hopes to develop a website where all assessment plans and recommendations would be available. Planning for assessment across the University occurs through the yearly faculty conference devoted to learning assessment. As noted in this report's response to Standard 2.C.5 (see pages 79-81) and to Standard 4 Core Theme 1 Objective 5 Indicator 1 (see pages 216-223), the Assessment Committee and the office of the Academic Vice President sponsors a Learning Assessment Day (LeAD) each October that

offers to the faculty lectures, workshops, and training on assessment. The Faculty Director of Assessment and the Accreditation Liaison Officer have met with various academic units to explain the new standards and to assist with the development of student learning outcomes.

Standard 4 A and B: Assessment and Improvement-- Undergraduate Majors

As assessment becomes a more fully functional concept across the University, departments and schools have taken steps to implement assessment plans, to evaluate student achievement of learning outcomes, to provide a path for improving teaching, and to examine curriculum structures. Moving from the previous accreditation model to one based on Core Themes has provided a more direct and explicit focus on the creation, assessment, and improvement of student learning outcomes. Some academic units had to develop clearly defined learning outcomes for the first time. Other academic areas had well-constructed learning outcomes and measures of assessment. Consequently aligning Core Themes, learning outcomes, and institutional goals is a continuing endeavor. Data collection related to assessment has improved due to the implementation of TracDat software in which assessment plans from the academic units can be easily uploaded and reports generated.

Assessment of undergraduate programs at the University level occurs in two areas. The first is thorough the Academic Council's Program Review Committee. These reviews, which include an external reviewer, are designed to provide departments with an in-depth analysis of faculty, curriculum, and resources. Program Review Guidelines establish the parameters for the review process. The second area of assessment derives from the work of the Academic Council Assessment Committee. Academic units submit assessment reports to the Committee each August for the previous academic year. The Committee and the Faculty Director of Assessment review the assessment reports and provide feedback on ways to improve the assessment process. A significant focus of assessment of undergraduate majors occurs at the department or program level. Each department has developed learning outcomes for the major. Section 2.C.2 (see pages 75-77) of this report references undergraduate and graduate learning outcomes that provide the foundation for annual assessment of student learning.

Establishing rubrics and benchmarks for the learning outcomes is an on-going task. Some academic units, due to the requirements of external accrediting bodies, have well-defined rubrics and benchmarks. Issues, however, are still present for some departments. Some faculty have expressed the concern that establishing benchmarks will reduce student learning to a quantitative value. The Faculty Director of Assessment and the Assessment Committee have worked with faculty to address these concerns by connecting rubrics and assessment to improvements in student learning.

College of Arts and Sciences

Standard 3B: Planning
Since the College of Arts and Sciences, as a whole, does not report to an external accrediting agency with established or required learning outcomes for majors and programs, most planning for the development of learning outcomes in the College takes place at the department level. Consequently departments have taken different approaches to the development of learning

outcomes. These differences are often related to department size and complexity of the major. In smaller departments, individual faculty may have responsibility for particular aspects of the curriculum. Thus learning outcomes can be area-specific as determined by the individual faculty in consultation with the Chair. Larger departments may have more overlapping learning outcomes developed by an assessment committee. In either case, departments have engaged in a planning process to develop learning outcomes.

Most departments plan their learning outcomes through a consultative process. This process takes place in multiple ways. Some departments use regular department meetings while others employ a series of workshops designed to elicit learning outcomes. Other departments utilize a more complex process. For example, as a relatively new and interdisciplinary program, Environmental Studies underwent a major restructuring during 2011-1012 rewriting its mission, learning objectives and goals, and curricular structure. The program also called upon an external consultant to facilitate two faculty summits. The Biology Department re-structured its major following conversations regarding assessment. In planning for learning outcomes, departments often connected outcomes for the major with existing requirements for seniors. Thus capstone courses or other senior projects, since they serve as the culminating experience for senior majors, provide the basis for reflection concerning learning outcomes for majors.

Standard 4A & 4B Assessment and Improvement
Given the multi-disciplinary nature of the College, assessment methods vary according to departmental needs and professional expectations of the discipline. All departments require that majors complete certain entry-level or introductory courses. These courses ground students in the discipline and prepare them for upper-division courses. While evaluative and methodological differences do exist, all undergraduate majors in the College progress thorough some form of senior assessment experience designed to ascertain their competency in the major. Although majors are assessed in individual courses, the senior experience is seen as a culminating element of a student's undergraduate education. A capstone or senior seminar course provides the opportunity for assessment in several departments. Generally numbered as a 499 course, the capstone establishes a connection between learning outcomes and the major. The senior thesis is a common component of the capstone course. Departments or Programs such as Catholic Studies, Chemistry and Biochemistry, Classical Civilizations, Honors, Philosophy, Public Relations, and Religious Studies require a senior thesis. Under the guidance of a faculty director, the thesis offers students the opportunity to pursue an in-depth research project corresponding to the faculty member's expertise. To counter what can often be a solitary project between student and faculty mentor, some departments, Religious Studies for example, include student peer-review and the addition of a second faculty reader of the thesis to provide another level of assessment. Other departments employ discipline tests as an additional method to assess student learning in the major. Biology, Mathematics, Psychology, and Sociology majors take the Major Field Test in their respective disciplines as part of the capstone course. Biology surveys (SURE III, SALG and CURE) provide further means of assessment. If studying abroad, Spanish majors take the Diplomas of Spanish as a Foreign Language exam and French majors take the Test d' Evaluation du Français exam. Chemistry and Biochemistry majors are assessed through the Diagnostic Undergraduate Chemistry Knowledge exam. The Art Department, given its focus on visual media, requires majors to develop a portfolio that then becomes the basis for the senior exhibit held each spring. Senior exhibits are posted online. In addition to unique department

learning outcomes for the major, overlapping outcomes also exist between departments. Building upon discipline-specific concepts, Biology, Chemistry and Biochemistry, and Physics also stress the importance of written and oral communication, the use of technology, undergraduate research, and familiarity with scientific literature as points of assessment.

As departments in the College of Arts and Sciences move toward more fully realized assessments of leaning outcomes for the major, sustained analysis and data driven improvements will follow. However, even at this early stage of the assessment process, departments are making improvements. The Art Department recently used assessment results to re-think the structure and content of the Senior Exhibit course (VART 499). Instead of a course intended to strictly prepare majors for the senior exhibit, the senior exhibit class was redesigned to: 1) help majors develop a more comprehensive and cohesive portfolio to serve as the basis for their continued growth as artists after graduation; and 2) provide students with a set of skills that will facilitate their entry into the professional artistic world (e.g. learning how to photograph their work for professional presentation to galleries, write artist statements and grant applications, and set up their own studios). It was also determined that the course needed more collective faculty input rather than the single instructor for the course determining and assessing student achievement of the learning outcomes. Consequently, multiple faculty assessments of senior exhibits will now take place.

Following its assessment, the Biology Department developed a new [curriculum for majors](). In addition, the Department created the Hughes Research Advisory Committee to address the recognized need to provide additional career information for Biology majors. The Chemistry and Biochemistry Department used assessment information to redesign the rubric used to assess the ability of students to communicate scientific information orally. The Department also changed the requirement that majors take the Major Field Test. Majors now take the Diagnostic Undergraduate Chemistry Knowledge (DUCK) Exam from the American Chemical Society. This exam allows students to be evaluated in comparison to schools with similar curricula. The Public Relations Program determined that majors needed more guidance on how to apply research principles to specific situations and the need for a more structured internship experience. In response, the program developed a Public Relations research course. A formal internship course was created to replace the previous Individualized Study process. The program decided to increase the capstone course to three credits, which enabled the introduction of a more explicit analysis of cases and contemporary issues in Public Relations.

As a result of its assessment process, the English Department changed its curriculum to improve student achievement in two significant ways: 1) The English faculty articulated the specific outcomes for its 300/400-level courses (most of which are taken by majors), thereby elaborating upon the general learning outcomes for majors; 2) The department expanded the length of the comprehensive exam from two hours to three hours, thereby giving students more time to construct their essays and demonstrate their knowledge of the reading lists and especially the ability to construct and articulate, competent, and persuasive interpretations of and arguments about texts. The French Program now requires all majors who study abroad to take the Test d' Evaluation du Français (TEF). The French Program also realized that its manner of evaluating students' skills during the oral comprehensive was too impressionistic. As a result, the program developed a rubric that reflects the American Council for the Teaching of Foreign Languages (ACTFL) descriptors for oral proficiency. The rubric was in place for the Fall 2013

comprehensive exam. The Spanish and Italian Programs also employ the descriptors from ACTFL to evaluate majors. Following its yearly meeting on assessment, the Physics Department recently added a new laboratory exercise in first semester laboratory courses that asks students to take data and analyze it graphically to extract physical meaning. The assessment from Spring 2012 measured this skill at a point much closer to the end of the semester. In order to establish a basis for comparison, the Department will again measure whether students understand this concept in the Spring 2013 assessment using the same assessment tool. Results will be examined to determine the need for additional changes.

Combining both significant curriculum changes and revisions of single courses within disciplines, the College of Arts and Sciences is moving toward a more holistic approach to assessment and improvement. More and better assessment data is being collected, and departments are using this information to develop a more consistent analysis of the requirements for their majors.

School of Business

Standard 3B: Planning
The development of learning outcomes in the School of Business derives from its accreditation by the Association to Advance Collegiate Schools of Business (AACSB) and the involvement of the faculty. The School of Business Administration faculty, in consultation with its assessment committee, established a master assessment calendar in 2008. Calendar reviews occur at the beginning of each academic year. The assessment committee makes adjustments and modifications to the calendar and submits these for review and approval by the entire faculty. The evolutionary nature of assessment measurements requires continuous communication of instructions and guidelines to faculty members and administrators. Following this procedure, the School of Business developed Assurance of Learning (AoL) plans for each degree program. The plans have evolved through identifying measurable objectives for each of the learning goals that are then tied to the strategic mission and plan of the school.

While the AoL reports are the tools by which the SBA measures outcomes, they are not the only evaluation mechanisms in place. The SBA faculty takes ownership of the curriculum and curricular changes. The full SBA faculty discusses and votes on any changes. Approved changes are sent to the University's Academic Council for final approval.

Additional planning in conjunction with student learning falls under the prevue of the School's assessment committee. Made up exclusively of faculty, the committee oversees the following:
- Review AoL summary reports
- Assure implementation of change for assessments completed during the prior academic year
- Work with appropriate curriculum committees to revise and enhance the plans to maintain continuous improvement
- Summarize annual work for the dean

The process requires the committee to review current learning objectives as well as address revisions to the plan. These revisions may be based on changes to the curriculum and scheduling changes to the timeline to meet assessment goals.

The following diagram shows the summary process used by the SBA for AoL in each program. The SBA mission, aligned with the AACSB standards, drives the process. The overriding goal is the continuous improvement of education outcomes.

Table 38 School of Business Administration's Summary Process for Assurance of Learning

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┌──────────────────┐            ┌──────────────────┐
│   Mission &       │◄─────────►│      AACSB        │
│   Objectives      │            │                   │
└──────────────────┘            └──────────────────┘
              │
              ▼
┌──────────────────────────────────────────────────────────────┐
│  Define or Update Learning Goals & Plan (Annually) and Timeline │
└──────────────────────────────────────────────────────────────┘
   ▲                                                        │
   │                                                        ▼
┌──────────────────┐                           ┌──────────────────┐
│ Implement Change │                           │     Define       │
│    Phase 4       │                           │   Assessment     │
└──────────────────┘                           └──────────────────┘
   ▲                                                        │
   │                                                        ▼
┌──────────────┐      ┌──────────────┐         ┌──────────────┐
│  Re-Assess   │◄─────│  Implement   │◄────────│    Assess     │
│   Phase 3    │      │   Change     │         │   Phase 1     │
│              │      │   Phase 2    │         │               │
└──────────────┘      └──────────────┘         └──────────────┘
```
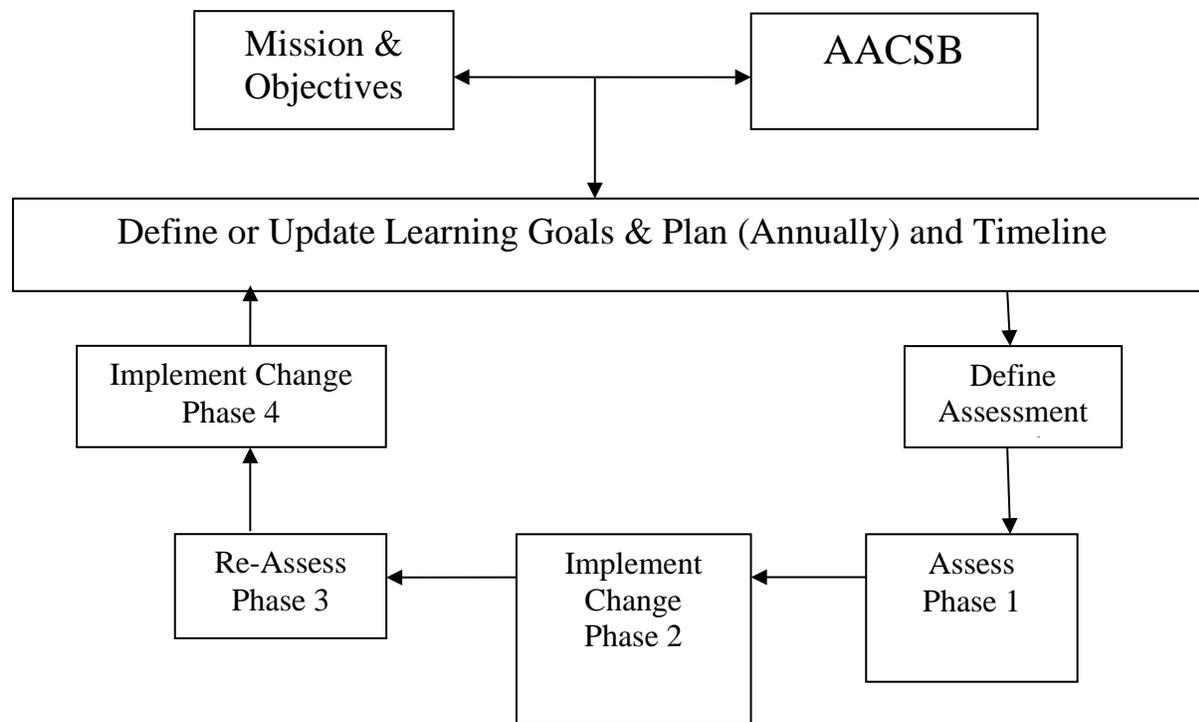
The School of Business accreditation report for the AACSB provides more detailed information on planning and learning outcomes.

Standard 4A & 4B Assessment and Improvement
The School of Business Assessment Committee meets at least twice a year to review and analyze the results of the assessment of student learning outcomes. These results are included in an Assurance of Learning Assessment/Reassessment report. This report contains a description of the process and the action taken for assessment of a particular piece of work, a description of the cohort of students, class sections, semester, instructor(s), general results, etc., a description of potential problems and concerns based on an analysis of the data, and a brief summary of the process. There are three required attachments to this report: rubrics, the assessment tool, and student samples. Findings associated with this report are shared with the business school faculty in a school-wide meeting. At this meeting, the assessment committee recommends to the faculty any changes needed to improve student learning in the major. The School of Business Assurance of Learning Committee Summary Report for 2012-2013 provides an example of this process.

Improvement follows from the examination of the assessment data. The School of Business Assessment Committee develops an Evidence of Implementation (EI) report. The report offers evidence within a year after the assessment of the improvement implementation or change. The first of these components was employed with the Fall 2009 semester assessments. The following documents are submitted for each completed course assessment:

1. Summary report of data and analyses, with documentation of the curricula actions that were taken based on assessment results.
2. Copies of assessment instruments or, if course-embedded assignments are used for assessment, copies of course-embedded assignments.
3. Scoring grids or rubrics.
4. Samples of student work (10 samples per assessment, if available).
5. Evidence of Implementation Report

AACSB standards require evidence of the implementation of changes identified in the assessments. This is to be completed one year following collection of the assessment. Thus the Fall 2012 assessment will be documented and analyzed in the Fall 2013 Evidence of Implementation Report. Specific examples of how assessment results are used to improve student learning outcomes can be found in the School of Business Administration's fifth-year maintenance report. For more information, please see the School of Business Assurance of Learning Report.

School of Education (SOE)

Standard 3B: Planning
With specific reference to its undergraduate majors, the School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Washington State Professional Educators Standards Board (PESB). These accrediting agencies and the School of Education's own mission guide the planning process for learning outcomes. The School of Education follows a Global Assessment System (GAS) that forms the basis for on-going assessment of all programs in the SOE. The SOE Assessment Plan operates on three tiers: 1) assessment system; 2) data collection, analysis, and evaluation; and 3) use of data for program improvement as a unit and in individual programs. The School's Assessment Manual gives more detailed information on the plan.

The SOE employs several methods for collecting data on candidate performance. Multiple assessments aligned with Mission, Conceptual Framework, Program Outcomes, State Standards, SPA/Professional Association recommendations, and NCATE assessment categories are identified in each program via a Key Assessment Alignment Matrix. The matrix also identifies the assessment instrument used to measure candidate competence. All instruments are filed in the SOE Global Assessment System (GAS) and include a rationalization for use and a scoring rubric. The School also gathers input from candidates, alumni, employers, and the professional community via surveys at the end of each academic year. Those results plus annual key assessment reports are disseminated in accordance with the SOE Assessment Plan's cycle of

activity. The School of Education's Institutional Report contains additional information on planning with regard to student learning outcomes.

In addition to the global assessment system, individual SOE departments also engage in planning to develop outcomes specific to each program.

Special Education Department
The Department of Special Education aims to have students meet the following program outcome areas: 1) Competency, 2) Research, 3) Service, and 4) Dispositions. Each of these areas has several specific outcomes that occur across the above programs. The outcomes are based on needs of the field (practicing teachers), best practices of the field, professional organization guidelines, and state standards. Every year, the Department reviews 1-2 Assessments per Program to determine if they are meeting Department needs. The SOE Assessment Director and Assessment Committee provide documentation to guide these reviews. Outcome Matrices are available for the following programs:
Special Education
Special Education in Early Childhood

Sport & Physical Education Department
NCATE accreditation mandates categories for assessment such as Content, Planning, and Impact on Student Learning. The Department examines Program Outcomes to determine which classes fulfill each NCATE category and then implements a Key Assessment for each category. Additionally, the Department determines if all Program Outcomes are covered in classes. Certain outcomes such as Technology and Dispositions Reflective of Jesuit, Catholic, Humanistic education should be covered in all courses, while others only show up in specific classes. The Department discusses and reviews where Program Outcomes are being covered and if changes are needed due to implementation, fit, etc. Every year, one to two assessments per Program are reviewed to determine if they meet Department needs. The Department meets to discuss and decide Program Outcomes for each program based on professional organization standards, University Mission and Baccalaureate Goals, the SOE mission, and the Department philosophy to determine what should be expected of students upon graduation. The Assessment Coordinator and Committee provide documentation to guide these reviews. Outcome Matrices are available for the following programs:
Physical Education
Sports Management

Teacher Education Department
The State approval body in the "Knowledge and Skills standards – Standard V" defines the majority of department outcomes. The department has supplemental outcomes that reflect the unique mission of Gonzaga University and the Department of Teacher Education. These were drafted and approved within the department. Additionally, all certification programs are required by the State to have an advisory board consisting of professional community members from the P-12 systems. This board reviews all student performance data and program outcome analyses data to make recommendations for program improvement. Outcome Matrices are available for the following programs:

Standard 4A & 4B Assessment and Improvement

Assessments in the School of Education (SOE) are administered throughout a candidate's program at three stages: admission, mid-program, and end of program. Candidate scores on these assessments are entered on program spreadsheets. For example, see the School of Education Assessment Manual Appendix O. These scores are then converted according to the rubric for the key assessment to the following:

> 2=Exceeds expectations
> 1=meets expectation
> 0=does not meet expectations

Since this assessment system is used for all programs, year-end reports are aggregated for the SOE as a Unit and disaggregated for the programs to show current data and trends. The student data produced from these assessments are reported by measures of central tendencies (mean, mode, and median), performance in program aggregated form, and then disaggregated by gender and ethnicity to check for fairness and accuracy. These reports are used for review and analysis by the unit, departments, SOE Committees, and Program Advisory Boards. Feedback from external agencies, input from stakeholders, and in-house review of ongoing assessment data have all served as an impetus for ongoing program improvement and refinement. Assessment of program and student outcomes is reported in-depth for program reviews by multiple outside agencies for accreditation, approval, and consent on a cycled review schedule and for annual reporting.

The SOE as a unit has not set thresholds to determine desired achievement levels for each student performance indicator. However, on one State mandated performance exam on subject content in a desired P-12 teaching area, a below 80% passing rate by students does draw attention from the State if the number of test takers is sufficient for analysis. The SOE has never fallen below this threshold in recent history (10+ years). The School of Education may consider adopting this 80% passing benchmark in other assessments. Generally, student performance data, both yearly and longitudinally surpasses this mark. Individual programs have set student performance levels, or thresholds, for specific assessments such as a final comprehensive exam. These programmatic requirements are detailed in the Key Assessment descriptions and in information distributed to students through their advisors.

To connect assessment to improvements, the School of Education assessment plan operates on three tiers which include: 1) assessment system; 2) data collection, analysis, and evaluation; and 3) use of data for program improvement as a unit and in individual programs (see Assessment Manual, Sec III Use of Reports to Make Program and Unit Changes). The various departments or groups review key assessment data on an annual basis and discuss any modifications to the professional preparation of candidates that the analyses might indicate.

Below are some examples from departments on recent changes made as a result of data review, and/or changes in state standards.

- Hired a tenure line faculty member with expertise in ELL for increasing the knowledge base of our candidates to meet the needs of the growing population of second language learners in P-12 schools
- Increased practicum hour requirements in professional programs
- Revised research course delivery curriculum in graduate programs

Assessment results are used individually at the course level to improve student achievement. At the department level, the outcomes are aligned to Standard V and the Education Teacher Performance Assessment (edTPA). The result of this assessment is disaggregated by rubrics aligned to the various program outcomes. In addition, Departments conduct annual assessments coordinated through the Assessment Committee.

School of Education Department Reporting Undergraduate Programs

Special Education Department
The use of NCATE Key Assessments provides information regarding specific outcomes that are measured and reviewed. Each key assessment has a met, not met, and exceeds designation that has a numerical value of 0, 1, or 2. These data are analyzed from the raw number and percentage of sample who fall into each of these value categories. The data on the percentage and number of students who fall into the met, not met, or exceeds are compared to at least two previous years of student data for a three-year trend analysis. Student grades at mid-program are also analyzed as a grade of "C" or better must be achieved in each certification classes and a GPA of 3.0 must be achieved in certification courses.

If the key assessment shows that a substantial amount of students are not performing well or the assessment could be improved, considerations for changing the key assessment are brought to the department for review. Changes also occur when Washington State mandates a change that directly affects a current key assessment. In this case, the department meets to discuss requirements by the state and how to implement any changes while still meeting the program needs of students. A current change that is still in transition is the State mandated Education Teacher Performance Assessment (edTPA) required for all students completing teacher certification. The previous key assessment, the Professional Pedagogy Assessment (PPA), is no longer in use.

Sport & Physical Education Department
The Department selects Key Assessments from six NCATE categories and aligns them to Program Outcomes. Each Key Assessment has a designed rubric and data is entered on a semester basis or yearly basis. There are *not met, met, exceeds* scores for each assessment. The percentage of students who fall into one of these assessment levels is graphed and compared to two previous years of data. Grades are also used for measurement of performance since certification requirements are mandated by professional agencies.

The Department reviews assessment data on an annual basis leading to a continual process of improvement. If students are not performing well or lack certain skills such as writing or research, the assessment can be changed. Program outcomes for the Sport Management program have been rewritten. The Department took a current assessment from another course (EDPE

[340)](#), and made it the Key Assessment for the *Impact on Student Learning category.* This change improved the rubric used for this assessment and aligned it to program outcomes.

Teacher Education Department
Department outcomes are identified in course syllabi and include alignment to specific assessments designed to determine if outcomes have been met. Other key assessments have been identified that are administered formatively throughout the program to determine if students have met the outcomes. In addition to program performance assessments, the State mandates GPA levels in courses required for teacher certification. Student GPA is analyzed at mid-program for full admission to teacher candidacy. The Department also has a major summative assessment that is administered and graded at program end. The majority of program outcomes are aligned to the State capstone assessment, the Education Teacher Performance Assessment (edTPA), that all candidates take to receive certification.

School of Engineering and Applied Science

Standard 3B: Planning
Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET) accredits the School of Engineering and Applied Science. Learning outcomes for the School of Engineering and Applied Science derive from the ABET requirements. In 2007 and 2008, the SEAS Assessment Committee worked with each degree program to develop specific ways to measure the ABET student outcomes. That committee developed the tools (surveys, exams, design projects) used to determine student achievement of the outcomes. The Committee also developed a yearly timeline for programs to review the outcome results and develop action plans to improve student achievement of outcomes. More detailed information on procedures and outcomes is available in the [SEAS Assessment Handbook](#).

Standard 4A & 4B Assessment and Improvement
Learning outcomes from the Accreditation Board for Engineering and Technology determine the program outcomes for the School of Engineering and Applied Science. These outcomes are then structured into a larger assessment process as described in Table 39.

Table 39 School of Engineering and Applied Science Assessment Process

```
                        ┌─────────────────────┐
                        │  Gonzaga University  │
                        │   Mission Statement  │
                        └─────────────────────┘
                                  │
                                  ▼
                        ┌─────────────────────┐         4 broad goals preparing for
                        │    SEAS Program      │◄──────  an engineering career
                        │     Objectives       │
                        └─────────────────────┘
                                  │
 Coursework prepare               ▼
 graduates for engineering  ┌─────────────────────┐     11 narrower statements of
 careers by teaching to the │    SEAS Program     │◄──  necessary skills and
 program outcomes.      ───►│     Outcomes        │     knowledge
                            └─────────────────────┘
                                  │
                                  ▼
                        ┌─────────────────────┐         Several specific student
                        │     Measurable       │◄──────  knowledge and skills being
                        │ Performance Criteria │         assessed yearly
                        └─────────────────────┘
```

Student learning is assessed each year on all stated performance criteria. Five separate assessment instruments gather this data from students, faculty, and industry engineers. The assessment data is then filtered against specific criteria as stated in the School of Engineering and Applied Science Assessment Handbook to identify aggregate student performance that requires faculty review. Faculty discuss the Assessments Requiring Review (ARR) in faculty meetings where improvement plans are determined. The improvement plans are implemented and recorded in the yearly assessment summary. Each improvement plan is subsequently reviewed the following year for improvements in the assessments. If improvements or trends indicate the ARR has been resolved, it is closed. If not, a subsequent improvement plan is initiated. Table 40 diagrams this process.

Table 40 School of Engineering and Applied Science Subsequent Improvement Plan

Assess all Program Outcomes	← Spring semester
Create ARR Report for Faculty Review	← End of summer
Departmental Faculty Review: 1. Progress on previous ARRs 2. Improvement plan creation for new ARRs	← Fall Semester
Implement Improvement Plans	← Initiated as soon as possible following faculty ARR review meeting
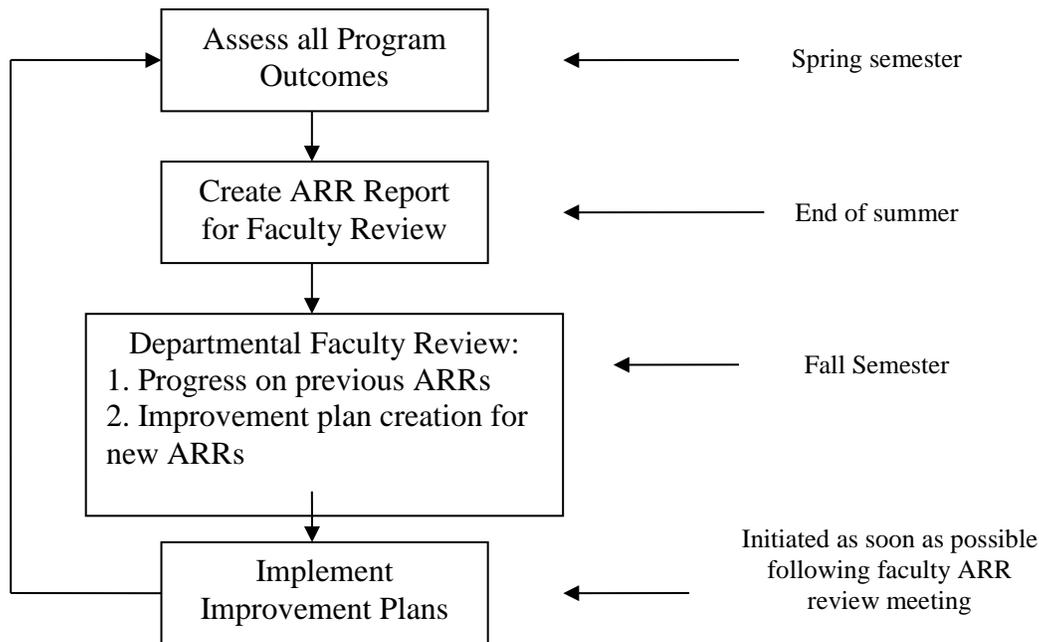
Program outcomes assessments are administered through the zero credit class, "ENSC400: Fundamentals of Engineering Exam." Each senior must take this class. The class schedules and proctors the Student Progress Exam, the Educational Benchmark Institute Survey for Engineering Education (EBI), and the Senior Design Student Analytic Rubric. The class logs whether each student has registered for or taken the Fundamentals of Engineering Exam (FE). Two criteria guide steps toward improvement related to the FE exam. (1) If exam scores by subject, are equal to or lower than the national average or (2) if exam scores, by subject, indicate that student performance has declined in two consecutive years with each year's scores being lower than the scores from the previous year. The Student Progress Exams are program specific and focus on the most relevant performance criteria for each program. The EBI queries a broad range of topics concerning participants' educational experience. For the senior design project, students are teamed with typically three or four students, a faculty adviser, and an industry liaison engineer. The teams follow a product development cycle to create an engineered solution to the project the industry liaison specifies. The Senior Design Student Analytic Rubric collects assessment data from all seniors regarding their teammates' knowledge, skills, and work habits. The faculty adviser and industry liaison engineering also assess students using the same rubric. To pass the course, a student must complete all assessments. The Center for Engineering Design and Entrepreneurship oversees the senior project.

Each program's annual assessment report details any problem areas. If concerns are noted, the program must develop a specific improvement plan and document actions taken to address the concern. General forms of improvement have centered on course re-design, course delivery, and better preparation of students for the Fundamentals of Engineering exam, increasing exposure to ethical issues, and enhancing team participation. Program faculty monitor trends in assessment data to determine if changes are needed. Individual engineering program assessment reports describe any changes.

Electronic copies of all assessment related documents are archived on a backed-up SEAS server.

School of Nursing and Human Physiology

Standard 3B: Planning
Human Physiology
Faculty discussions framed the planning process to develop learning outcomes for Human Physiology. Outcomes were revised and streamlined with the curriculum revision that culminated in the creation of the BS in Human Physiology in 2009. The Department annually reviews and assesses learning outcomes. Assessment of student learning and pedagogy are regular topics of conversation among the faculty; more specifically, they are key agenda items for 1-2 department meetings each semester.

Nursing
The Nursing faculty approved program outcomes for Gonzaga's Bachelor of Science in Nursing (BSN) program in spring 2011. These outcomes stipulate that graduates will be able to assume generalist nursing roles, with their practice grounded in principles and processes that lead to safe, competent, and ethical care; effective communication, leadership, and professionalism. Planning for these outcomes flowed from an examination of courses, course content, and specific learning activities to connect program goals with established professional standards and guidelines. *The Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of Colleges of Nursing, 2008), NCLEX-RN (licensing examination) test plan, Washington State requirements for nursing programs set forth the standards and guidelines. Current professional initiatives, such as the QSEN (Quality and Safety Education in Nursing) competencies, also contribute to learning outcomes. The Commission on Collegiate Nursing Education (CCNE) mandates that the BSN program reflect *The Essentials* in order to be accredited. Courses were "cross-walked" against The Essentials and QSEN competencies in AY 2011-2012 and were found to include most of the required content.

Since "complex adaptive systems" function as the organizing framework for the curriculum, planning is logically structured to proceed from "more predictable" to "less predictable" or complex in relation to both patient care and the organizations that provide care. Consequently, course work and learning activities focus on foundational content and individual patients with more stable health conditions before students move to individuals with more complex health care needs. The students also begin their practicum experiences initially learning how to assess and care for relatively healthy children and older adults in outpatient settings before learning to assess and provide care to those who are chronically ill or who are hospitalized with very complex, acute health care issues. In the final semester, students are placed in community

settings where they learn to conduct a community assessment and to plan care for populations of individuals with specific health care needs.

Standard 4A & 4B Assessment and Improvement

Human Physiology

Human Physiology uses existing instruments to assess discipline-specific outcomes. Faculty generate assessment data in the normal process of assessing student performance and assigning course grades as a basis for assessing learning outcomes. By examining the assignments and examinations normally given, Human Physiology has identified those assignments, tests, and activities that naturally lend themselves to assessing specific learning outcomes. In some cases this examination has necessitated modification of these assignments, tests, and activities. For example, not every assignment or test assesses a consistent set of learning outcomes. Therefore, grades for these types of assessments are subdivided into specific categories based on program learning outcomes. For example, a laboratory report might only be used to assess quantitative reasoning and written communication. Therefore, while the overall grade for this assignment is the sum of the scores reflecting each learning outcome, the grade for each learning outcome can be separated and subsequently used to assess each outcome. To more easily integrate these individual assessment scores generated among all courses, the Department adopted a set of unified scoring definitions described in Table 41. These definitions allow the conversion of any in-class assessment to a universally applied ordinal score and vice-versa.

Table 41 Scoring conversion standards between percentages and ordinal scores of 0 to 5 for assignments and examinations.

Percentage of possible points achieved (%)	Assessment score	Description
90-100	5	Excellent - complete assignment, no conceptual mistakes, correct quantitatively, indicates mastery of the task
80-89	4	Good - complete assignment, minor conceptual mistakes, minor quantitative errors, indicates competency
70-79	3	Fair - complete assignment, one or two conceptual mistakes, few quantitative errors, indicates minimal competency
60-69	2	Poor - complete assignment, one or two major mistakes, several quantitative errors, indicates lack of competency
50-59	1	Poor - unsatisfactory, incomplete assignment, several major mistakes, several quantitative errors, failure
≤49	0	Failure - no credit, grossly incomplete assignment or not turned in complete assignment, several major mistakes, several quantitative errors, indicates lack of understanding and competency

[Human Physiology's Outcome Assessment Plan](#) provides more details on assessment and evaluation. Direct assessment of discipline-specific students learning outcomes such as content knowledge and research via student performance on exams and embedded assignments (see Outcomes Assessment Plan, section III.A.3 and III. B-D) measures achievement of student learning outcomes. Program assessment examines four areas: curricular assessment, peer evaluation, comparative analysis, and student-faculty research. A senior survey offers an indirect form of assessment (see Outcomes Assessment Plan, Appendix I, items 1-31 and 33-41).

Assessment of student learning outcomes suggested that students in all four years of the Human Physiology program gained significant content knowledge; improved their ability to communicate effectively in writing; and were successful in designing, conducting, and disseminating scientific research in the discipline. Overall, direct and indirect assessments indicate success in high levels of achievement relative to student learning and program outcomes and good success in preparing students for graduate study. Assessment activities will be revised to address more effectively the student learning outcomes of data fluency and effective communication. The degree to which program outcomes are being achieved will be closely analyzed as part of the scheduled program review. By coordinating assessment efforts related to common exam questions, the Department has been able to establish a foundation of existing data from the 2011-2012 assessment for the purposes of longitudinal assessment of content knowledge at the sophomore/second year level. This data will be used to develop additional strategies for improvement.

Nursing

The Bachelor of Science in Nursing program has a comprehensive outcomes assessment plan that specifies indicators, measures, timing, and expected results for each program outcome measure. Each program uses multiple measures/indicators in order to insure the reliability and validity of findings. Because the Department of Nursing graduates students in both December and May of each year, assessment is conducted twice yearly. Example measures for program outcomes include simulation activities, standardized testing, clinical evaluation, performance on a major community project, NCLEX-RN test results, and student rating of achievement of program outcomes. [Rubrics](#) have been developed for all major instructor-developed measures of program effectiveness. The BSN program coordinator, working with the BSN Council, is responsible for monitoring the curriculum on an ongoing basis. Program outcomes are formally assessed each semester for each graduating class and results are used to inform curricular changes. Changes in professional standards also trigger program and course review. The BSN Council develops program changes (course sequencing, content, key learning activities), which are then taken to the Department of Nursing Faculty for approval.

Assessment data indicates that most program outcomes are being met. However, one measure that consistently did not meet desired results was the Community Partner Project. This measure was used to provide information about student achievement of program outcomes for safe, competent, and ethical care; effective communication; and professionalism. Faculty teaching the course linked with this project are now using more case studies and requiring students to submit

portions of this major assignment periodically throughout the semester so that they can receive regular and formative feedback.

One additional challenge is to find meaningful ways to meet the outcome that addresses "interprofessional" communication and collaboration. The intent is that students will have interactive educational experiences with one or more disciplines in order to foster effective interprofessional communication and collaboration. Since Gonzaga's BSN program is not part of an academic medical center, our nursing students do not have ready access to students in other healthcare disciplines. Efforts are in place to find meaningful ways for our students to have these experiences so that the program can meet its accreditations standards. This issue will be the focus of faculty conversations going forward.

Conclusion Objective 1

Given that the 1981 University Core Curriculum lacked a direct focus on overall student learning outcomes and in concert with previous NWCCU comments to undertake measures to assess the Core, the University has made significant progress in creating and assessing its University Core learning outcomes. Outcomes now reflect the University's mission statement and baccalaureate goals more concretely than in the past. Assessment of the Core has become more deliberate and well-defined. Steps have been taken to examine the Core in the Freshman and Senior year so that more conscious decisions can be made about the Core curriculum. Improvements are still needed, however. The difficulty of acquiring sufficient samples of student work for assessment has been noted. Faculty evaluators give generously of their time. It is hoped that more structure can be given to the assessment process. The new Core proposal offers a more fully developed assessment process that may alleviate some of the difficulties associated with current Core assessment.

In spite of some initial skepticism among faculty that assessment would reduce learning to a mechanical process, the effort to promote assessment has presented faculty with the opportunity to examine their expectations and goals for their majors. Coupled with increased attention to the development and assessment of student learning outcomes, faculty responsibility for and oversight of requirements for any given major has given rise to more in-depth conversations about assessment within Schools and Departments. Even those schools subject to external accrediting agencies and/or legislative directives that often establish the parameters for learning outcomes and assessment have participated in these discussions. Departments have initiated more formal assessment practices to determine whether their students are learning what they are expected to know upon graduation. Departments are keeping better records and thus have more reliable assessment data, allowing for a greater consistency in evaluating programs and students. Closing the loop on student learning has become an integral component of faculty reflections on their teaching.

Core Theme 1: Exemplary Teaching, Learning, and Scholarship

Objective 2: Graduate students achieve specialized knowledge and skill.

Indicator 1: Students demonstrate the knowledge, skills, and attitudes identified in the learning objectives for each graduate program.

Rationale: Graduate students are expected to develop a more sophisticated and in-depth knowledge of their chosen program. Gonzaga's commitment to exemplary teaching, learning, and scholarship requires that faculty work with graduate students to ensure that this level of knowledge is attained. The graduate degree itself confers an expectation that students have attained a higher degree of expertise in their chosen field.

Many of the graduate programs at Gonzaga are accredited by external accrediting agencies (see page 74). Agency standards will affect the development of learning outcomes, assessment, and steps for improvement. Each graduate program has entered program outcomes into TracDat.

College of Arts and Sciences

The College has graduate M.A. programs in Philosophy and Religious Studies. Each represents a foundational and traditional aspect of Jesuit higher education. The Philosophy M.A. offers concentrations in the History of Philosophy and Social and Applied Ethics. The Religious Studies program brings students to a greater understanding of biblical studies, systematic theology, and spirituality.

Philosophy
Standard 3B: Planning
Students in the Philosophy M.A. program can expect to study philosophy at an advanced level within the context of Gonzaga's Jesuit, Catholic, humanist heritage. This context frames the learning outcomes that students are expected to achieve. These include: proficiency in logic, skills of philosophical argumentation, understanding major thinkers, the critical evaluation of philosophical positions and concepts, and the effective use of scholarly resources. The Philosophy Department MA Program plans for student achievement of learning objectives through a collaborative planning and review body, the Graduate Advisory Committee, and through the supervisory work of the Graduate Program Director in consultation with faculty teaching in the Philosophy M.A. Program.

Standard 4A and B: Assessment and Improvement
Assessment of student outcomes follows multiple paths. Students must pass a logic proficiency exam; pass at least 6 out of 8 comprehensive exam questions in the four major periods of the history of Western philosophy; pass a one hour oral examination, before a panel of three faculty members, covering the history of Western philosophy; and write and present an M.A. thesis, under the supervision of a Gonzaga faculty member, that is approved by a second faculty reader. Students may also be assessed on their contributions to the Graduate Student Conference and, if applicable, their effectiveness as graduate assistants.

During the Philosophy Department program review in 2011-2012, student learning outcomes and assessment methods were articulated. Clear articulation of the outcome objectives and assessment methods has provided a set of benchmarks to monitor student performance.

The Graduate Director met with individual former and current Philosophy M.A. students, individually and collectively, to discuss their perceptions about the program requirements, and in particular to address factors that delay or hinder completion of requirements. These discussions led to the creation of a document that more fully explains the MA Comprehensive Exams as well as the process for reviewing and revising the Comprehensive Exam questions. Program review has provided a better understanding of retention and placement data that has facilitated the development of program improvements.

Table 42 Summary of Retention and Degree Completion (data updated 8 May 2012)

YEAR	incoming class cohort			completed M.A. degree (# / %)	completed M.A. degree in 3 years or less (# / %)	still in program	no longer in program (# / %)
	Fem	Mal	Total				
2011-12	1	6	7	-	-	5 / 71%	2 / 29%
2010-11	0	2	2	-	-	1 / 50%	1 / 50%
2009-10	1	3	4	2 / 50%	2 / 50%	1 / 25%	1 / 25%
2008-09	2	4	6	4 / 67%	3 / 50%	2 / 33%	0 / 0%
2007-08	1	2	3	-	0 / 0%	3 / 100%	0 / 0%
2006-07	2	3	5	2 / 40%	1 / 20%	2 / 40%	1 / 20%
2005-06	1	3	4	3 / 75%	1 / 25%	0 / 0%	1 / 25%
2004-05	4	3	7	6 / 86%	3 / 43%	0 / 0%	1 / 14%
TOTAL	**12**	**26**	**38**	**17**	**10**	**14**	**7**

Table 43 Placement Summary Statistics

(data since 1999, updated May 11, 2012; some graduates belong to more than one category)

	count	percentage
total M.A. degrees awarded	39	100%
graduates placed in Ph.D. programs	16	41.0%
graduates who have completed Ph.D. programs	8	20.5%
total graduates in all forms of teaching positions	22	56.4%
graduates in tenured and tenure-stream positions	5	12.8%
graduates in adjunct teaching positions	16	41.0%
graduates in high school / prep school positions	1	2.6%
graduates in law practice	2	5.1%
graduates in religious vocations or careers	2	5.1%

Religious Studies

Standard 3B: Planning
Student learning objectives for the M.A. in Religious Studies constitute a four-fold edifice. Students will 1) Understand the Christian theological tradition in its historical contexts and in the contemporary setting. 2) Understand and be able to explain distinct theological perspectives. 3) Develop an appreciation of and be able to identify interreligious, ecumenical, multicultural and global characteristics of contemporary theologies, especially their emphasis on justice and peacemaking. 4) Conduct and present research at an advanced academic level. The Final Research Project Process Guidelines more fully explain research expectations for students. Through a collaborative process, the Religious Studies Graduate Committee developed these expectations. Each semester, faculty who teach the graduate courses for that semester are given learning objectives, and they meet together with the graduate program director to share syllabi and discuss how their courses meet the learning objectives.

Standard 4A and B: Assessment and Improvement
After completion of half their program with approximately 18 credit hours, students are given an oral examination before a board of three faculty members (graduate program co-director and two faculty who regularly teach graduate courses). The oral examination is based on a number of questions submitted by each faculty member over course content and is designed to show whether the students have retained the content of their courses, whether they are able to see how that material is inter-related, and whether they have met the learning objectives of the course. The student must pass this exam before being allowed to continue the program. After the completion of the oral exam, the examination board discusses whether the student has met the objectives. At the end of the program, students are to submit a 50 page thesis on some topic in their area of concentration which has been developed with a thesis director and a reader, both graduate Religious Studies faculty, and approved by the graduate program directors.

In Fall 2011, in response to declining applications, Dr. Joe Mudd, Assistant Professor in the Department of Religious Studies, conducted a study on the history of the Department's graduate programs, the state of graduate theological education, and an examination of current national trends. Although students were passing candidacy exams and final research papers, program co-directors, graduate faculty involved in the candidacy boards, and thesis directors and readers determined that students were not achieving an exemplary level of integration across course material. In Spring 2012 the Department voted to restructure the graduate program in order to better meet learning objectives. New rubrics and assessment methods were developed that will provide a more effective and integrated learning experience for the students. In October 2012, a proposal for a revised program was presented by the graduate program co-directors and passed by the Department. The Religious Studies proposal is currently undergoing the review process in the College of Arts and Sciences.

School of Business

Standard 3B: Planning
The School of Business offers two graduate degrees, the Masters of Business Administration (MBA) and the Masters of Accountancy (MAcc). Each program has developed learning outcomes that support the mission of the School of Business. The School of Business Administration faculty, in consultation with its assessment committee, established a master assessment calendar in 2008. Made up exclusively of faculty representation, the assessment committee is tasked with reviewing Assurance of Learning summary reports completed during the fall of the current academic year; assuring implementation of change for assessments completed during the prior academic year; working with appropriate curriculum committees to revise and enhance the plans to maintain continuous improvement; and summarizing annual work for the Dean of the School. At the beginning of each academic year, the calendar is reviewed. The assessment committee makes adjustments and modifications to the calendar, which the entire faculty then reviews. The evolutionary nature of assessment measurements requires continuous communication of instructions and guidelines to faculty members and administrators.

While the Assurance of Learning processes are the tools by which the SBA measures outcomes; they are not the only evaluation mechanisms in place. The SBA faculty has ownership of the curriculum and curricular changes. Any changes are discussed and voted on by the full SBA faculty and when approved, are sent to the University's Academic Council for final approval. The process requires the committee to review current learning objectives as well as address revisions to the plan. These revisions may be based on changes to the curriculum and scheduling changes to the timeline to meet assessment goals.

With respect to the MAcc program, the accounting faculty annually review current goals, typically during the day set aside by the University each academic year, for work on the Assurance of Learning plans.

Standard 4 A and B: Assessment and Improvement
At least two times a year, the School of Business assessment committee reviews and analyzes the results of the scheduled assessment of student learning outcomes for both the MBA and MAcc programs. These results are contained in the School of Business Fifth Year Maintenance Report, Appendix I. This report contains a description of the process and the action taken for assessment of this particular piece of work, a description of the cohort of students, class sections, semester, instructor(s), general results, etc., a description of potential problems and concerns based on an analysis of the data, and a brief summary of the process. There are three required attachments to this report: rubrics, the assessment tool, and student samples. These findings associated with this report are shared with the business school faculty in a school-wide meeting. At this meeting, the assessment committee recommends to the faculty any changes needed to improve student learning in the major. The School of Business Fifth Year Maintenance Report Appendix K examines these changes.

The Assessment Committee develops an Evidence of Implementation (EI) report that provides summary evidence within a year after the assessment of the improvement implementation or change. The first of these components was employed with the Fall 2009 semester assessments. The following documents are submitted for each completed course assessment:

1. Summary report of data and analyses, with documentation of the curricula actions that were taken based on assessment results.
2. Copies of assessment instruments or, if course-embedded assignments are used for assessment, copies of course-embedded assignments.
3. Scoring grids or rubrics.
4. Samples of student work (10 samples per assessment, if available).
5. Evidence of Implementation Report

AACSB standards require evidence of the implementation of changes identified in the assessments. This is to be completed one year following collection of the assessment, i.e., Fall 2012 assessment will require a Fall 2013 Evidence of Implementation Report.

Given assessment results and programmatic needs, the School of Business has made several changes to its MBA and MAcc programs. Low demand concentrations in the MBA were eliminated to allow for better allocation of resources and greater flexibility in scheduling. The MBA program added a requirement that students take a minimum of two credits in courses with a dedicated focus on international issues. This change will allow the School of Business to meet the AACSB standards for training and assessment in international business. See the School of Business Fifth Year Maintenance Report Appendix G for a further discussion of these changes. The MAcc program underwent a comprehensive review in the Fall of 2009. Concentrations were added to the program, the core was increased from 7 to 11 credits, and new courses were added. One significant change was the addition of a Professional Writing Workshop designed to strengthen the MAcc students' writing skills. See the School of Business Fifth Year Maintenance Report Appendix H for a further discussion of these changes.

School of Education

Standard 3B: Planning
A plan for on-going assessment of all programs in the School of Education was instituted over seven years ago. The SOE Assessment Plan operates on three tiers which include: 1) assessment system; 2) data collection, analysis, and evaluation; and 3) use of data for program improvement as a unit and in individual programs.

The SOE employs several methods to collect data internally on candidate performance. Multiple assessments aligned with Mission, Conceptual Framework, Program Outcomes, State Standards, SPA/Professional Society recommendations, and NCATE assessment categories are identified in each program via a Key Assessment Alignment Matrix. The matrix also identifies the assessment instrument used to measure candidate competence. All instruments are filed in the SOE Global Assessment System (GAS) and include rationalization for use and a scoring rubric. Input from candidates, alumni, employers, and the professional community are also systematically gathered

via surveys at the end of each academic year. Those results, plus annual key assessment reports, are disseminated in accordance with the SOE Assessment Plan cycle of activity. The School of Education's Institutional Report contains additional information on planning with regard to student learning outcomes.

Department Reporting Graduate Programs

Counselor Education Department
Student learning outcomes in Counselor Education stress five areas:
1. Clinical Skills based upon site-supervisor evaluation
2. Knowledge based upon a final comprehensive examination
3. Dispositions based upon a professional performance evaluation over a student's program
4. Technology skills based upon a technology checklist
5. Diversity based upon a multicultural assessment

The faculty and advisory boards regularly discusses the program's expectations of student learning and the related outcomes. Data is gathered via the outcome reports, student evaluation of the programs, supervisor input, etc. Adjustments are made given discussions at faculty meetings as well as through smaller committees formed from the larger faculty. Outcome Matrices are available for the following programs:

Master of Arts in Community Counseling
Master of Arts in School Counseling
Master of Counseling (site based in Alberta and British Columbia, Canada)
Master of Marriage and Family Counseling

Educational Leadership and Administration Department
Outside professional body mandates determine the program goals and learning objectives. The department faculty and its advisory boards routinely review the outcomes and the key assessments used to measure student performance. These common course assessments drive what all instructors address in the course. Beyond that, instructors are given latitude to create learning experiences that fit the general course objectives and their strengths. Additionally, both the State and Canadian Provinces require established advisory board review and input into the results of assessment data on student performance as well as program satisfaction from alumni. This activity also meets the SOE Assessment cycle of review and is documented in the GAS. Outcome Matrices are available for the following programs:

Master of Anesthesiology Education
Master of Arts in Leadership and Administration
Master of Education (School Administration)

Special Education Department
Due to the SOE's NCATE accreditation, designated categories for assessments are pre-determined and include: Content, Planning, and Impact on Student Learning. The department utilizes designated key assessments identified in each NCATE category to identify and align program outcomes within courses. The department meets to discuss these assessments and where these outcomes are being assessed. Every year, the Department reviews one to two assessments per Program to determine if they are meeting Department needs. The SOE Assessment Director

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and Assessment Committee provide documentation that guide reviews. Outcome Matrices are available for the following programs:
[Master of Education in Special Education General](#)
[Master of Education in Special Education Early Childhood](#)
[Master of Education in Special Education Functional Analysis](#)
[Master of Initial Teaching in Special Education](#)

Sport & Physical Education Department
NCATE accreditation mandates categories for assessment such as Content, Planning, and Impact on Student Learning. The Department examines Program Outcomes to determine which classes fulfill each NCATE category and then implements a Key Assessment for each category. Additionally, the Department determines if all Program Outcomes are covered in classes. Certain outcomes such as Technology and Dispositions Reflective of Jesuit, Catholic, Humanistic education should be covered in all courses, while others only show up in specific classes. The Department discusses and reviews where Program Outcomes are being covered and if changes are needed due to implementation, fit, etc. Every year, one to two assessments per Program are reviewed to determine if they meet Department needs. The Assessment Coordinator and Committee provide documentation to guide these reviews. Outcome Matrices are available for the following programs:

[Master of Arts in Sport and Athletic Administration](#)

Teacher Education Department
The State approval body in the "Knowledge and Skills standards – Standard V" defines the majority of department outcomes. The department has supplemental outcomes that reflect the unique mission of Gonzaga University and the Department of Teacher Education. These were drafted and approved within the department with advice from our stakeholder boards. Outcome Matrices are available for the following programs:

[Master of Initial Teaching](#)

Standard 4 A and B: Assessment and Improvement
Candidates are assessed throughout their program, i.e., admit, mid, or end of program. If a key assessment is administered in a course, the syllabus identifies the instrument, the assessment, the program outcome, rationale, and the rubric used to score candidate performance. Candidate scores on these assessments are entered on program spreadsheets. For example see the School of Education Assessment Manual Appendix O. These scores are then converted according to the rubric for the [key assessment](#) to the following:

> 2=exceeds expectations
> 1=meets expectation
> 0=does not meet expectations

Since this assessment system is used for all programs, year-end reports are aggregated for the Unit, and disaggregated for the programs, to show current data and trends. The [Unit](#) report shows this information. Examples from [Special Education](#) and [Secondary Teacher Education](#) show

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disaggregated data at the program level. The student data produced from these assessments are reported by measures of central tendencies (mean, mode, and median), performance in program aggregated form, and then disaggregated by gender and ethnicity to check for fairness and accuracy. These reports are used for review and analysis by the unit, departments, SOE Committees, and Program Advisory Boards. Feedback from external agencies, input from stakeholders, and in house review of ongoing assessment data have all served as an impetus for ongoing program improvement and refinement.

Final determination of program efficacy is achieved through extensive reviews of the School conducted by multiple outside agencies for accreditation, approval, and consent on a cycled review schedule and for annual reporting. All degree and certification programs in the School of Education are accredited by the National Council for Accreditation of Teacher Education (NCATE), and are recognized by the Washington Professional Educator Standards Board (PESB) as having approved programs for the preparation of teachers, counselors, and administrators. Additionally, programs in counseling are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The Anesthesiology program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA).

Department Reporting Graduate Programs

Counselor Education Department
Department faculty and advisory boards review on-going student performance data reports as well as year-end reports to assess whether students have achieved the desired learning outcomes. At mid-program, program faculty evaluate all students (Practicum evaluation, Professional Performance Evaluation, other factors such as GPA, report of adjuncts, advisors, etc.) for assessment regarding movement to candidacy. At the end of the program, faculty review each student's overall program performance. The Professional Performance Evaluation monitors a student's strengths and areas of growth throughout the program.

In the summer of 2012, after a review of the data collected and after a faculty review of the instruments utilized, two tools were completely reworked or constructed (Technology Checklist and Multicultural Assessment) and a third was modified slightly. These modifications will provide greater detail in student learning expectations and more clearly define the activities to improve student learning in each area. Over the next three years, the Department hopes to find improved student outcomes in these areas as well as notations by supervisors in their evaluations.

Educational Leadership and Administration Department
The department faculty and its advisory boards regularly review the results of assessment data on student performance. Students who at mid-program are considered to be at risk for academic or personal reasons meet in conference with their cohort advisor. This advising may result in continued oversight by the advisor, or a recommendation for dismissal according to the program Student Handbook. Because of the number of adjuncts used in the delivery of programs

in Canada, particular attention is also given to the results on assessments in courses taught by adjunct faculty in order to determine if teaching aligns with program outcomes.

The department faculty reviewed the data related to the capstone project performance and determined that a change in the way research was taught needed to be implemented. This led to a revision of the research course sequence and the creation of a one-credit course to aid students in the development of their literature review chapters. This response to student data seems to be having a positive impact on the writing and completion of the capstone project.

Through program reviews in British Columbia, Alberta, and NCATE, assessment scores are compared. These reviews have led to a change in the admissions process and standards and increased the use of Canadian research sources in courses offerings. Student performance on the capstone research project also led to a revision of the courses in research preparation.

Special Education Department
The use of National Council for Accreditation of Teacher Education (NCATE) Key Assessments provides information regarding specific outcomes that are measured and reviewed. Each key assessment has a met, not met and exceeds designation corresponding to a numerical number that defines what equals met, not met, or exceeds. The department faculty meets to analyze and discuss these data results by year and by three-year trend analysis. If the key assessment shows that a substantial number of students are not performing well or the assessment could be improved, considerations for changing the key assessment are brought to the department for review. Changes also occur when Wsahington State mandates a change that directly impacts a current key assessment. In this case, the department meets to discuss state requirements and how to implement any changes while still meeting students' program needs. A current change, still in transition, is the State mandated Education Teacher Performance Assessment (edTPA) required for all students completing teacher certification. The previous key assessment, the Professional Pedagogy Assessment (PPA), is no longer used in the State of Washington.

Sport and Physical Education Department
Key Assessments are selected from six NCATE categories and aligned with Program Outcomes. Each Key Assessment has a designed rubric and data is entered on a semester or yearly basis. Department faculty analyze the data on a yearly basis and also compare data over a three-year cycle for trends in student performance. A review of Key Assessments raised the question of reliability. In one instance, the assessment for the course in [Diversity in Sport](#) was revised and the prompt for the assignment and the rubric were rewritten. This change will be analyzed to determine its impact on student learning and performance.

Teacher Education Department
Learning outcomes are identified in course syllabi and include alignments to specific assessments to determine if outcomes have been met. Additionally, key assessments are administered formatively throughout the program to determine if students have met the program outcomes. Faculty analyze student performance data on a cycle driven by the SOE Assessment Plan. All student performance data is disseminated to advisory boards for analysis and recommendations. Due to certification requirements from the State, major portions of student

performance data are submitted to State agencies and compared to other teacher education programs on common assessments.

A major summative assessment is an additional element of the program. Specifically, the majority of program outcomes are aligned to the state capstone assessment, the Education Teacher Performance Assessment (edTPA), that all candidates take to receive certification. These results are also compared to other teacher preparation programs in the State and may be compared nationally in the future. Assessment results are used individually at the course level to improve student achievement. At the department level, outcomes are aligned to the Education Teacher Performance Assessment (edTPA). The result of this assessment is disaggregated by rubrics that are aligned to the various program outcomes. This new process, having been in pilot and field-tests stages, was implemented in the Fall of 2013. The data that is received will allow for an analysis of the results against the individual outcomes.

School of Engineering and Applied Science

The School of Engineering and Applied Science offers one graduate degree, the Master of Engineering in Transmission and Distribution.

Standard 3B: Planning
The T&D Engineering program coordinates course-level assessment for each of the student learning outcomes provided by the Accreditation Board for Engineering and Technology (ABET) and listed as a-k. Program faculty members meet each year with program leadership to review the outcomes as well as assessment measures. Program faculty develop plans to improve each course based on outcome assessments and student evaluations.

Standard 4 A and B: Assessment and Improvement
Each year, the Transmission & Distribution Engineering Program assesses the learning of current students, reviews assessment results that fall below program goals, and plans improvement activities. ABET standards structure this assessment process. Details of the assessment process, the outcomes measured, and the assessment instruments used are described in the Gonzaga School of Engineering and Applied Science Assessment Handbook. Each course aligns with one or more ABET learning outcomes. For example, the course TDAP 641, Power System Analysis, corresponds to ABET goals a and b. Assessment methods are designed to address the ABET learning outcomes. Particular outcomes and courses are delineated in the T&D Annual Assessment Report. Results of the assessment form the basis for discussions regarding any needed improvements. As the program's first year was in 2011-2012, conversations regarding improvements are ongoing. The initial assessment indicated that ABET learning outcomes were being met.

School of Law
Standard 3B: Planning
Following a faculty vote in April of 2007 to carry out a comprehensive review of the law school's curriculum, a Curriculum Review Committee was formed that May. The committee membership broadly represented faculty and administration. Members included a clinical professor, a legal research and writing professor, two senior members of the faculty, two junior

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doctrinal professors, a librarian, and the dean. The committee chair was a senior doctrinal professor with a history of working effectively with Gonzaga's faculty and administration. The committee met bi-weekly from late August 2007 to May 2008. The committee members worked collaboratively, with all committee members sharing the workload.

The Curriculum Review Committee formulated its curriculum reform recommendations based on the Committee's review of aggregate student course evaluations, interviews with faculty members and practicing lawyers, and two comprehensive studies regarding the state of legal education that were published in 1992 and in 2007. The earlier study, published by the American Bar Association's Section on Legal Education and Admission to the Bar, is titled *Legal Education and Professional Development: An Educational Continuum* (the "MacCrate Report"). The 2007 study titled *Educating Lawyers—Preparation for the Profession of Law* was sponsored and published by the Carnegie Foundation for the Advancement of Teaching (the "Carnegie Report"). Both of these publications stressed the need for law schools to implement more skills training and actual hands-on experiential learning to produce lawyers that are more "practice-ready" upon graduation. The first class that completed the entire curriculum graduated Spring of 2012. The School of Law is currently engaged in evaluating the new curriculum with regard to learning outcomes. An Outcomes Assessment Committee was created, and the Committee presented its findings to the faculty in the Spring of 2013.

Standard 4 A and B: Assessment and Improvement
Assessment in the School of Law takes place on three levels. First is curriculum assessment. The first class to participate in the revised curriculum graduated in May, 2012. The law school Outcomes Assessment Committee will review outcomes assessment materials and make suggestions for improvements. Second, the law school participates in the Law School Survey of Student Engagement (LSSSE). Third, the law school relies on Bar Exam passage rates for all graduates to assess the depth of student learning.

Table 44 Statistics of the Bar Examination

Washington State Bar Pass Rates

Month & Year	Pass Rate GU First Time Takers	Pass Rate GU Overall after Appeals	Overall State Average
July-13	91%	n/a*	84.8%
Feb-13	80.0%	66.7%	58.7%
July-12	79.5%	75.8%	65.5%
Feb-12	83.3%	66.7%	64.7%
July-11	67.1%	68.4%	65.6%
Feb-11	80.0%	82.8%	67.6%
July-10	82.2%	81.9%	67.8%
Feb-10	69.2%	65.9%	70.0%
July-09	69.2%	68.3%	68.6%
Feb-09	44.4%	63.6%	64.8%
July-08	81.3%	81.4%	71.5%
Feb-08	92.0%	83.3%	74.3%

*July 2013 was the first administration of the Uniform Bar Exam in Washington State, which means that all bar exam applicants were considered first-time test takers.

Table 45 Out-of-State Bar Pass Rates

Year	Number of May Graduates	May Grads taking Out of State, Summer Bar Exam	Pass Percentage
2013	158	47	89.4%
2012	152	60	68.3%
2011	145	60	86.6%
2010	163	75	85.3%
2009	175	74	83.8%
2008	149	51	82.4%

The School of Law underwent a site visit by the ABA in February 2013. The school is awaiting the results from the ABA accreditation meeting held in January 2014.

M.A. Teaching English as a Second Language (MATESL)

Standard 3B: Planning
Learning outcomes for the MATESL are defined by an eight-part construct that ranges across various aspects of language structure, acquisition, and pedagogy. Outcomes state that:

1. Students will demonstrate understanding of the nature and structure of language, and the structure of English, on phonological, morphological, syntactic, semantic, discourse and pragmatic levels.
2. Students will demonstrate understanding of the process of language acquisition and its effects on language learning.
3. Students will demonstrate understanding of the socio-cultural contexts in which languages are acquired and their effects on communication and language learning.
4. Students will demonstrate sensitivity to diverse cultures both within and outside the United States, and knowledge of the role English has played and plays in the world.
5. Students will demonstrate knowledge of the principles of course design, curriculum development, and language assessment.
6. Students will demonstrate the ability to express thoughts in writing and orally; to develop and support ideas, synthesize information, present information clearly in papers and oral presentations, and to follow conventions of the discipline for citations.
7. Students will demonstrate understanding of principles of language pedagogy, and ability to apply them effectively in a variety of teaching contexts.
8. Students will demonstrate knowledge of how research is conducted in the field and an ability to conduct and analyze their own research.

The former MATESL Director developed the current outcomes in consultation with faculty and by means of an informal survey of similar programs, student interviews, and personal experience. Planning occurs in a faculty and staff retreat held every two years to discuss the

outcomes and specific curricular objectives to determine whether they are appropriate, precise, and attainable. The program uses an ongoing informal dialogue about key practices.

Standard 4A and 4B: Assessment and Improvement
The MATESL uses a variety of assessment instruments and methods related to each learning outcome. These include: portfolios, exams, reflective journals, presentations, field placement opportunities, and research papers. Rubrics have been developed for the grading of papers, presentations, and the culminating portfolio. Assessment results have been generally successful across most of the learning outcomes. Improvements concerned the MTSL 550 Pedagogical Grammar course, which addresses, in part, the learning outcome that "Students will demonstrate understanding of the nature and structure of language, and the structure of English, on phonological, morphological, syntactic, semantic, discourse and pragmatic levels." Assessments showed that many students enrolling in this course did not have the foundational knowledge of linguistics to benefit fully from the course content. This led, initially, to an adjustment of the course content itself, which was felt to be unsatisfactory as the content was established to meet specific objectives. Consequently, an online language awareness course was developed as a 0-credit pre-requisite for MTSL 550. This course has a final assessment that students must pass at the 80% level in order to enroll in MTSL 550. Although the pre-requisite has not addressed all of the problems, a considerable increase in students' basic understanding of linguistic terminology and concepts has been noted.

School of Nursing and Human Physiology

Standard 3B: Planning
The School of Nursing and Human Physiology offers one graduate degree, the Master of Science in Nursing. Guided by current professional standards and initiatives, the faculty approved new program outcomes in Spring 2011. The outcomes focus on five key areas:
1. Evidenced based decision making
2. Safe and effective practices
3. Communication and interpersonal collaboration
4. A commitment to ethical principles
5. Leadership and advocacy

Planning for these outcomes followed upon the American Association of Colleges of Nursing's revision of essential nursing practices and the Nursing faculty's recognition that revisions were needed in the MSN program to meet the new standards with the most obvious changes needed in the Nurse Educator curriculum. The new curriculum, planned to prepare students to meet the MSN learning outcomes, was approved by the Academic Council in January 2013. One remaining concern, similar to that of the BSN program, is to find meaningful ways to meet the standard of "interprofessional" collaboration. Since the MSN program is primarily an online program with students all over the country, it is particularly challenging to meet this standard. This issue will continue to be the focus of faculty conversations.

Standards 4A & 4B: Assessment and Improvement
The MSN program has an outcomes assessment plan that specifies indicators, measures, timing, and expected results for each program outcome measure. Each track in the MSN program has identified specific measures to assess how well students in each track meet the student learning

outcomes. Because the MSN courses are taught fall, spring, and summer, the outcomes are collected at the end of each semester. The lead faculty of each track reviews the outcomes with the faculty teaching in each track and the faculty makes recommendations to the MSN Council. The MSN Council reviews these recommendations and may make additional recommendations after reviewing the outcomes for students across all tracks. These recommendations are then presented to the Faculty Organization for additional input and approval. Rubrics have been developed for all major instructor-developed measures of program effectiveness.

The most recent complete MSN program outcomes assessment data is from students who completed the program in May 2013. Data for December 2013 graduates has been collected. Faculty teaching in each track and the MSN Council will analyze the results within the next couple of months. In general, data from the May 2013 graduates indicate that program outcomes are being met. Student performance on one outcome measure in the Nurse Educator track and one in the Psychiatric-Mental Health NP track did not meet the benchmark, but the numbers were too low to draw any meaningful conclusions. The MSN Program Coordinator and MSN Council will continue to monitor the results of the Outcomes Assessment Plan.

School of Professional Studies

Communication and Leadership Studies (COML)
Standard 3B: Planning
Learning outcomes for the COML program are assessed through each course and culminate in the thesis project. The outcomes measure range of requirements such as a student's ability to develop a personal leadership style, to understand the nature of research, to analyze ethical problems, to comprehend communication theory, and to understand the social impact of new communication technologies. The thesis project should demonstrate serious effort in terms of the amount of new information gathered and an advanced, in-depth understanding beyond the level of expertise previously gained from course work. The project also involves the application of communication theory or other communication knowledge in conjunction with a production element such as a video, web site or CD.

Planning for the achievement of these learning objectives lies in the development of course competencies. Faculty also plan for assessment by taking part in the Competency Assessment in Distributed Education (CADE) workshops for course building. During the CADE training, faculty who design a course create a portfolio that includes the following information:

1. List of competencies identified on three levels (i.e., factual knowledge, procedural knowledge, and strategic knowledge); and
2. Identification of evidence that is used to determine student mastery.
3. Each faculty spells out the elements of the course that make it Jesuit in nature. How does a COML MA intercultural course, for example, differ from an intercultural communication course offered at a non-Jesuit institution?
4. When financially feasible, COML adjunct faculty members are invited to attend in-service training in online teaching methods, Jesuit tradition and values, and Ignatian pedagogy.

The COML department uses the National Communication Association's (NCA), "Conceptual Framework for Assessing Student Learning: Cognition, Behaviors, and Affect." The NCA's conceptual framework calls for communication departments to "build upon …activities and comprehensive measures or quality indicators of student achievement in these areas: a. Cognitive outcomes (general and specific knowledge) b. Skills outcomes (basic, higher orders, and occupational) c. Attitudes/values outcomes (personal goals, attitudes, motivational factors)"

Standard 4A & 4B: Assessment and Improvement
The COML Department assesses achievement of desired learning objectives in a variety of ways in coordination with each course in the program. Different courses reflect different learning outcomes. For example, all new COML students are enrolled into the Master's Level Writing Course COML 518, a non-credit course where student writing is assessed with opportunity to improve provided.

Doctoral Program in Leadership Studies

Standard 3B: Planning
Learning objectives for doctoral graduates stipulate that:

1. Doctoral graduates will demonstrate an understanding of the personal nature of leadership and leadership studies.
2. Doctoral graduates will demonstrate an understanding of leadership studies within the context of the organizational setting.
3. Doctoral graduates will demonstrate an understanding of leadership studies from the perspective of global, social systems.
4. Doctoral graduates will demonstrate an understanding of principles and practices of both quantitative and qualitative research methods.
5. Doctoral graduates will demonstrate an ability to engage in rigorous scholarship through dissertations that make a difference in the world.
6. Doctoral graduates will demonstrate habits of thought that consider the ethical implications of their decisions as leaders and scholars.

Plans for student achievement were developed through collaborative discussion among faculty and consideration of various courses and evaluation of writing assignments. Specific courses, independent studies, the candidacy paper, and the dissertation provide opportunities for student success.

Standard 4A & 4B: Assessment and Improvement
Given the close student-faculty nature of the doctoral program, assessment occurs throughout a student's experience. Candidacy papers and dissertations are individually constructed to meet students' interests and faculty expertise. Rubrics have been developed for course papers, candidacy papers, and the dissertation. These guide students in meeting program expectations. Program assessment occurs through faculty examination of curriculum development and design, course consideration, choice of adjuncts, course enrollment, and

textbook appraisal. Additionally, feedback from students to the department or to individual faculty members is shared at department meetings and becomes part of the assessment evidence.

Organizational Leadership

Standard 3B: Planning
As a result of the emphasis on leadership, especially within an Ignatian context, program goals for organizational leadership circumscribe reflective, theoretical, and practical dimensions of leadership. Students participate in an educational journey that encourages self-reflection, ethical awareness, and service to others. Thus the Organizational Leadership program rests on the triad of Mind, Heart, and Will. Students construct new knowledge; they understand the social construction of identity and resulting ethical dilemmas; and they develop the ability to interpret organizational behavior. Beginning in September 2011, the Department undertook a review of its core curriculum. This multi-phase process was initiated by the department chair and modified and implemented by the faculty of the department. The goal of the review was to develop revised learning outcomes and map these to specific courses to create a more holistic curriculum. Worksheets including outcomes, assignments, texts, and modules have been created for each course. Faculty also shared all rubrics for assignments that are currently used. Rubrics for participation, writing, and teamwork have been developed for faculty reference. Course revisions will occur in the next phase, and will include refinement of assignments and assessment.

Standard 4A & 4B: Assessment and Improvement
Assessment of learning outcomes occurs through student discussions/postings and final papers/projects in classes that meet learning outcomes tied to each class. For example, the outcome of Responding Ethically is assessed in the following courses: ORGL 500 (Organizational Leadership); ORGL 503 (Organizational Ethics); ORGL 504 (Organizational Communication); ORGL 506 (Leadership and Diversity); and ORGL 680 (Leadership Seminar). The program is currently evaluating core courses.

Conclusion Objective 2
Although Gonzaga is primarily an undergraduate institution, graduate programs play a significant role across the University. Graduate offerings include 25 master's degrees, a Juris Doctorate, a Doctor of Nursing Practice, and a Ph.D. in Leadership Studies. Fall 2013 saw a graduate enrollment of 2,709 students; 2,211 masters; 111 Doctoral; and 387 law. Total graduate enrollment has been fairly consistent over recent years with numbers between 2,709 and 2,899 for the period 2011-2013. Corresponding to a nation-wide trend, law enrollment has decreased from 507 in Fall 2011 to 387 in Fall 2013. In response, the Law School has adopted an optional two-year program, including summers, which will enable students to finish one year sooner. All graduate programs have begun to devote more attention to student learning outcomes, driven, in part, by demands of external accrediting agencies. However, internal expectations have also contributed to the emphasis on the development and assessment of student learning outcomes. While some programs are further along in this process than others, progress is being made.

Core Theme 1: Exemplary Teaching, Learning, and Scholarship.

Objective 3: Graduates engage the materials, procedures and questions of one or more disciplines in addressing real world challenges and problems.

Indicator 1: Students engage in faculty-student research, internships, and international opportunities developed around real world problems.

Rationale: Congruent with the assertion that classroom instruction grounds a student's undergraduate experience, is the accompanying realization that learning must take place beyond the borders of the classroom. Life-long learning flows from an educational process that allows students to connect the knowledge gained in the classroom to real world situations and problems. Given Gonzaga's mission commitment to service and social justice as well as its emphasis on the care of the whole person, it is imperative that the University develops and offers students opportunities to engage in alternative forms of learning.

Introduction

Exemplary teaching, learning, and scholarship cannot exist apart from a holistic educational framework that involves faculty and students in a partnership that addresses the complex realities of the world outside the University. Viewing the undergraduate major as a series of courses that build upon one another gives only a partial sense of what Gonzaga asks of its students. Full educational potential is mined through the intersection of the classroom and real-world experience. In order to facilitate this merger, Gonzaga presents opportunities for students to work with faculty on research projects, to seek meaningful internships, and to experience international settings.

Historically, one of the most common ways for students to work with faculty was through the Independent Study. Working one-on-one with a faculty member, students could more fully research a topic of interest in ways that might not be possible in the classroom. Culminating a student's major, senior capstone courses often require a thesis or other research project under the guidance of a faculty director. Internships have also long been part of university life giving students an experience beyond the classroom. Similarly, international opportunities, such as study abroad, have placed students in other cultural and social contexts. Given the emphasis on learning outcomes, the increased interest in experiential learning, and the focus on global education, efforts in these areas have become more deliberate and carefully planned. Faculty now pursue funding for undergraduate research. Grants from the Howard Hughes Medical Institute and the Murdock Charitable Trust, for example, provide a direct research connection between students and faculty. Many departments now require majors to complete an internship.

With the addition of a new Assistant Academic Vice President for Global Engagement and the hiring of a new Study Abroad Director, Gonzaga has positioned itself to bring global education to the whole campus. The international experience will become more than just the student's presence in another culture; it will become an experience mined to advance the integration of students' academic pursuits and their commitment to service and to improving the world. New study abroad experiences are project-oriented to advance this goal

The Career Center

Standard 3B: Planning
For many students, the Career Center's [Internship Program for Students](#) serves as an essential resource for finding internships. With the goal of ensuring that every student has a successful internship experience, the program's website contains detailed information on all facets of finding an internship. The "Getting Started" section walks students through the steps to find an internship. Internships 101 is a twice weekly orientation meeting that prepares students to take full advantage of the search process. Students can find internship postings online as well as other resources to assist in their search. The Career Center's Internship Document Library provides students with downloadable internship resources. The Center's Internship FAQ page answers many question students may have concerning internships with more questions and answers being prepared.

Working with the Career Center's Internship Manager, academic areas have been able to design and implement more relevant internship opportunities for students that link academic with experiential learning. The Internship Manager's office provides training for both students and employers in preparation for internships including student career development and employer program design. The Career Center sponsors several [career and internship fairs](#) throughout the academic year.

Standard 4A & 4B: Assessment and Improvement
Academic units assess internships for which students receive academic credit. Numerical data shows that 286 students received academic credit for internships in 2011; 300 students in 2012; 261 students in 2013; and 146 registered for 2014. This latter number will increase as students continue to register for courses. The Career Center oversees non-credit or experience only internships. However, the collection of assessment data and evaluations of students in these types of internships has been episodic since reporting and registration has not been a requirement. This makes it difficult to track the numbers of non-credit internships. Some data derives from the [Senior Survey](#) question that asks graduating students if they have had an internship and if it was for credit and/or paid. From 2011-2013, approximately 85% of seniors responded to the survey each year with approximately 47% indicating that they had participated in at least one internship opportunity. Even if internship numbers are not formally tracked, the Career Center offers resources to students and supervisors to facilitate the internship process. Students are informed on how to identify [a good internship](#). A sample [Contract Agreement](#) delineates areas of responsibility for students and supervisors. An [Internship Evaluation Form](#) is available for supervisors who wish to evaluate their intern. The Center has created an [approval process](#) for organizations and companies seeking to post internships. An Internship Advisory Committee has been created to examine issues regarding internships.

College of Arts and Sciences

Standard 3B: Planning
Planning for student-faculty research, internships, and international opportunities in the College of Arts and Sciences covers a broad canvas related to the various requirements and learning outcomes within departments. Consequently, planning assumes various forms. On an individual

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level, faculty plan their schedules and work to assist in meeting student requests for independent studies. Some departments hold sessions with their majors where they meet with faculty to discuss their research interests related to the senior project. The Biology Department and the Department of Chemistry and Biochemistry put a significant amount of time and energy into obtaining external and internal funds to support student research. Both departments recently received grants from the Howard Hughes Medical Institute. To further opportunities for undergraduate research, the University has institutionalized a research coordinator for the sciences. The coordinator is actively involved with organizing research positions for students and assisting students with their research activities. The Gonzaga Science Research Program offers funding for students to participate in off-campus summer research at a large, research-based institution. Some planning for undergraduate research occurs in the context of a specific course. For example, the Psychology Department conducts an Advanced Research Methods course where, under the tutelage of the professor, students design, carry out, analyze and present results from their own original study. As undergraduate research becomes more fully integrated into the College, departments' planning includes the hope that student research will lead to presentations at professional conferences. Students from the College have presented at conferences such as:
The Pacific Sociological Association
The National Convention of the Association for Psychological Science
The University of California Undergraduate Research Conference
The Northwest Undergraduate Mathematics Symposium
Pacific Northwest Mathematical Association of America
The Murdock Conference on Undergraduate Research
The Spokane Intercollegiate Research Conference (SIRC)

SIRC gives undergraduates an opportunity to present their scholarly research in an academic conference format. The conference fosters a mentoring relationship between faculty and students and promotes collaboration among regional universities and community colleges. SIRC alternates yearly between Gonzaga and Whitworth University. At the 2013 conference, held at Whitworth, 120 Gonzaga students presented their research. Gonzaga hosted the 2012 SIRC, and 158 Gonzaga students presented. Gonzaga also is hosting the 2014 meeting.

Students in the Mathematics Department have research opportunities in three areas: faculty led research, Research Experience for Undergraduate programs, and the Gonzaga University Center for Evolutionary Algorithms. The last is an interdisciplinary research group involving faculty and students from Mathematics, Computer Science, and Engineering. Once students are engaged in research, the mathematics department provides opportunities for students to give talks at local and regional venues.

The Philosophy Department sponsors a graduate student conference that enables Philosophy graduate students to present their research. The conference draws submissions nationwide and from Canada. In recent years, roughly 40-50 graduate students attend the conference, including students from eight or nine universities other than Gonzaga and from as far away as Fordham University and Texas A&M.

While internships are available to students across the College, deliberate planning falls most directly on those departments that strongly encourage or require internships for their majors.

Faculty vet internship opportunities to ensure compliance with department expectations for students and the supervising agency. For example, faculty in the History Department developed an Internship program for their students that began in Fall 2013. The Department recognized that internships could offer students invaluable learning experience, the opportunity to explore a potential career field, the chance to learn and teach history beyond the classroom, and serve as vehicle for gaining hands-on experience. An internship is required for Public Relations majors. These internships are part of the Public Relations course PRLS 487. Internships must meet program graduation requirements. Likewise, Journalism students regularly engage in internship opportunities in professional environments. These opportunities range from formal internships in newsrooms of daily and weekly newspapers to work at magazines, both regional and national. Individual departments also solicit internship opportunities for students in the local community.

Planning for international programs in the College is done in coordination with the Study Abroad Office. Students may choose from among sponsored and non-sponsored programs or participate in one of Gonzaga's established international programs. Other programs center on faculty interests and curricular needs, leading to the creation of several Faculty Led Study Abroad summer programs in the College. With the assistance of the Study Abroad Office, faculty plan, recruit, and organize these programs. The international experience can also be offered as part of a department's curriculum and planned as part of a specific major. The Psychology Department has developed an international program, Zambia-in-Chimfunshi, which offers opportunities for research in comparative psychology as well as coursework in applied child psychology.

Standard 4 A & B: Assessment and Improvement
In the College of Arts and Sciences, assessment of student research, internships, and international programs varies according to the extent to which these activities are embedded into program requirements. Assessment also depends on the funding source. External funders typically require more in-depth and detailed assessment procedures.

Students in Biology as well as Chemistry and Biochemistry who participate in research programs are invited to take two on-line surveys, the SURE III (Survey of Undergraduate Research Experiences) and the SALG (Student Assessment of Learning Goals). The SURE is typically administered in mid-fall semester each year and the SALG at the end of spring semester each year. Students complete the surveys on their own time using their own computers, and are offered an incentive to complete the survey (currently a $5 gift card). The student responses of specific survey questions are compiled each year, and compared to the outcomes of current research programs. The outcomes include: 1) Increase student awareness of the benefits of meaningful undergraduate student research; 2) Enrich the research culture in the biology and chemistry departments with better training and more meaningful research experiences; 3) Give students the opportunity to communicate their research at meetings and in writing, and provide exposure to a wide variety of research through seminars and meetings; 4) Increase student's quantitative and scientific writing skills; 5) Prepare students to enter graduate or medical school and begin research-oriented careers, and increase the number of students entering the biology and chemistry programs who will pursue careers in the biomedical sciences. Survey results show greater student interest in pursuing a career in science after completing the research program.

Assessment results have suggested a number of changes to the independent research assistantships in Biology and Chemistry. One of the frustrating aspects of the experience for students was the transition from summer research to academic year research. The SURE survey responses suggested that students needed more guidance in order to successfully implement time management strategies to be successful at the part-time research of the academic year after spending a summer doing full-time research. In response to this need, time-management training was added to the research orientation workshops. Surveys also revealed that some students perceived a lack of one-on-one time with their faculty mentor. In response to this issue, peer mentors have been introduced into the research labs. This infrastructure is modeled after the post-doc, graduate student, undergraduate student support system that exists in R1 research labs. As the peer research mentors have only been in place for one academic year, the process of refining and improving this aspect continues. Biology participants in field studies programs are also surveyed as part of the Career Center's senior survey. Survey results are provided to the Department. Additionally, participants meet with faculty at the completion of their experience to debrief and provide feedback.

Programs in which internships are required or are part of regular course offerings have more fully developed assessment policies. For example, Public Relations assesses internships through the organization hosting the intern, through surveys of the student enrolled in the internship course, and through surveys of graduating seniors. The organization provides documented feedback to the instructor on student performance and issues related to preparation for the internship experience. Informal feedback occurs in the form of telephone or email exchanges during and following the completion of the semester. A formal survey is required of each student at the end of the semester. Senior Public Relations majors also have the opportunity to provide additional feedback on their internship experience through the annual spring senior survey administered to graduating seniors. Assessment results have led to increased course oversight and structure for internships including: regular class meetings, verification of hours completed, an encompassing academic paper, five to seven public relations documents, portfolio development, and ongoing communication/consultation between the instructor and organization, as well as student feedback surveys.

Journalism faculty monitor internships during the course of the experience. This includes an initial contact with the student's internship supervisor and regular contact with the supervisor and the student throughout the internship. Initial contact includes agreement on the scope of duties, the number of contact hours spent at the internship, and the frequency and nature of the faculty monitoring. In addition, an evaluation letter is required from the supervisor at the end of the internship. The student must submit a reflection paper that includes a self-evaluation component as well as a critical evaluation of the internship site, supervision, and learning experience. The student must meet with the supervising faculty member to discuss the evaluative material, the reflection, and the student's portfolio of work completed during the internship.

Students in the History Department internship program are evaluated in History 397 based upon the reflective essay they write at the end of the term. Their site supervisor evaluates student interns. This information is reported directly to the History internship coordinator. The internship coordinator evaluates both items based on the learning goals for that particular internship. This evaluation process meets History Department guidelines for 300-level courses in that student

interns draw on advanced understanding of history in that they apply knowledge and evaluate materials that are part of their project.

As a first-time offering, the Gonzaga-in-Turkey program developed an assessment plan that examined the program both during and after its initiation through an extended process of student evaluation. Students were asked to provide a written evaluation of the program at its halfway point, emphasizing its perceived successes and weaknesses in terms of pace, content and pedagogy. On the final day of the trip, students were asked again about their experience in a group discussion meeting led by a third party with none of the instructors present. These student evaluative assessments were carefully recorded and submitted in the final report for the program to the Center for Global Engagement. Instructors met on the final day of the 2012 Turkey program to discuss ways in which the program could be improved for its second iteration in 2014. Faculty members also met a month after the trip, following their return to the U.S. in order to examine student feedback gathered during the course of the trip. The results of the meetings have been carefully recorded in order to use when planning for the 2014 program commences. Student evaluations will be used to modify the pace of the program (e.g. having more frequent rest days), the program's pedagogical structure (more classroom time will be added to each week, in order to provide more historical and textual background for the sites visited), and the extent of material covered in the core class on ancient empires. The original broad focus of 2012, from the Late Bronze Age to the Ottoman period, will be reduced to improve depth of learning in specific periods. In addition, it was decided to poll students in these three areas once again six months after the trip (Feb. 2013), in order to gather less immediate, more reflective impressions of the program and its effectiveness. The Gonzaga-in-Turkey program also conducted a post-trip assessment survey in March 2013. This survey measured long-term positive and negative impact(s) of the program on student learning. Since many of the students had already graduated, the response rate was low. However, the data will be used to aid in the implementation of the program's second run in Summer 2014, allowing instructors to better shape the academic content, itinerary, and non-curricular elements of the program.

Departments that do not require internships or have a direct connection to a study abroad site have less developed assessment procedures. Consequently, assessment tends to be more informal and anecdotal, offering fewer opportunities for improvement. Recognizing, however, the growing demand and expectations among students, departments are realizing the need for assessment as a means to improve their program.

School of Business

Standard 3B: Planning
The School of Business Administration (SBA) has a robust for-credit internship program at both the undergraduate and graduate levels. A short YouTube video promotes internships in the School of Business. During the 2012-2013 academic year, business students completed 76 internships for academic credit. Undergraduate students completed 67% of SBA internships. While internships can always be used for elective credit, they can also be used to satisfy the requirements for the business administration major. In addition to numerous undergraduate and graduate courses that have an international component, the SBA offers, as part of its

undergraduate business major, an international business concentration. Business students also have the option of multiple study-abroad programs, the most notable being Gonzaga-in-Florence. The SBA has sent a full-time faculty member to Florence each semester for a number of years. This, along with the business courses taught by Florence faculty, has allowed Gonzaga business students to attend Florence and not "fall behind" in meeting their graduation requirements.

The School of Business internship coordinator and the Dean's office facilitate planning for the internship program. Given the emphasis on experiential education, conversations between the internship coordinator and the SBA administration are ongoing. Any substantive changes to the internship program (e.g., eligibility requirements; use for degree requirements) would be addressed through the regular SBA committee structure, moving from the undergraduate curriculum committee to the SBA faculty.

Each faculty discipline and, if necessary, the regular SBA committee structure oversee planning for international opportunities. Furthermore, any addition or change to degree programs (e.g., business administration major/international business concentration) would proceed through the University's Academic Council process. Changes in the University's international structure present an opportunity to be more strategic in this area. For example, Study Abroad and International Student staff recently presented to the SBA faculty. As a result, the faculty are actively considering such questions as "what do we want out of study abroad for our students?"

The Hogan Entrepreneurial Leadership program requires an internship. Internship Guidelines explain this process to students. Internships are designed to provide benefits to both students and business or not-for-profit partners. Interns gain valuable practical experience in applying concepts and analytical tools from their curriculum. In addition, students may receive academic credit, wages, and increase their marketability and productivity in the job market. Internship partners receive highly capable and dedicated students and exposure to current academic expertise, fresh ideas, and different perspectives. The ideal internship is one in which the student applies concepts and analytical tools from her/his curriculum in an entrepreneurial context. Entrepreneurial contexts could be for-profit or not-for-profit organizations that are start-ups, new ventures, or established companies that are considering or creating new business ventures. A new venture division in a large company may also apply. Entrepreneurial contexts would also include consulting companies, venture capital companies, and other organizations that evaluate or provide services for new ventures. Ideally, for example, an engineering student would apply engineering and entrepreneurship skills in a start-up or new venture. In planning for internships, the Hogan Program works closely with frequent employers to identify areas of opportunity both in the process and in the skill sets they seek from students. The focus over the past few years has been on strengthening these core relationships to make certain that students are delivering a consistent product in the internship experience and are receiving a consistent education. As with much curricular and co-curricular development in the program, these changes are driven by frequent conversations both with external stakeholders (in this instance, employers) and our students and faculty.

Standard 4 A & B: Assessment and Improvement

Students and host agencies assess the internship program in the School of Business. Information on internships, for both students and employers, and evaluation forms are available through the School's internship web page. The School of Business internship coordinator meets twice per year with the school administration to examine the program. The undergraduate and graduate curriculum committees review proposed changes prior to a faculty vote. The school faculty vote on any changes to program particulars, including eligibility criteria, completion requirements, and assessment mechanisms. Feedback from multiple sources (e.g., students, faculty, staff, and external constituencies) was used to establish the international business concentration and to require that it only be available in combination with another functional concentration. As mentioned above, the SBA is actively considering the issue of study abroad. While a school-wide consensus on study abroad may not be possible, consensus may occur on a discipline-by-discipline basis. This process is currently ongoing. Feedback from multiple sources (e.g., students, faculty, staff, and external constituencies) will also inform any upcoming changes to the internship program. This will be a prime topic of conversation in the future.

All students in the Hogan Program, regardless of the number of credits (0-3), are expected to document dates and times spent on the internship. Upon completion of the internship, the direct supervisor in the host organization completes a performance evaluation using the Supervisor Evaluation Form and submits it to the Hogan Program Assistant Director. The supervisor must also verify the dates and times the student worked on the internship. Students submit a three to five page Internship Report to the Hogan Program Assistant Director. The Hogan Program Director grades the report.

School of Education

Standard 3B: Planning

Research is a major component of students' experience in the School of Education. All, graduate level programs require research knowledge and projects. This has led to many faculty-student collaboration projects and scholarship dissemination. Students in the Counselor Education Department must present a poster presentation at a professional conference in their first year. In October 2012, 34 students presented their posters at the Washington Counseling Association Annual Conference. Research is a major component of the programs delivered by the Educational Leadership and Administration Department. Over the last two years, students in the Sunnyside, WA cohort have been involved in the high school "turnaround" grant underway in that district and have dedicated their action research capstone projects to problems of "real world" practice and solutions. In addition, students have made poster or paper presentations at the Association for Behavioral Analysis International Convention. In the Teacher Education Department, students complete a Student Impact Project (SIP), which is an action research project they complete during their program. At the undergraduate level, the Special Education program requires participation in faculty led research projects and this has resulted in a national reputation for student publication and presentations in the area of Applied Behavior Analysis. Students from the Special Education Department have presented at the Spokane Intercollegiate Research Conference and the Service Leaning Conference. Planning for student research

combines departmental needs with accreditation or state-mandated requirements. All course syllabi are located in the Global Assessment System.

Field or work related experience for students in the School of Education often centers on student-teaching. However, other avenues are present. The Sport and Physical Education Department requires undergraduate students to complete at least two formal internships consisting of a minimum of 100 hours per internship. Internship syllabi provide more detail regarding requirements. The Teacher Education Department involves its undergraduate students in service-learning placements where they work with individual students in a mentorship/tutoring relationship. Planning is coordinated through departmental discussions, the placement of candidates, the selection of sites, the recruitment of field supervisors, and cooperating teachers.

The School of Education offers students the opportunity to participate in international projects. A Faculty Led Study Abroad is available for teacher education students to travel to Monze, Zambia and interact with Zambian college students who are also preparing to be teachers. Another international program resides on the Gonzaga-in-Florence campus. Teacher education students can take program courses and do practicum work in local Italian schools. This experience is invaluable for Gonzaga students who may want to teach abroad. Planning and support from the Dean's office has resulted in the successful implementation of the Zambia and Florence initiatives for education students. Cooperation with the GU Global Engagement Center and the Dean of Gonzaga-in-Florence has greatly aided these efforts. There is on-going planning for full-time faculty to continue to service these programs.

Standard 4 A & B: Assessment and Improvement
All of the outside professional agencies that approve or accredit the SOE programs review involvement of students in on-going research endeavors. NCATE, CACREP, and the PESB in the State of Washington have categories of review that specifically address practicum opportunities and assessments of the students in those placements. In addition, several of the program key assessments take place in the practicum experience. For assessment purposes, see the Practicum Site Supervisor Evaluation Form. These same assessments are applied to the international internship experiences offered to students in Florence or Zambia. The results of these data are carefully analyzed to make sure that there is no lessening of performance or learning opportunities when students go abroad. After the first year of the Florence education program, consideration was given to dropping the internship portion of the experience due to the difficulty in setting up placements in Italy. However, feedback from students who participated in this activity spoke very highly of the experience and indicated that it was the highlight of their Florence educational program. Additional evaluations were received from the participating international schools and teachers praised the Gonzaga students and the experience. This prompted the School of Education to keep the practicum in place and to find ways to lessen the difficulty of placement to the Florence schools.

School of Education Department Reports
Counselor Education Department
The Department reviews program end reports as well as year-end reports to assess whether students have achieved the desired learning outcomes. At mid-program, all students are evaluated by program faculty regarding student outcomes to date through Practicum evaluations,

Professional Performance Evaluations, GPA, report of adjuncts, advisors, etc., for assessment regarding movement to candidacy. At the end of the program faculty review each student as well. Advisory boards also review data regarding student achievement regarding learning outcome.

Educational Leadership and Administration Department
The department has developed a capstone rubric associated with the courses on research. Those are described in the course syllabi and results are posted in the Global Assessment System.

Special Education Department
Courses requiring research have rubrics to assess student performance. The department tracks the number of students making professional presentations of their research projects or getting published.

Sport and Physical Education Department
Internship and field experience classes have assignments with designated rubrics that the faculty use to assess the desired outcomes. Faculty often help students finalize research projects that are intended for publication submission. The department is currently redesigning the required assignments and also the process for internship documentation and assignments.

Teacher Education Department
The Student Impact Project (SIP) is aligned to the Teacher Education Performance Assessment (edTPA) in the capstone course and is embedded throughout courses that are aligned to both the edTPA primary tasks and the field. As such, students' edTPA submissions are assessed by Pearson Testing Service and allow for a review of student performance against department outcomes. The SIP project is assessed at various levels by the faculty of record for component research courses and the faculty advisor who is assigned as the thesis advisor. Field work is assessed by University Supervisors (a role that is sometimes filled by individual faculty members) and cooperating teachers in the field. Through on-going dialogue with University Supervisors, rubrics were adjusted based on feedback from their use in the field. Additionally, with the recent employment of the edTPA by the state, aggregated and disaggregated data will be received that will allow for improvements of program components that support the student teaching and fieldwork done by teaching candidates.

School of Engineering and Applied Science

Standard 3B: Planning
The major focus of student research in the School of Engineering and Applied Science is the senior design project. Each senior is teamed with typically three or four other students, a faculty adviser, and an industry liaison engineer. The teams follow a product development cycle to create an engineered solution to the project specified by the industry liaison. These teams undertake design projects that are provided by respective sponsors from both the private and public sectors. The Center for Engineering Design and Entrepreneurship, SEAS Dean and an industry Design Advisory Board plan for student/industry projects that will allow students the opportunity to work directly with industry engineers on real-world engineering design projects. Additional research opportunities arise as faculty invite students to become involved in their

research activities. Thus students regularly participate in the research efforts of the faculty members of SEAS.

In coordination with the Career Center, the SEAS's Dean's office works to develop an Engineering Career Fair each fall which brings industry representatives onto campus for recruitment of internship and job positions. The SEAS Marketing Coordinator meets with Career Center leadership to suggest companies to invite to the career fair and for internship opportunities. The SEAS also works with the Career Center to offer resume and job interview workshops to prepare students for career opportunities. In 2011. 75% of SEAS graduates had at least one internship.

Internationally, engineering students have the opportunity to study abroad in Florence, Italy during the spring semester of their sophomore year. The Gonzaga-in-Florence Engineering Track allows students to take basic engineering courses while supporting academic goals. The SEAS Dean works with department chairs to determine courses, and faculty who are best suited to teaching core engineering courses, which are offered in Florence. This unique study abroad experience allows engineering students to gain insight into the past, present, and future of engineering technologies. In addition, some Senior Design Projects have an international focus. Recent projects have gone to Haiti and Africa.

Standard 4 A & B: Assessment and Improvement
The Senior Design Student Analytic Rubric collects assessment data from all seniors regarding their teammates' knowledge, skills, and work habits. Since the responses are based on direct observations of teammates after nearly one academic year of working together, and include no self-reporting, the assessment rubric is a direct measure of performance. The Senior Design Faculty Advisor and Liaison Engineer Rubric use the identical questions as the Senior Design Student Rubric. At the end of each senior design project, the corresponding faculty adviser and liaison engineer individually rate each of their students. The results are aggregated across all projects in each program each year. The reported data is identical to the student rubric data, using the same action levels. In this way, the same performance criteria are measured, but from different perspectives. Results are included in Program Annual Assessment Reports. The Career Center conducts a survey of recent engineering graduates to determine satisfaction and success in internship opportunities. Faculty individually assess the quality of the student performing research under their direction.

Nursing and Human Physiology

Standard 3B: Planning
Due to clinical and experiential expectations for students, Nursing and Human physiology have well-developed research and/or practicum programs. Human Physiology students in the third and fourth year complete capstone small group research projects. Each research group follows the protocol from the Gonzaga University Internal Review Board (IRB) for the use of Human Subjects. Students have presented at the American College of Sports Medicine (ACSM)-NW Annual Conference. Each year, graduating seniors attend this conference as part of their HPHY 499 Culminating Experience. Students have also presented at the International Conference on Science and Nordic Skiing (ICSNS) in Vuokatti, Finland and the American Society of

Biomechanics (ASB) conference in Gainesville, Florida. A research component was deliberately planned as part of the development of the B.S. in Human Physiology with the goal of introducing students to the professional aspects of the discipline.

Gonzaga's BSN program includes five practicum courses that place students in a variety of locations. These include: hospitals, psychiatric-mental health facilities in both inpatient and outpatient settings, assisted living facilities, schools, and community settings. Students work with agency staff, but are supervised and evaluated by regular course faculty. All students in Gonzaga's undergraduate (BSN) program complete NURS 468: Practicum V. This is a 135-hour internship or practicum experience during the last half of each student's final semester. Students are paired with an RN preceptor in a patient care setting of their choosing when possible. Student evaluation is the responsibility of the faculty of record, with input given by the preceptor.

Undergraduate nursing students can participate in the same array of study abroad opportunities that are available to all Gonzaga students, including the semester program in Florence and short-term experiences that take place in summers. In general, these experiences provide elective credits for students. In Fall 2012, departmental faculty approved a study abroad version of NURS 467: Practicum in Population Health. This course will fulfill a required nursing course and will initially be offered with the Gonzaga-in-Benin program.

All students in Gonzaga's MSN program complete practicum experiences that are appropriate for their program of study. Students work with an approved preceptor at an approved site. The preceptor provides input to course faculty as a part of the evaluation process. Students in the Family Nurse Practitioner option complete a total of 660 preceptored hours at primary and appropriate specialty care sites. Students in the Nurse Educator option complete 360 practicum hours in community, hospital, and academic educational settings. Students in the Health Systems Leadership option complete a total of 360 practicum hours in acute care and community settings.

Professional standards structure the clinical activities in both the undergraduate and graduate programs, including those required by the Commission on Collegiate Nursing Education for program accreditation purposes. In the undergraduate program, the standards and guidelines that inform the development of clinical experiences include *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008), the Quality and Safety Education in Nursing (QSEN) initiative, and standards that have been set by the Washington State Nursing Care Quality Assurance Commission for approval of pre-licensure nursing programs. Clinical experiences in the MSN program are informed by *The Essentials of Master's Education in Nursing* (AACN, 2011), the QSEN initiative, *Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force on Quality Nurse Practitioner Education, 2008), nurse educator competencies identified by the National League for Nursing, and competencies for nurse leaders that have been identified by the American Organization of Nurse Executives.

Standard 4 A & B: Assessment and Improvement
In the Nursing program for all practicum courses at both the undergraduate and graduate level, students are evaluated individually by faculty using standardized clinical evaluation tools. Preceptor input is sought as a part of the evaluation process. The outcomes assessment plans for both the undergraduate and graduate program include specific expected outcomes, or

benchmarks, for various aspects of clinical performance. For example, in the undergraduate program, performance on the various components of the NURS 468 evaluation tool provides data for assessing program outcomes. For both the undergraduate and graduate program, data are collated at the end of fall and spring semesters, and outcomes data for the MSN program is also collected at the end of summer session.

In Human Physiology, student research is assessed in three ways: 1) The number of research projects that students successfully completed each year; 2) Whether student-faculty research projects are accepted for presentation at professional meetings such as the American College of Sports Medicine-NW Annual Conference and/or the ACSM Annual Meeting (national conference) or others; 3) Graduating seniors are assessed in the senior survey. Students are asked to complete this survey as part of their HPHY 499 Culminating Experience class in the spring of their senior year and to rate items using a 1-5 Likert-type scale:

5= high or excellent quality
4= good quality
3= acceptable/moderate quality
2= low/below average or below expected quality
1= poor or unacceptable quality

Generally, if medians for student ratings are in the 3-5 range, no changes are deemed to be needed. If the medians are below 3 (acceptable/moderate quality), then the teaching personnel discuss how to change pedagogy (e.g., teaching methods, materials, and/or the nature of assignments) in order to make improvements. Assessment data regarding student learning outcomes suggest that students in all four years of the Human Physiology program were successful in designing, conducting, and disseminating scientific research in the discipline.

Nursing and Human Physiology regularly review assessment results for student practicums and research. The Bachelor of Science in Nursing and the Master of Science in Nursing Councils examine data every semester. The Human Physiology Department reviews assessment results at the program and course levels. In the senior survey, students rated the value of research experiences in several upper division classes as good to high/excellent.

School of Law

Standard 3B: Planning
Students can register for up to 5 credits of faculty supervised research. While this is not a joint project, it does involve one on one interaction between students and faculty on a student's research project.

In order to graduate from Gonzaga Law School, students must either work in the legal clinic or do at least 3 credits of externship at a not for profit entity, a government agency, or for the judiciary. The Externship Program provides students with opportunities for professional development, to obtain practical lawyering skills, to create or expand professional networks, and to assess and gain insight to the workings of the legal system. Students extern at places such as public defender offices, prosecutor offices, and for judges at various levels.

Gonzaga Law School offers several courses in international law and also has three summer abroad programs. Students can study for four weeks in Florence, Italy with three to four Gonzaga faculty members with several courses in international/comparative law. In addition, students can study for six weeks in three locations in China in a cooperative venture between Gonzaga, the University of Montana, and the University of South Dakota. The students take six week long courses in various areas of international/comparative law, such as Introduction to the Chinese Legal System and Comparative Criminal Law. Courses are jointly taught by faculty from the three law schools and faculty from China. Finally, students from Gonzaga, with some Spanish proficiency, can study law and improve their language skills in Guatemala and then intern at a non-profit or government agency there. This is a new program for Gonzaga Law and is offered in cooperation with the University of Denver and the University of the Pacific.

Standard 4 A & B: Assessment and Improvement
Assessment of the School of Law extern program occurs in various forms. Students are required to submit journals that professors read, comment upon, grade and return to the student. Students must draft and submit weekly time-sheets signed by their supervisor. The professors review academic achievement through the students' research papers, class presentations, classroom participation, and individual meetings each semester with the students. For distance students, this meeting is conducted during the site visit. Prior to the site visit, close to the start of the semester, the professor conducts initial consultations with the student via telephone, Skype or Google Talk. Generally, the director or a law school faculty member conducts a site visit at every placement, both local and distance, where a student is enrolled in an externship. Both the extern student and the site supervisor complete site visit forms with the site visitor. On rare occasions, when the director or faculty member is not able to confer in person with the field supervisor in a particular semester, a consultation occurs by telephone, Skype or Google Talk. Additionally, field placement supervisors monitor student progress. The supervisor is expected to provide feedback to the students. To increase opportunities for feedback, the Extern Program Director developed a mid-term evaluation as a requirement of the course. To complete the mid-term evaluation, students must meet with the supervisor, discuss current performance, progress and goals, as well as expectations and opportunities available for the remainder of the semester. The student must document the information gained during the mid-term evaluation and present it to the supervisor, who must sign off on the evaluation. The supervisor also has a final opportunity to assess the student upon completing the final evaluation at the end of the externship.

During the field placement visit, the director or faculty member also has an opportunity to discuss student performance with each field placement supervisor. The externship office maintains written records of site visit discussions. The Externship Program Director initially evaluates each field placement supervisor during the site approval process and again during subsequent site visits. The director, externship faculty, and externship staff are in frequent communication regarding the assessment of each field placement supervisor's compliance with program guidelines and the Memorandum of Agreement. Students in both Inter and distance extern sites are required to complete confidential written evaluations of their supervisors at the end of each semester. These evaluations allow students to assess and reflect upon their externship experience and lay the foundations for improving the program. Previous changes have included programmatic, supervisory and classroom changes. After each semester, the program

(adjuncts, directors, staff) meets to debrief the semester, read evaluations and determine what worked well and what should be adjusted. Changes are generally implemented the next semester. To extend the externship assessment process, the Externship Director developed a set of rubrics to judge student performance. The rubrics reflect standards for students engaged in local and distance externships to ensure communication of expectations and consistent grading. See rubrics for Online Participation, Online Chat, Oral Presentation, and Participation.

Professional Studies

Standard 3B: Planning
Multiple opportunities exist for students to engage in research, internships, and international opportunities within the Masters in Organizational Leadership (ORGL), the Masters in Communication and Leadership (COML), and the Comprehensive Leadership Program (CLP). Within both the ORGL and COML programs, students can choose electives that are listed as internships, special individualized study, and special projects. All of these courses invite students to engage with an individual faculty member to pursue research into "real world" problems or current organizational challenges. In addition, ORGL and COML students are encouraged to participate in a number of different study-abroad courses that offer a unique blend of immersion in a particular cultural context and application to real-world situations. Currently, study-abroad opportunities include: Renaissance and Rhetoric in Florence, Italy; Leadership and Accompaniment in Slovakia and Columbia; International Media in Calgi, Italy; and Leadership and Dialogue in Northern Ireland.

For undergraduate students, a unique opportunity exists with the Gonzaga-in-Zambezi program. Gonzaga students in Zambezi are immersed in the life of a small, African town. They study leadership and perform community development activities including: leadership training, educational literacy projects, health education program, and teaching basic computer skills. Students also take a three-day trip to Livingstone, Zambia to visit the famous Victoria Falls and go on a wildlife safari in Chobe National Park in Botswana.

Standard 4 A & B: Assessment and Improvement
In the Organizational Leadership Program, student evaluations for internships, individualized study, and study abroad are collected, analyzed and used for the purposes of program improvement. At the end of each experience, before students return from the study-abroad location, the faculty lead conducts an informal feedback session on the experience. After returning, students are asked to complete a survey to evaluate the class. Students in the Gonzaga-in-Zambezi program complete a pre and post assessment of intercultural competencies using the Intercultural Development Inventory (IDI) with students during the spring prep course and again after the summer study abroad experience. In Summer 2013, the Intercultural Effectiveness Scale (IES) replaced the IDI in measuring cultural awareness. Students also complete a 20 page online assessment in Survey Monkey that addresses virtually every dimension of the student experience. In addition, information from focus groups, individual meetings, and feedback from site administrators is also collected. Assessment indicated the need to develop clearer expectations for faculty selection and student conduct. These steps have been implemented. Another study abroad class, Leadership in Slovakia, had to be cancelled due to low enrollment.

Students pointed to the difficulty of taking two weeks off from work and how that likely impacts the typical ORGL student who is a working adult with a family. Due to this experience, the department will pursue re-designing the course to better accommodate the traditional ORGL student or focus marketing more on students who have more recently completed their undergraduate studies.

Conclusion Objective 3
Gonzaga recognizes the importance of experiential learning, international opportunities, and faculty-student research as essential elements of our educational mission. Setting the classroom into a wider context propels students into a richer learning experience. They are able to connect learning to practical situations and problems; they are able to see the results of what they have learned. The University has taken specific steps to develop and sustain these efforts. Individual schools and departments encourage, and in many instances require, their students to participate in internships or practicums. Faculty seek grants that include a substantial research component allowing for direct faculty-student collaboration. The Career Center offers students abundant resources on internships. The Center for Global Engagement and the Study Abroad Office have begun to transform the expectations for international education with a focus on student learning. More explicit deadlines and criteria for faculty-led study abroad programs have been developed. One challenge the University faces is how to track both credit and non-credit internships. Course titles that list internships can be followed. However, it may be the case that this does not actually count all credit internships. Non-credit internships are more fluid. Currently, the University does not require a student to register for a non-credit internship either as a course or through the Career Center. While internship numbers are available, they may not give a complete picture of internships across the University.

Core Theme 1: Exemplary Teaching, Learning, and Scholarship.

Objective 4: Students are competent to engage in interreligious, interfaith and intercultural dialogue and communication.

Indicator 1: Student course work exhibits interreligious, interfaith, and intercultural content.

Rationale: Both Gonzaga's mission statement and *Vision 2012* document emphasize globalization and understanding of other cultures. Exemplary teaching and learning within the context of the mission involves developing students' capacities to engage in the interreligious, interfaith, and intercultural dialogue.

As globalization has come to dominate the international arena, students can expect to encounter a more pluralistic and diverse world. In response, Gonzaga has tried to inculcate a more fully realized global perspective within the University. The newly formed Center for Global Engagement will be at the forefront of this effort to internationalize the campus through its work with faculty, staff, and students. The Center, however, does not stand in isolation. Gonzaga's mission statement reflects the commitment to intercultural awareness and the global dimension of education. Consequently, faculty offer a variety of courses that reflect interreligious, interfaith

or intercultural content. These classes may be part of specific program requirements or flow from the interest of faculty. In either case, these courses demonstrate the value that Gonzaga attaches to global and intercultural education. To gain a better understanding of the variety and types of courses in these areas, the Academic Vice President's Office conducted a preliminary study of diversity, social justice and global content of courses at Gonzaga University in the Spring of 2013. Courses that seemed to contain diversity, social justice, or global content were identified and matched with instructors. Instructors received a survey asking them to describe the level of diversity, social justice, and/or global content in each course according to the following classification:

Level One: 10-25% of course content focuses on diversity, global, and/or social justice issues. An assignment may be required, but is not a significant part of the student's grade, or of the course requirements. Forty-five courses met level one criterion.

Level Two: 26-50 percent of course content focuses on diversity, global, and/or social justice issues. One or more assignments are required that represent a significant part of the student's grade (10% or more). Fifty-nine courses met level two criteria.

Level Three: Greater than 50% of the course content focuses on diversity, global, and/or social justice issues. One or more assignments are required that represent a significant part of the student's grade (25% or more). At least one assignment requires the student to reflect introspectively on the diversity-related course content. Eighty-three courses met level three criteria.

Additional study is planned that will investigate actual course content and learning outcomes in more detail.

College of Arts and Sciences

Standard 3B: Planning
While there is currently no school level requirement for a course in global education, individual departments in the College of Arts and Sciences offer a wide range of courses that stress a global outlook. The English Department provides several courses with an intercultural focus. These include: ENGL 106 Multicultural and World Literature; ENGL 240 Multicultural Literature; ENGL 314 Multicultural Literature of the U.S.; ENGL 316 Post Colonial Literature; ENGL 418 American Indian Literatures; and ENGL 466 Literatures of Alaska and Hawaii.

In addition to courses on Western and World Civilization, the History Department introduces students to interreligious and intercultural content through courses such as HIST 365 Intro to Native American History; HIST 390 Foundations of East Asian Civilizations; HIST 390 A History of Christian Hermeticism; and HIST 390 North American Jesuit Missions & Missionaries.

The Philosophy Department offers PHIL 201 Philosophy of Human Nature; PHIL 429 African Philosophy; PHIL 434/INST 396: Chinese Philosophy; PHIL 449 African American Philosophy;

PHIL 453/INST 350 International Ethics. These courses introduce students to philosophical perspectives beyond a Euro-centric frame of reference.

Political Science encourages a global perspective through courses such as: POLS 350 Survey of International Studies; POLS 351 International Relations; POLS 355 Post-Soviet Russia and China; POLS 366 Perspectives on Global Issues; POLS 376 International Organizations; POLS 352 Latin American Politics; POLS 359 Third World Development; POLS 363 Women in Comparative Societies; POLS 365 African Politics & Development; POLS 366 Perspectives on Global Issues; POLS 372 Comparative Middle East Politics; and POLS 395 Model UN. Students are encouraged to examine world issues from different perspectives.

The Psychology Department examines these issues through the lens of Cultural Psychology, Culture and Mental Health, and Cross-cultural Psychology. The department also connects its classes to study abroad in the Zambia summer program by offering two courses: Comparative Psychology in Zambia and Child Psychology in Zambia. These courses bring students directly to the intersection of education and cultural awareness.

Recognizing the interface between globalization and religious realities, the Department of Religious Studies offers a range of classes that cover these areas. Courses include: Christian Diversity; African Catholicism; Christian Theologies of Religious Pluralism; Interreligious Dialogue; Globalization, Religion, and Human Rights; Buddhism; Islamic Civilization; and Hinduism.

Women's and Gender Studies classes such as Gender, Sexuality, and Popular Culture; The isms of Race, Class, and Gender; and Feminist Thought introduce students to cultural differences.

Planning occurs on the departmental and individual faculty level to develop content that is culturally aware and to align classes with the University's mission statement on global education. Faculty have developed competencies to teach and conduct research in interreligious and intercultural topics. Departments have hired faculty with expertise in global areas in a deliberate attempt to broaden course offerings. Religious Studies and Political Science require a culturally or globally comparative course for the major.

Standard 4A and 4B: Assessment and Improvement
Assessment in the College Arts and Sciences for courses with interreligious, interfaith or intercultural content resides in the individual departments and instructors that offer courses in these areas. The type of assessment may derive from the course or program level. For most departments, the individual instructor determines assessment outcomes and methods at the course level. Departments establish assessment parameters for courses that are required for the major. For example, the Political Science Department requires its majors to exhibit knowledge of other countries systems of government and the international political system. The capstone course, POLS 499, includes a 50-minute oral exam that assesses this learning objective to ensure that majors have sufficient intercultural awareness and understanding. The Department of Religious Studies course, Interreligious Dialogue, requires an essay in which students exhibit a basic understanding of the traditions and principles of interreligious dialogue. These essays are often developed around a specific topic such as religious militancy.

School of Business

Standard 3B: Planning
In response to an increasingly global economic and business context, the School of Business has developed courses that introduce students to an international environment.

ACCT	260 01 Principles of Accounting
ACCT	261 06 Principles of Accounting
BFIN	320 01 Principles of Finance
BFIN	327 02 International Finance
BMIS	235 01 Management Information Systems
BUSN	481 06 Strategic Management
BUSN	490 01 Business Ethics
ECON	200 01 Economic Analysis
ECON	201 06 Microeconomics
ECON	202 01 Macroeconomics
ECON	311 02 Global Economic Issues
ECON	411 01 International Economics
MACC	610 01 International Tax Concept
MBUS	614 01 Business Ethics
MBUS	616 01 Strategic Management
MBUS	636 01 International Ethics
MBUS	652 01 International Mgmt
MBUS	685 01 International Marketing
MBUS	689 01 Culture & Global Markets
MGMT	350 01 Principles of Management
MGMT	350 04 Principles of Management
MGMT	355 02 International Management
MKTG	310 01 Principles of Marketing
MKTG	417 02 International Marketing
OPER	340 01 Operations Management
OPER	348 01 Quality Management & International Standards
OPER	440 01 Global Operations & Supply Chain

International course planning falls under each faculty discipline and, if necessary, the regular SBA committee structure for approving courses. In addition to individual courses that focus on the international arena, the School of Business created a concentration in International Business. The International Business concentration prepares students to meet the challenges of a global economy. The courses in the concentration focus on the principles and practices of domestic businesses that cross national boundaries. The objective of the concentration is to expose students to major areas of economics, finance, human resource management, marketing, and operations management in an international context, thereby providing students with a broad foundation that is applicable to large and small organizations serving domestic and global markets.

Standard 4A and 4B: Assessment and Improvement
While courses in the School of Business include an international dimension, there is no formal assessment in this area related to the School's Assurance of Learning model.

School of Education

Standard 3B: Planning
All programs in the School of Education address some form of "diversity" or "cultural competence" through specific courses or assignments in programs. Because the State of Washington approves certification programs, there can be no overriding religious component evident in the curriculum. However, Ignatian Pedagogy is discussed and modeled as a strategy to improve student learning and teaching. Outside review agencies do require that students be prepared to attend to the learning needs of diverse populations and require placements in, or intense interaction with, settings that include highly diverse participants. Consequently, each department has developed courses that introduce students to issues of diversity and intercultural awareness. The Counselor Education Department offers courses that connect students with cultural issues related to assessment, career development, and volunteer experience. Students in the Educational Leadership and Administration Department take a course that addresses cultural diversity and human rights. The Special Education Department's course, the Psychology of the Exceptional Child, examines the impact of ethnic diversity and the relationship with special education identification, as well as concepts of socio-economic status and its relationship with special education. Diversity in Sport, offered in the Sport and Physical Education Department, covers specific cultural and ethnic situations that affect physical activity and sport. Teacher Education adds cultural competence and equity pedagogy to many of its courses.

The School of Education and its programs systematically plan for content dealing with "cultural competence" both as a holistic need across the curriculum and as a requirement for approval or accreditation by outside professional agencies. When courses are developed that include such content, syllabi are submitted to an SOE Curriculum Committee for internal approval and recommendations. Additionally, the SOE Assessment Plan calls for the disaggregation of all student performance data by ethnicity, so that the fairness and accuracy of key assessments may be analyzed. In the teacher certification programs, all students must have at least one internship placement in a highly diverse school. Individual departments in the School of Education meet to plan for specific courses in their respective areas that examine intercultural content. Planning addresses curriculum needs and accreditation standards.

Standard 4A and 4B: Assessment and Improvement
As with all important content related to outside review agency criteria, program faculty develop assessments to determine levels of student performance and learning. All students in Counselor Education must complete a [Multicultural Assessment](#) as well as series of defined experiences that demonstrate increased multicultural awareness. Intercultural content in Teacher Education courses is primarily assessed at the course level, but there is also an edTPA rubric that aligns to this content and provides information on candidate performance in this area. The key assessments in many of Teacher Education courses and the service learning portfolio in EDTE 101 attend, at least partially, to intercultural competence.

School of Engineering and Applied Science

Standard 3B: Planning
In the School of Engineering and Applied Science, efforts to enhance intercultural education surface in two areas. First, the course ENSC 481, Engineering Management, includes outside lecturers on gender and generational issues in the workforce. Second, as part of the Senior Design course, engineering seniors must complete a year-long team project under the direction of a faculty member and an industry liaison engineer. Many of the projects have a global and cross-cultural component. Recent projects include: Hope4Kids Clean Drinking Water for Africa; Cameroon Hospital; Solar Powered Refrigerator; People-powered Generators (for Africa and Haiti); Haiti Children's Home; and Chimfunshi Primate Facility Zambia. These projects include student research into political, resource availability and cultural issues that might impact their proposals.

In planning for curriculum for ENSC 481, the Engineering Management Chair meets with industry and governmental advisors to determine non-theoretical topics that should be included in the course. Plans for the Senior Design project begin as the Leadership for the Center for Engineering Design and Entrepreneurship (CEDE) work with a Design Advisory Board each year to develop projects for senior design teams. The Board encourages projects which meet Gonzaga's core Jesuit principles, including projects in sustainable building and water projects in developing nations.

Standard 4A and 4B: Assessment and Improvement
The Engineering Management Chair and Adjunct Faculty (a manager from the City of Spokane) administer surveys pre and post-class to determine if student awareness/knowledge of class topics has improved. Senior engineering students take a survey (using the Educational Benchmarking Institute Survey) in the spring semester. The survey queries a broad range of topics concerning participants' educational experience. Survey responses are collected using a scale of 1 to 6, where a larger number indicates a better rating. All responses are "self-reports" and hence are indirect assessments. Though an indirect assessment, the survey is national and aggregate results can be benchmarked. Topics queried include sustainability, political issues, ethics, and understanding the impact of engineering solutions on a global/societal scale. One question on the EBI reflects student self-assessment of global awareness: "To what degree did your engineering education enhance your ability to understand the impact of engineering solutions in a global/societal context." The results of the pre and post-tests, along with the survey data, allow faculty to see whether improvements need to be made.

School of Law

Standard 3B: Planning
The School of Law sustains a commitment to developing and cultivating respect for the many religions, faiths, and cultures. To that end, when appropriate to the content of a course, professors discuss various viewpoints on various subjects. Faculty teaching individual courses determine the extent and level of emphasis regarding interreligious, interfaith, and intercultural

content. Students are encouraged to understand and bring cultural elements into the classroom as part of their participation. Courses where these themes may be addressed include:

    Law and Sexuality
    Alternative Dispute Resolution
    Justice and Society
    Mediation Theory and Practice
    Federal Indian Law
    International Law
    International Environmental Law
    International Human Rights
    Civil Rights
    Constitutional Law II

Standard 4A and 4B: Assessment and Improvement

Assessment can take many forms, including in class discussions professors design to assess learning through student comments and answers. The professors who teach classes that touch upon interreligious, interfaith, and intercultural content assess student learning primarily through in-class discussions, presentations, and participation. One professor has the students take an online quiz designed to identify individual biases. The professor uses the results to guide classroom discussions.

Master of Arts Teaching English as a Second Language

Standard 3B: Planning

The MA/TESL program seeks to ensure that all its students have multiple opportunities to interact with people from a variety of cultures, languages, educational backgrounds, socioeconomic levels, and life experiences. Program faculty believe this interaction is richest when it involves genuine exchange and mutual learning; it is not acceptable to say that "we" teach "them." In all learning contexts, it is important to understand other viewpoints and motivations, and that this understanding is itself an act of learning. Multiple courses in the MA/TESL program involve intercultural competency. Courses include:

Theory & Practice of Language Teaching
Immigrant & Refugee Perspectives
Introduction to Sociolinguistics
Principles of Second Language Acquisition
Literacy & the English Language Learner
TESL Language Camp Practicum
Peace Corps Field Research
Peace Corps Service

The course outcomes, originally developed in 1998, and refined by faculty consensus (after discussion at MA/TESL retreats every four to five years), dictate the level of intercultural content in these courses. Individual instructors may vary the practical application of the outcomes in consultation with the Director. Instructors of courses offered during the same semester coordinate through email or occasional meetings to ensure that overlapping outcomes

from different courses can be addressed without creating duplication or unnecessarily increasing student workloads.

Standard 4A and 4B: Assessment and Improvement
Assessment occurs through a variety of methods, from reflective writing to presentations to portfolios. For example, students in the course on Immigrant and Refugee Perspectives conduct background research on a particular country and its culture. This provides the basis for an in-depth overview of the country's culture and its social, linguistic, religious, historical/political, economic, and educational contexts. The Introduction to Sociolinguistics course requires students to create a language and culture handbook as part of a portfolio review. Students are monitored in each course to compare their achievement rate in relation to assessment indicators and in relation to learning outcomes, specifically: *Students will demonstrate sensitivity to diverse cultures both within and outside the United States, and knowledge of the role English has played and plays in the world*. Students whose work clearly indicates that they have not met the required outcome may be asked to repeat portions of the assignment and assessments, especially in cases where they have failed to meet the outcome on multiple assessments. This has not occurred, however, in the 15 years the program has been in existence.

Nursing and Human Physiology

Standard 3B: Planning
Human Physiology does not have specific courses that address issues of interreligious, interfaith or intercultural content. All courses in the undergraduate nursing program include content about providing culturally sensitive nursing care. In NURS 311: Professional and Therapeutic Communication, students learn how culture influences both verbal and nonverbal communication, as well as interpretation of messages. NURS 314: Assessing and Promoting Wellness includes content and learning activities that help students develop skills in both cultural and spiritual assessment. In NURS 466: Communities and Populations as Clients, students learn how to include cultural observations as a part of a community assessment and how to develop culturally-sensitive health promotion materials and programs. In NURS 467: Practicum in Population-Focused Health, students have the opportunity to engage with a variety of populations representing different cultures including the impoverished, substance abusers, immigrant and refugee populations, and Native American populations. The ability to provide culturally sensitive nursing care and to communicate in a culturally sensitive manner is an expectation of the BSN and MSN students in all practicum courses. In the MSN program, students specifically address the importance of providing culturally competent education to patients in NURS 554: Professional Relationships in Advanced Nursing Roles.

Course content and learning activities addressing intercultural and interfaith content are informed by professional guidelines and standards that require this content for all accredited nursing programs. These guidelines include: The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008), The Essentials of Master's Education in Nursing (AACN, 2011), and the Quality and Safety in Nursing Education (QSEN) initiative. Content and learning activities also are informed by ongoing monitoring of community demographics and health needs

of various population groups (locally and nationally), and by input from community agencies in which students are placed for practicum experiences.

Standard 4A and 4B: Assessment and Improvement
In BSN practicum courses, the standard clinical evaluation tool considers cultural appropriateness of communication and nursing interventions. These data are aggregated each semester as a part of the nursing program outcomes assessment plan. In NURS 466, Communities and Partners and Clients, students complete a health promotion project. One of the evaluation areas for this project is the cultural appropriateness of the health education program that students design. Students in NURS 466 are graded on cultural observations made as a part of their community assessment project. Students in the MSN program are evaluated on their ability to communicate in a culturally sensitive manner and to provide culturally appropriate nursing care, education, and leadership throughout their practicum courses. To date, expected outcomes related to providing culturally sensitive communication and nursing interventions have been met.

School of Professional Studies

Standard 3B: Planning
The Communication and Leadership Studies Program (COML) has several courses that address interreligious, interfaith or intercultural content. The primary course is International and Intercultural Communication. However, these themes also emerge in in the following courses: Theorizing Communication, Organizational Communication, Peace Building in Northern Ireland Through Dialogue, and the Cagli Project Italy. Global communication is one of the pillars of the COML Department. Thus curriculum planning helps students to understand diversity and global cultures. Additionally, the program includes cultural immersion experiences both on campus and in the Department's global outreach in Cagli, Camerano, and Florence, Italy; and in Armagh, and Derry, Northern Ireland.

The Doctoral Program in Leadership Studies courses in Intercultural Leadership, Leadership & Social Justice, Leadership & Diversity, Leadership Language & Culture, and Leadership & Religious Studies directly address interreligious, interfaith or intercultural content. As these courses are electives, faculty individual interests, in consultation with students, and in collaboration with faculty colleagues underlie their development.

The Organizational Leadership Program offers a course in Leadership and Diversity. This required course provides students with an opportunity to reflect on experience and to examine the theory and practical application of organizational leadership in the context of diversity. Concepts of race, culture, gender, orientation, and disability awareness frame the study of diversity. The goal of the class is to assist students in developing their own understanding and skills in becoming more effective leaders in organizations that acknowledge, value, and incorporate differences. This class became a required course in the ORGL curriculum over a decade ago when the department faculty, through analysis of exiting student feedback and input from the Department Advisory Board, realized the need to require a course that would address students' ability to be able to effectively navigate in an increasingly diverse and multi-cultural world.

Standard 4A and 4B: Assessment and Improvement

Assessment of student learning in the three programs of the School of Professional Studies takes place in several ways. Students participate in cultural immersion experiences; they engage in group projects and produce formal papers; and they engage in community outreach. Assessment of the on-campus class COML 506 encouraged the COML program to add a service learning component to its online classes. ORGL continues to offer a course that exposes students to the complexities of a diverse workplace.

Conclusion Objective 4

Gonzaga's Mission Statement embraces intercultural competence, global engagement, and diversity. These values are shared across the University. They provide a means of self-identity and sustain a vision that is both traditional and transformative. The Jesuit encounter with other cultures grounds a tradition that seeks understanding; it also transforms individuals as a consequence of that encounter. Thus a global vision guides the University's gaze. However, the gaze falters in the absence of structures capable of sustaining it. Courses that include interreligious, interfaith or intercultural content express the practicality of the mission. These courses exist across the University and enable students to move beyond a parochial sense of place. The University, then, is committed to learning as a global process. Challenges are still present, and they require more deliberate attention. One matter is simply terminological. Many academic units address diversity, but it is not always clear how diversity corresponds to interreligious, interfaith or intercultural content. This difference may cloud the data on the number of courses that include interreligious, interfaith or intercultural content as diversity may encompass a wider perspective. For example, as part of the University's Diversity Syllabi Project, 125 faculty listed 193 courses as having a diversity or social justice focus for some aspect of the course. Yet few programs list interreligious, interfaith or intercultural content as part of their student learning outcomes. The University would benefit from greater clarity on how interreligious, interfaith or intercultural content relates to program goals and student learning outcomes.

Core Theme 1: Exemplary Teaching, Learning, and Scholarship

Objective 5: Faculty develop as teachers across the career span

Indicator 1: Faculty engage in ongoing reflection, conversation, and research aimed at improving their teaching and student learning

Rationale: Teaching resides at the very heart of the University. It is what connects faculty and students in their shared commitment to education. The criteria for Reappointment, Promotion, and Tenure stress the significance of teaching. The Faculty Handbook (section 302.07.a) informs new faculty that "Teaching and advising are the primary criteria for reappointment in the first years of service for ranked faculty on tenure track."

The overall objective of this core theme indicator is a learning experience for both faculty and students that that is intentional, distinct, and permeated by our central values. Framing one of the central elements of Core Theme 1, the Gonzaga University *Faculty Handbook* states that

"Gonzaga University is committed to excellence in teaching. The development of the whole person and the pursuit of truth are fundamental components of its mission. Teaching is both an art and a science. It demands constant innovation and improvement." If faculty are to take seriously their efforts to improve student learning and to develop as teachers, then they must also become students. The changing nature of education, different levels of student expectations, and refined understandings of how learning occurs imply that faculty cannot remain in a single pedagogical path. They must engage in a critical, self-reflective process that evolves toward a deeper awareness of one's role as a teacher. The ongoing effort to improve teaching and student learning is rooted in our Jesuit, Catholic, and humanistic tradition and responds to a changing world with vision and creativity. Jesuit education, structured by the five components of Ignatian Pedagogy (Context, Experience, Reflection, Action, and Evaluation), begins and ends with quality through the pursuit of academic excellence. The proposed new University Core attempts to further the goal of improving teaching and student learning. Each new core course must meet learning outcomes established for the core. Faculty committees are currently at work on developing learning outcomes. To support faculty teaching in the new core, the University will offer workshops on teaching and learning for the new core. Faculty will need to plan their courses to meet these outcomes. Thus Gonzaga commits itself to the improvement of teaching and student learning.

Standard 3B Planning
Various avenues exist across the University for faculty to improve as teachers and to reflect on student learning. As discussed in Core Theme 1 Objective 1 Indicator 2 (see page 159), academic units have developed student learning outcomes and methods of assessment. These assessments give faculty and departments a basis from which to reflect upon teaching and learning and to consider changes that will enhance both activities. University-wide efforts to involve the entire faculty in conversations about teaching and student learning revolve around two major events: the Fall Faculty Conference and Learning Assessment Day (LeAD). General Faculty Conferences are held at the beginning of the Fall and Spring semesters. Some recent Faculty Conferences have addressed the University Mission, the budget, and the changing educational environment. Other conferences have coincided more directly with the faculty role as teachers. The Fall 2011 and Spring 2012 conferences were devoted to the developing University Core Curriculum , how it might shape new courses, and its implications for faculty development. This report's response to the Commission's recommendation 3 (see pages 6-8) describes the process and continuing discussions regarding the revision of the University Core. Faculty development opportunities related to the new core will be held in Summer 2014. These sessions will focus on developing courses for the Freshman Seminar. The Fall 2012 faculty conference highlighted how to sustain a professional and personal life over a productive career. The Spring 2013 faculty conference examined how to create and sustain excellence at a Jesuit liberal arts university. The Fall 2013 conference discussed the importance of making teaching and learning visible. Following a presentation by Dr. Dan Bernstein, Director of the Center for Teaching Excellence at the University of Kansas, faculty discussed their understanding of excellence in teaching and how this would shape their aspirations and expectations for students. As a genuine faculty event, planning for the conferences lies with the Faculty Senate President, who coordinates with the Academic Vice President. Conference topics arise from faculty input regarding their concerns and priorities as well as from themes the President and Academic Vice President propose. These discussions shape the conference agendas and help to create connections between faculty input,

Senate work, and administrative concerns. The faculty conferences, rather than standing as isolated events, offer feedback to faculty on how their concerns have been addressed. The conferences also provide directions for further work. Dr. Bernstein's talk prompted the Center for Teaching and Advising to offer a follow-up session titled "Making Teaching Visible: Six Ways to Start."

Gonzaga's annual Learning Assessment Day (LeAD) generates an additional, and more explicitly focused, venue for faculty to reflect on teaching and learning. Classes are cancelled during LeAD to allow time for in-depth reflection and conversation. Designed to encourage faculty conversations about teaching and improving student learning, LeAD covers a variety of topics. Past LeADs have examined issues such as: assessment and moral formation, using assessment for improvement, the scholarship of teaching and learning, using TracDat for assessment, and creating rubrics for assessment. Departments and Schools also use the time during LeAD to develop their own programmatic learning outcomes and methods of assessment. Faculty training on the use of TracDat, an assessment software program, has also been available at LeAD. At the Oct 9, 2013 LeAD meeting, the Faculty Director of Assessment presented an in-depth [LeAD Report](#) that detailed the progress made in assessing student learning outcomes. The report noted the development of more explicit learning outcomes, greater analysis of assessment results, and increased efforts to close the loop by addressing changes needed to meet learning outcomes. The Faculty Director of Assessment coordinates the planning for LeAD in consultation with one of the Associate Academic Vice Presidents and the Office of Academic Technology Applications Support. Specific questions and concerns about assessment help to set the agenda for LeAD.

The [Center for Teaching and Advising](#) (CTA) offers programs that complement the University's efforts to encourage faculty reflection and development as teachers. The CTA offers several options for faculty development. The Lunch and Learn series are monthly informal presentations that bring faculty together to discuss some aspect of technology that they use in their classes. These have included using e-portfolios, developing rubrics, using clickers in the classroom, and podcast projects. Sessions are designed to be opportunities for casual conversation with colleagues about innovative approaches to teaching. One-time workshops, led by visiting speakers or Gonzaga faculty, examine a variety of topics, including: syllabus design, handling difficult topics in the classroom, creating a mentoring network, leading effective discussions, use of "clickers", and advising student athletes. Topics vary according to faculty interest. The CTA organizes other activities such as: reading groups on teaching and learning, informal peer visits to classrooms to observe teaching techniques and styles, workshops on Ignatian pedagogy, and faculty travel to conferences and workshops on teaching and learning. The CTA also coordinates several formal programs that assist faculty to develop as teachers.

1) New Faculty Orientation is a yearlong, cohort-based program emphasizing the University mission, student development theory, teaching techniques, and the reappointment, promotion, and tenure process. The 2013-2014 academic year will see the New Faculty Orientation evolve into the [New Faculty Learning Community](#).

2) As noted in Standard 2.D.10 (see page 108), the [Advising Academy](#) is a year-long, cohort program for new academic advisors—typically faculty in their second year—based on the model

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of advising as teaching. The Academy develops an understanding of the outcomes, curriculum, and pedagogy of advising, and builds community among participants so they can support one another.

3) The Scholarship of Teaching and Learning Initiative (SoTL) is a 14-month program of collaborative inquiry in which participants support one another in scholarly investigations of student learning in their classrooms. Eleven faculty are currently involved in the program. It begins with a two-day workshop in May, continues with meetings every three weeks during the following academic year, and concludes with a two-day writing retreat in July designed to move participants toward publication of their results. The goals of the initiative are: 1) to give a structured, supported opportunity to develop skills of pedagogical reflection, inquiry, and scholarship; 2) to provide colleagues with information and insights for ongoing improvement; and 3) to contribute to departmental and program assessment efforts. Participants who complete a project and submit a final report receive a stipend. Faculty groups are small (about a dozen) so participants can give sufficient attention to each project while contributing to and learning from one another's efforts.

4) The Faculty Fellows program brings four faculty into the CTA to lead, evaluate, and improve one of the main CTA program areas. Each Faculty Fellow is a member of the CTA Steering Committee and serves for three years with the possibility of a one-time renewal. In addition to attending a national faculty development conference, fellows meet regularly as a group to discuss challenges and successes, provide mutual mentoring, and support a scholarly and reflective approach to program development and improvement.

5) The Shared Classroom Initiative encourages discussion about teaching as faculty invite one another into each other's classrooms to examine an average day—to take a look at what we teach, how we teach, and to follow up those observations with conversations about why we use the practices we do. The initiative enables faculty to learn from each other through observation and dialogue regarding one of our most highly valued activities.

CTA program planning and budget projections are overseen by the Center's Steering Committee and are based on a three-year strategic plan approved by the committee. The Steering Committee includes: the Center's three Faculty Fellows, the Director of the University Core Curriculum, the Director of Academic Advising and Assistance, the Director of the English composition program and campus writing center, the Associate Vice President for Mission, and an instructional faculty member from the library. Different people, in collaboration with the Director, plan and implement specific programs. Each of the three faculty fellows is responsible for working with the Director to plan and implement a major programming stream. Currently, one of these fellows directs the New Faculty Learning Community, another directs the Advising Academy, and a third directs the Center's programming related to technology and teaching. In addition, the CTA Scholar in Residence collaborates with the Director on the design and facilitation of the Scholarship of Teaching and Learning Initiative. The Director, in consultation with the Steering Committee, plans smaller initiatives such as reading groups and workshops. The Steering Committee annually reviews plans in light of the perceived success of the programs and current campus needs.

In addition to events that occur at the University level and through the Center for Teaching and Advising, individual schools sometimes provide mechanisms for faculty to address teaching and student learning. In the College of Arts and Sciences, the Mathematics Department has started a teaching circle. Some College faculty have attended conferences that examine all aspects of an academic career including teaching and learning. The School of Business holds faculty brown bag lunches to examine various aspects of teaching and learning. Topics have included: assurance of learning, the usefulness of group assignments, and student measurements. Business faculty have also published articles that investigate the implications of teaching business at a Jesuit University. School of Education faculty review key assessments each year that measure student learning. Departments then meet to examine how these assessments might influence goals for classroom teaching. Some School of Education courses involve faculty teams who meet to discuss the alignment between teaching and learning. Professional exams required of students in the School of Education prompt faculty reflection on classroom teaching and expectations for student learning. The School of Law, in partnership with Washburn School of Law in Topeka, Kansas, co-sponsors the [Institute for Law Teaching and Learning](). Working with contributing faculty from both schools, the Institute offers to faculty resources for improving teaching and student learning.

The School of Nursing and Human Physiology employs faculty councils that oversee degree programs. These councils are responsible for curriculum oversight, which includes curriculum review and revision. Councils review student learning outcomes and make recommendations. The entire faculty then reviews outcomes and recommendations. Two different research projects, related to teaching, are currently underway in the Department of Nursing. The School of Engineering and Applied Science pursues several types of activities to encourage faculty reflection on teaching and learning. The School's Herak Teaching Club discusses pedagogy and exchanges ideas on educational strategies to improve student learning. Each department annually reviews a number of measures of effectiveness of learning ranging from progress exams, to the EBI survey, to course work collected for ABET accreditation cycles. Grants from the Keen Family Foundation fund faculty to attend KEEN conferences and return to Gonzaga to incorporate new pedagogical ideas into their classrooms and laboratories. Foley Center Library faculty participate in full or half-day instructional retreats to examine teaching within the library setting. The Foley Center instruction coordinator plans the retreats. Professional library organizations and vendors, who provide library resources, offer additional opportunities for training in instruction for library faculty.

Planning at the school level for faculty to develop as teachers throughout their careers flows across multiple approaches. Department meetings often serve as the focal point for the planning process as they enable faculty to address directly teaching and learning related to majors. This process is evident in what is now an annual assessment cycle in which departments assess program student leaning outcomes as part of their assessment plan. These assessments show possible areas of concern in meeting learning outcomes and permit faculty to deelop plans to address these concerns. Additionally, individual school-specific accrediting agencies often expect evidence of attention to teaching and student learning. This expectation informs school plans on how to address improving teaching and student learning. Plans to address teaching also arise from the normal mechanisms of faculty evaluation. Reappointment, Promotion, and Tenure guidelines require assessment of faculty teaching. These assessments, especially during the

reappointment process, necessitate review and conversation with individual faculty members regarding their teaching. Moving outside school or department resources, the Office of the Vice President for Mission assists faculty in examining ways to bring Jesuit pedagogy into the classroom.

One specific program in which faculty reflect on their teaching is the project on Productive Discomfort (PD). In the Fall 2010, the Campus Climate Committee offered a "Productive Discomfort in the Classroom" program through the Center for Teaching and Advising (CTA). Faculty from diverse disciplines worked in small groups to examine case studies of actual instructional situations in which offensive remarks were made in the classroom. Faculty requested more of these sessions in their evaluation. As a result, a cohort model was initiated, in collaboration with CTA, to offer a Productive Discomfort program series along with a two-day retreat in the Spring. Three PD faculty cohorts have completed the program. The program has two main goals: 1) Increase faculty members' awareness of how their own histories, identities, and values influence the discussion dynamics in their classrooms; 2) Identify several strategies to help increase faculty competency and comfort in presenting potentially divisive issues in the classroom. In essence the Productive Discomfort program helps to create a faculty instructional learning community that enables faculty to reflect upon and learn from their classroom experiences. Faculty are more fully prepared to address diversity related "hot topics" as an effective means to create "teachable moments" and student learning opportunities. The Center for Teaching and Advising will include Productive Discomfort in its Scholarship of Teaching and Learning program for the 2014-2015 academic year. The Associate Academic Vice President Chief Diversity Officer coordinates planning with another faculty member to develop the Productive Discomfort programs.

Standard 4 A & B: Assessment and Improvement
The extent and depth of assessment, as well as any improvement regarding teaching and student learning, derives from the systematic nature of the activity. Since many of these activities are ad hoc, in-house events occurring at the department level, formal assessment has generally not been attempted. Structured activities are more likely to be assessed or, at least, used as a basis for additional planning and discussion. On a University level, the reappointment, promotion, and tenure process frames a faculty assessment paradigm in which faculty address their teaching and its contribution to student learning. Other formal approaches may occur in individual schools. For example, the School of Business, in consultation with the Career Center, examined data on career outcomes for business students. This information will assist business professors to understand the types of jobs for which their students are being hired to ensure that classroom teaching is up-to-date and relevant. The School of Business also changed the "recommended actions" step of its assessment process. Instead having the faculty member who did the assessment make recommendations to fix deficiencies, the recommendations will now come from a committee and will be enforced by the Dean. The School of Education evaluates key student assessments and professional exam results to inform discussions on classroom teaching. The School of Nursing and Human Physiology conducts an annual review of the results of the assessment of student learning outcomes to determine if faculty need to make adjustments in some assignments, in the grading rubrics used to assess learning, and in the way assignments are used to evaluate student learning. This process allows for an overall assessment of teaching and

student learning. The School of Engineering and Applied Science expects its faculty, particularly junior faculty, to address how teaching can be improved as part of the faculty annual review. The school is currently developing a new faculty review process for both pre-tenure and post-tenure faculty that formally assesses pedagogical efforts and encourages discussion about, and application of, new teaching methods by individual faculty. Improvements have focused upon the development of "hands-on", project-based, and experiential learning as components of a complete education. The Foley Center assessment refers to the completion of retreat goals. A mission statement was developed and learning outcomes constructed for next year. The Foley Center is designing an [instruction webpage](#) with additional documentation on assessment, retreats and extended meetings.

CTA assessment of its programs has been primarily informal and anecdotal. Participants in the Faculty Learning Communities are surveyed at the end of the program to determine the extent to which the program outcomes have been met. Smaller, shorter-term programs are generally not assessed directly, although the CTA is developing a brief feedback form that can be disseminated at these events to assess their success. A version of this feedback form was used during 2012-2013 in the Technology Lunch and Learn series, and will be used as a model for assessing other one-time events. Although taken from a small sample, the Lunch and Learn year-end [report](#) summarizes the results of these sessions. Since the Faculty Learning Communities involve small-group discussions led by the faculty fellow and/or the CTA director, it is easy for the facilitators (who are also the planners) to develop a sense of how well the programs are working for the participants. The CTA monitors how many participants attend the sessions and regularly ask participants if they are finding the programs helpful. The feedback then becomes the basis for regular and ongoing discussions between the faculty fellows and the director about possible changes to the programs. The CTA Director and the CTA Scholar in Residence are preparing a scholarly analysis of Scholarship of Teaching and Learning Initiative. Participants are asked for feedback several times during the course of the initiative. While this level of intensity is not workable for most programs, it does provide a model for the gathering of qualitative data about program success. The CTA Director and a participating faculty member presented on the SoTL at the annual conference of the Professional and Organizational Development Network in Higher Education in November 2013.

The CTA has made several improvements as a result of these assessments. The yearlong New Faculty Orientation program has been redesigned for 2013-2014 as the New Faculty Learning Community. This change was made in response to feedback from participants in previous orientation programs, and an observed decline in participation by new faculty over the course of the year. The change was also made to reflect what is known about best practices in faculty development. The redesigned program is organized around the objective of helping new faculty to create a teaching portfolio. The new faculty will drive the inquiry as they explore topics such as aligning their teaching philosophy with that of the institution, examining how their philosophy is expressed in their course design and classroom experiences, and strategizing for how best to demonstrate teaching excellence to one's colleagues. This change reflects the shift in CTA programming as a whole toward more yearlong, cohort-based programs that allow the participants to shape the details of the programming to meet their needs.

A survey was used to assess the [Productive Discomfort](#) program following the retreat. Participants provided information on the program structure and content. An ongoing effort to improve the program, based on the work of faculty cohorts, centers on the creation of a [Productive Discomfort Toolkit](#). The toolkit lists outcomes, resources, and techniques for addressing productive discomfort in the classroom.

Conclusion Objective 5
Criteria for Reappointment, Promotion, and Tenure showcase the centrality of teaching and its importance to the evaluation of faculty. The *Faculty Handbook* criteria for reappointment notes that "if a faculty member's teaching performance is judged to be unsatisfactory, such factors as the likelihood of future improvement and the extent of the person's contributions in professional development and University service are considered, but they will not substitute for a continued lack of excellence in teaching." The *Faculty Handbook* also mandates that evaluations of faculty for Reappointment, Promotion, or Tenure must "include classroom visitations." Consequently opportunities for faculty to develop as teachers occur throughout the University. Events such as LeAD, CTA programs, and efforts of individual schools to promote faculty development as teachers testify to the fundamental role the University assigns to teaching. These efforts, by extension, also affect student learning. As faculty develop as teachers, students develop as learners. New pedagogies, different methods of teaching, and alternative approaches to the classroom link students and faculty in a common enterprise. The University takes seriously its expectation of excellence in teaching and its corresponding obligation to assist faculty in their development at teachers.

Core Theme 1: Exemplary Teaching, Learning, and Scholarship.

Objective 6: Faculty engage in significant scholarly, professional, and creative/artistic production across their career span.

Indicator 1: Faculty present their scholarship in the context of its relation to the university mission and with connection to larger conversations, impact, and overall significance to their discipline.

Rationale: Gonzaga's commitment to exemplary teaching, learning, and scholarship requires that faculty engage in significant scholarly, professional, and creative/artistic production across their career span. In doing so, their work is presented in the context of their relation to the university mission and with connections to larger conversations, impact, and overall significance to their discipline or profession.

For the University as a whole, formal assessment of faculty scholarship and professional development flows from the guidelines that schools and departments have established. These criteria, in conjunction with the [Faculty Handbook,](#) set the parameters for faculty evaluation and define expectations for reappointment, promotion, and tenure. The areas of Teaching, Professional Development, Academic Citizenship, and Advising constitute the basis for faculty evaluation. Department or School committees annually evaluate tenure-stream faculty for reappointment to ensure a consistent dialogue about expectations. As expectations are addressed during the reappointment process, faculty may receive recommendations for improving their

scholarly productivity. Recommendations then become the basis for a progressive assessment as faculty move through their scholarly career toward tenure and promotion. For more extensive assessment, all tenured faculty are required to submit a self-evaluation and complete CV every three years, which provides more comprehensive information and self-reflection about an individual's current professional development and plans for future projects and activities. The tenured faculty member and the department chair discuss these documents and any areas of professional development that should be strengthened or professional development opportunities that the faculty member should consider pursuing more seriously.

Annual reports from the Schools list faculty scholarly achievements. Reports are available from:
College of Arts and Sciences
Foley Center Library
School of Business Administration
School of Education
School of Engineering and Applied Science
School of Law
School of Professional Studies

College of Arts and Sciences

Standard 3B Planning
Faculty in the College of Arts and Sciences participate in a diverse range of scholarly and professional activities. Studio Art faculty regularly show their work in solo, invitational, group, and/or juried exhibitions on a regional and national level. Their work also appears in public, corporate, and major private collections. Faculty in the sciences actively pursue external funding for research and instrumentation from agencies such as the National Science Foundation (NSF), National Institutes of Health (NIH), and Research Corporation. Building on their interest in undergraduate research, science faculty seek grants to support both their research and the undergraduates who participate in their programs. First-year faculty receive financial support to develop their research programs at Gonzaga. Accordingly, faculty have developed research projects that provide novice undergraduate researchers with activities that have relatively high probabilities for successful outcomes and also yield results that are of interest to the relevant discipline. These efforts often lead to publications and conference presentations and, when appropriate, include undergraduates as co-authors or co-presenters. The Psychology Department conducts research in a variety of subareas that include student involvement. This partnership allows students to present at local, regional, or national conferences. Faculty research also connects with the professional world outside the academic arena. For example Journalism faculty work at a daily newspaper through freelance writing and editing. Faculty throughout the College have strong scholarly agendas. Book publications, articles in referred journals, conference presentations, participation in workshops, and service in professional societies typify the work of the College faculty.

Developing the scholarly and professional capacity of the faculty requires planning on several levels. Individual faculty cultivate their own expertise through the specific interests that direct their research. This process, however, does not occur in isolation. Faculty work proceeds in tandem with department needs and expectations. Course scheduling and teaching loads can affect

faculty research, as demands for time must be balanced across competing tasks. Each department in the College has established guidelines for reappointment, tenure, and promotion. These guidelines form the basis of faculty planning and activity. Annual reappointment evaluations of tenure-stream faculty establish parameters for faculty scholarship and professional development within departments. Recommendations from reappointment committees can structure how faculty plan their work. The College provides travel funds for faculty to attend professional meetings. As expectations for tenure-stream faculty increase over the tenure process, tenure-stream faculty receive the highest priority for travel funds. The College also provides tenure-stream faculty with a yearly stipend to assist with research and professional development costs.

Standard 4A and 4B: Assessment and Improvement
Within the College of Arts and Sciences, assessment, and consequent recommendations for improvement, derive from departmental and university guidelines. Each spring, all department faculty submit a list of their professional accomplishments for the past academic year to the department chair. This list is then included in the department's annual report, which is forwarded to the Dean of the College of Arts & Sciences. The Dean's office prepares a College-wide annual report that includes faculty accomplishments for submission to the Academic Vice President. While not a formal assessment, the annual report indicates the extent of faculty scholarship across the College. Many College faculty have received the Exemplary Faculty Award from Gonzaga for their teaching and scholarly activities. Department faculty evaluation committees provide the foundation for assessing faculty work. For this assessment to function effectively and openly, departments needed to develop clear guidelines for reappointment, promotion, and tenure. The Academic Vice President requested that departments develop guidelines for reappointment, promotion, and tenure. Over time, department meetings were held to discuss expectations and establish guidelines that reflected disciplinary criteria. As a result of these improvements, the faculty evaluation process in the College has gained greater clarity and structure. Departments have also begun to reassess their guidelines for possible revisions. New Faculty submit their CVs and self-evaluations to the committee for review. Committee recommendations are sent to the Dean who prepares an evaluation and forwards this, along with the committee recommendation, to the University Rank and Tenure Committee. College faculty have been highly successful in being granted tenure at Gonzaga and being promoted in a timely fashion. Faculty undergoing post-tenure review also address their continuing scholarship.

School of Business

Standard 3B Planning
While the School of Business emphasizes teaching, a respectable research agenda helps the faculty stay current in their disciplines. As a result, the classroom experience is continually enhanced for the student. Professionally qualified instructors are a highly valued part of the faculty. The School of Business has established academic and professional qualifications. Additional work, led by the SBA Committee on Reappointment, Promotion, and Tenure, has outlined very specific components of professional development and publication. An academically qualified faculty member must hold a doctorate degree in their field of teaching, a business discipline related to the field of teaching, or a doctorate in a non-business field. Each of these degree categories require that the faculty member show consistent evidence of intellectual contribution. Absent the flow of intellectual contributions within the most recent five years, a

faculty member with a doctorate would not normally be classified as academically qualified. Because the School of Business offers master's degrees in business and accountancy, it is expected that faculty members will have a significant portfolio of intellectual contributions. A number of resources are available to assist faculty in fulfilling these expectations. These include: technical support, graduate assistant assignments, submission fees, and travel monies. In addition, the School of Business reward system is structured to support faculty scholarship through reappointment, promotion, and tenure. This emphasis is extends to how the Dean evaluates faculty performance and is also found in a variety of faculty fellowships and awards available within the SBA.

Standard 4A and 4B: Assessment and Improvement
The Gonzaga University School of Business assessment defines an effective scholar as a faculty member who is actively involved in the discovery and pursuit of new knowledge, follows a plan of professional development, and participates in professional development activities in the field. Faculty members must also be committed to conducting scholarly activities in an ethical and responsible manner, to upholding academic freedom, and demonstrating respect for the positions of others. Faculty members can demonstrate their performance in regards to the above characteristics through activities such as: publication of books or peer-reviewed journal articles in the faculty member's discipline or related areas that advance or apply the discipline; presentation of the faculty member's peer-reviewed scholarly work at regional, national or international conferences; invited presentations to professional groups or other scholars within the faculty member's discipline; peer-reviewed publications in University mission-related areas; and obtaining grants/funding for scholarly activity within the faculty member's field or related areas. The scholarship section of the SBA Business Accreditation Fifth-Year Maintenance Report (November, 2011) showed the SBA faculty to be very active in scholarship. Across the disciplines, faculty published nearly 170 peer-reviewed journal articles and recorded 245 other intellectual contributions. Evidence of continued productivity can be found in the SBA Scholarship Report for 2012-2013.
School of Education

Standard 3B Planning
Faculty in the School of Education engage at multiple levels in professional activities that meet the definitions of scholarship or professional development. Funding from a designated budget line in the Dean's Office supports these activities according to allocation guidelines the School faculty developed and approved. Faculty publications, presentations, grants, and awards are reported annually in the School of Education's Year-End Annual Report.

As a professional school, faculty scholarship in the School of Education is carried out through collaborative work with the wider educational professional community. Since the Academic Year 2011-2012, multiple activities related to the creation of P-12 and university partnerships and community outreach have been developed. Significant efforts in this area include: the continued Memorandum of Understanding with Sunnyside School District in the Yakima Valley, a new MOU with seven Tribal School Districts to initiate a Native American Leadership Academy, and Gonzaga's participation as a pilot program to field test the Stanford University developed Teacher Performance Assessment (TPA), a national common assessment for all pre-service candidates during their student teaching. A recent State-funded grant of half a million

dollars awarded to the School of Education, in collaboration with Spokane Public Schools and Whitworth University, continues the work of the teacher preparation faculty in community based efforts to increase student learning and reduce dropout rates in the Spokane school system. These efforts have led to highly regarded and referenced publications at the state and national levels. Faculty participate in many community activities related to their professional expertise. Faculty also continue to produce traditional scholarship and present at professional conferences.

A designated budget line in the Dean's Office supports scholarship and professional development. Individual departments have budget lines for professional development, in addition to those in the Dean's budget. These lines may be supplemented by department funds created through delivered fee-based professional development activity (workshops) for area teachers, counselors, and administrators. Departments develop their own guidelines for the allocation of these internal funds. The Dean has instituted a practice of giving newly hired tenure-stream faculty a one course release from teaching in their first year of employment so that a plan for scholarship may be developed and pursued for reappointment, promotion, and tenure. During 2012, a School of Education Rank, Reappointment, and Tenure Subcommittee, along with the tenure and tenure track faculty, developed a set of guidelines for the school that are in addition to the policies set forth in the *Faculty Handbook*. In April 2012, guidelines were adopted for: reappointment; promotion from Assistant Professor to Associate Professor, Associate Professor to Professor, and application for tenure. These guidelines designate the specific departmental accepted venues for the production and dissemination of scholarship. The Chair of the Rank, Reappointment, and Tenure Committee meets with faculty prior to the submission of their reappointment notebooks to discuss the guidelines. All faculty complete performance reviews and goals yearly, which the department Chair and the Dean evaluate. Faculty and their Chairs use these goals as guides to determine areas of emphasis to support on-going tenure criteria development and attainment. Goals for the academic year are submitted at the beginning of the Fall Semester, and the outcomes of the goals are submitted in Mid-May and are reviewed with their department chair before submitting the final report to the Dean.

Standard 4A and 4B: Assessment and Improvement
The SOE maintains an all-school Committee on Rank, Reappointment, and Tenure rather than a departmental structure. This committee reviews the submissions from faculty seeking reappointment, tenure, and/or promotion. Following the criteria and guidelines of the University *Faculty Handbook*, the SOE-RRT Committee reviews the submitted materials and uses the SOE approved guidelines for the judgment of professional development. Recommendations from peers, both internal to GU and from other institutions, are considered as evidence of the validity of the professional development record. Recognition by professional bodies is also used as evidence of achievement in the area of professional development.

The Performance Reviews and Goals form for Tenured/Tenure Track and Term Contract Faculty asks the faculty to identify specific goals and objectives for the following criteria: teaching competencies, advising/care, professional development, and academic citizenship/socially responsible service. Three goal/objectives are listed for each criteria with the source of evidence. A review at the end of the academic year asks faculty to list the outcome for each of the goal/objectives. The renewed SOE emphasis on developing a "culture of scholarship" and determining specific departmental scholarship venues has had a positive result. Publication

counts for the SOE, as a whole, increased over the last year, especially in graduate level departments where the expectations in this area are higher according to the University *Faculty Handbook*.

School of Engineering and Applied Science

Standard 3B Planning
The faculty in the SEAS are involved in a variety of scholarly and professional efforts including technical research, research on educational pedagogy, and consulting. This work is often completed either with direct student involvement or with results that are integrated into their classroom efforts. SEAS completed an analysis of professional development (broadly faculty scholarship) in 2009. From this assessment, teaching loads were adjusted within all SEAS programs and expectations in terms of technical research were clarified. Potential contributions in pedagogy and consulting were also addressed. As of May 2012, the resulting document guided analysis of annual faculty self-evaluations and assessment of junior faculty.

Standard 4A and 4B: Assessment and Improvement
Evidence of professional development is monitored through production of professional products including: research proposals submitted/funded, manuscripts in professional journals, manuscripts in conference proceedings, conference presentations, invited lectures, etc. Integration of research results into classroom materials is also noted. This evidence is assessed each year for junior faculty with feedback provided to each junior faculty member with the goal of improving scholarly activities. Senior faculty are required to complete an annual self-evaluation, including evaluation of professional development. As of May, 2013, evaluation for junior faculty was considered effective, although the SEAS continues to develop a long-term vision for the desired balance between classical teaching efforts and research. The School of Engineering and Applied Science is currently reviewing policies and procedures for evaluating tenured faculty.

School of Law

Standard 3B Planning
The Law School faculty engage in a wide range of scholarly and professional pursuits. The most significant aspect of this endeavor involves the production of written work, including law review articles, books, book chapters, essays, and other contributions to both the legal academy and the practicing community. To that end, the Law School is increasingly emphasizing both quantity and quality of written work from its faculty, especially, but not limited to, doctrinal faculty. It is a firm expectation that all members of the Law School faculty participate in conversations affecting regional, national, and international interests. In addition to written work, faculty are encouraged to present their research at conferences and other forums. The Law School believes that presentations to other academics both makes for a stronger work product and promotes the name of Gonzaga. In addition, the Law School holds weekly faculty colloquia where members of the Law School faculty, and faculty from other law schools, present their work in an environment that encourages feedback and comment. The Law School also hosts several conferences on topics such as business law, international law, and social justice. Members of the

faculty also participate in professional organizations, such as the ABA and the ACLU, and regularly present at CLEs and to the practicing legal community.

The Law School strives to create a culture of scholarship that makes professional development goals attainable and manageable. Recently, the Law School created a new position, the Associate Dean for Faculty Research and Development, to assist faculty in the production of scholarship through mentoring, facilitating, coordinating scholarly activities, and publicizing professional accomplishments. The Law School also provides generous summer research grants as well as professional development funds for travel and research. Each faculty member may also apply for a sabbatical under the terms set by the University. The Law School *Faculty Handbook* expects that faculty on sabbatical will produce at least one piece of scholarly writing that makes a valuable contribution to the understanding or development of the law.

Standard 4A and 4B: Assessment and Improvement
The Law School *Faculty Handbook* requires that, to be considered for tenure, "a doctrinal faculty member must be an engaged and participating member of the legal profession whose scholarly writing, taken as a whole, has made a valuable contribution to the understanding or development of the law." In the usual case, this requires that each doctrinal faculty member produce at least three scholarly writings by his or her sixth year. To be promoted to full professor, the standards increase to making "a substantial and sustained contribution to the legal academy, the legal profession, or the public," demonstrated by two additional articles following tenure. The Law School also requires tenured faculty members to remain engaged and participating members of the legal profession. In most cases, this is demonstrated by publishing a piece of significant scholarly writing at least every three years, in addition to engaging in other types of professional development. The Law School's method of assessing professional development is consistent with the approach taken by other law schools. The Promotion, Retention, and Tenure Committee reviews each person under *Faculty Handbook* criteria and the Long-Term Contract Statutes, which covers skills and clinic faculty. In the 2011-12 academic year, the faculty voted to amend the process for evaluating candidates for tenure and promotion to full professor to include mandatory outside review of scholarship. The Law School faculty determined that outside review by experts in the area of the candidate's scholarship would provide a better and more consistent evaluation, allowing the PRT committee to make a more informed decision.

MA/TESL Teaching English as a Second Language

Standard 3B Planning
All MA/TESL faculty are full-time instructors in language schools such as Gonzaga's English Language Center, The Institute for Extended Learning, and Spokane School District 81. Thus faculty are professionals in the field as well as scholars. Faculty are encouraged to attend regional and national professional conferences. The program pays for all faculty to attend the annual local ESL conference. Faculty engage in research and share ongoing research at the monthly First Friday Forum held at the English Language Center. These forums cover a range of topics for teaching English as a second language including: language acquisition, fluency and accuracy, language analysis, and creating grammar syllabi.

Standard 4A and 4B: Assessment and Improvement

At the time of initial appointment, each new full-time ELC faculty member receives a copy of the ELC *Faculty Handbook* which details the department's criteria and standards for faculty excellence. The distinctiveness of the English Language Center lies in its blend of ESL and MA/TESL programs, and the way this blend affects the teaching load of its faculty members. While MA/TESL courses are the standard one semester in length, the ESL program semester is split into two sessions. ESL students are divided among five proficiency levels, and each of these levels contains four skill area classes. The standard full-time faculty teaching load of three courses (usually three ESL or two ESL and one MA/TESL) means that a faculty member teaches in up to three proficiency levels and three different skill areas, with 15 contact hours per week. Professional development activities support individual scholarship and teaching effectiveness, contribute to the quality of the department and university as a whole and, finally, contribute to the national and international scope of the discipline. All faculty undergo annual [peer evaluation](#) or every two years in the case of adjunct faculty. During this process, each faculty member lists goals in this area for the coming year and develops plans to attain these goals.

School of Nursing and Human Physiology
Standard 3B Planning
Faculty in Nursing and Human Physiology pursue multiple avenues for scholarly development. Peer-reviewed publications, conference presentations, and the submission of grant proposals shape the faculty's scholarly endeavors. Human Physiology supports a budget line item for professional development for full-time, tenure-stream and tenured faculty members. Nursing is in the process of developing guidelines for possible teaching load reduction for faculty who are involved in writing or implementing a major grant. Faculty scholarship is supported through funds that are available to support conference attendance, especially if a faculty member is preparing a poster or podium presentation.

Standard 4A and 4B: Assessment and Improvement
Nursing Departmental guidelines specify expectations for continued professional development and scholarly production for successful reappointment, tenure, and promotion evaluations. These are currently being reviewed for their comparability with expectations in other academic units across campus. Evidence of achievement includes publication in scholarly journals, scholarly presentation, and consultancies. As required by CCNE for program accreditation, the Department is in the process of establishing expected aggregate faculty outcomes (i.e., a certain percent of faculty involved on an annual basis) for professional development activities. To date, departmental success in the area of professional development and scholarship has been evaluated only on an informal basis. Once faculty agree to acceptable (aggregate) faculty outcomes, formal monitoring and data analysis processes will begin. This information will help inform decisions about prioritizing resource allocations for conference attendance, teaching load reductions, and so forth. Informally, the department has realized a culture change in terms of the importance assigned to professional development and dissemination of scholarly projects. This activity will assume greater importance in the department's strategic plan, as well as in individual performance evaluations as the department implements its Doctor of Nursing Practice (DNP) program.

Professional development in the Department of Human Physiology divides into three levels of decreasing importance. The highest level, Tier 1, represents peer-reviewed publications, invited

presentations based on scholarly work, securing of extramural funding/grant procurement, and being named editor or associate editor of a peer-reviewed journal in the discipline. Tier II examines activities such as: presentations made to professional groups and organizations, research activities, chairing a committee or leadership role in committee related to the discipline, peer review/invited outside evaluator for faculty evaluation, and securing intramural funding. Tier III activities include advanced study and participation in seminars, workshops, and conferences related to the discipline as well as committee memberships. It is expected for tenure and promotion that a faculty member move from Tier III activities to Tier II and Tier I activities, accomplishing a minimum of three Tier I activities, and provide information regarding the significance and impact of his/her scholarly work.

School of Professional Studies

Standard 3B Planning
Faculty in the three programs of the School of Professional Studies (SPS) engage in a wide range of scholarly activities at the local, national, and/or international levels. In addition to publication of scholarly books, book chapters, journal articles, and essays, faculty present research findings and/or theoretical ideas at professional meetings and conferences. New faculty receive the *Faculty Handbook*, the School of Professional Studies faculty list for reappointment and promotion; and the SPS expectations for reappointment, promotion, promotion, and tenure. The Doctoral in Leadership Studies program assigns a faculty mentor to new tenure-stream faculty. Planning that directs faculty scholarship and professional development derives from the guidelines for faculty reappointment, promotion and tenure. A three-tiered set of guidelines form a structure of evaluation that allows faculty to see the most important expectations for evaluation.

Standard 4A and 4B: Assessment and Improvement
The School of Professional Studies assesses its faculty based on publications, conference presentations, professional involvement in the discipline or closely related disciplines ranked in tier I, II, and III activities. Thus the specific assessment of faculty scholarly activity occurs thorough the reappointment, promotion, and tenure process. In the past three years, Organizational Leadership faculty have initiated a monthly program, Collaborative Research Forums, where faculty present current research projects to other faculty members.

Conclusion Objective 6
Faculty from across the University engage in on-going scholarly and professional activity. Their efforts result in numerous publications, conference presentations, and performances that sustain the intellectual life of the University. Many faculty serve as peer reviewers for professional journals in their field. Others have leadership roles in professional organizations where they assist with conference planning and professional activities. Annual reports from the schools detail the extent of the faculty's scholarly and professional commitments. The University funds sabbaticals to ensure that faculty continue to develop over their careers. Depending on the circumstances, faculty may be granted release time to pursue research or other scholarly activity. School and department guidelines for reappointment, promotion, and tenure provide the framework that guides faculty scholarship and professional development across their careers.

Core Theme 2: Enriched Campus Community

The connections between the academic, social, physical, and spiritual dimensions of student development are forged through a conscious effort to value students as whole persons. Deriving from our Jesuit and Catholic heritage, seeking to form the whole person, our commitment to *cura personalis* guides the structure and development of orientation. If we seek to form students who are "women and men for others," who understand the importance of sustaining just communities and relationships, then orientation serves as the entry point for the development of these goals.

Table 46 Core Theme 2: Enriched Campus Community

Objectives	Indicators of Achievement
Objective 1 The University provides orientation opportunities to students, faculty, and staff that promote an understanding of shared mission.	1) The University orients students and their families to the campus community **2)** The University orients new faculty and staff to the campus community
Objective 2 The University integrates students into the campus community.	1) Housing and Residence Life build student relationships in residential communities both on and off campus. 2) The University provides extracurricular and co-curricular activities and programs that build community. 3) Students engage in leadership programs.

Core Theme 2: Enriched Campus Community

Objective 1: The University provides orientation opportunities to students, faculty, and staff that promote an understanding of shared mission.

Indicator 1: The University orients students and their families to the campus community.

Rationale: While an enriched campus community entails the creation of many different programs and activities that seek to integrate students into the life of the University, orientation is the formal means that initiates this process. If we seek to form students who understand what harms *cura personalis* and subverts a supportive environment, then we need to create the climate in which this formation can occur. The mission statement for new student orientation states that "Orientation enhances the student experience by helping individuals learn to accept and face first-year challenges, appreciate diversity, and therefore grow as students, individuals and Zags." Thus orientation becomes the foundation for how students, as well as their families, are introduced to the Gonzaga community.

Orientation assumes many forms. Some of these are informal as students establish relationships among themselves as well as with staff and faculty. Each of these relationships may have

different focus, but each also brings students into the Gonzaga community. Formal orientation offers an explicit programmatic structure that provides students and their families with the opportunity to participate in multiple layers of exposure to campus life. While these opportunities may also find expression in various ways, the responsibility for orientation generally falls under the Division of Student Development. In addition, the office of Academic Advising and Assistance, the Athletics Department, and some academic units provide their own orientation program for students.

Academic Orientation

Academic Advising and Assistance

Standard 3B Planning
The Office of [Academic Advising and Assistance](#) (AAA) coordinates a one-credit course, Gonzaga Pathways, designed to provide an academic "bonding" experience for small groups of first semester freshmen. At its heart, the course strives to form and integrate new students into the Jesuit intellectual tradition through this unique experience of the Gonzaga community. Pathways originated as an academic initiative to support efforts at student retention and persistence. Faculty members and academic advisors, all of whom have a keen interest in working with first year students, teach Gonzaga Pathways. The course provides opportunities for students to experience the meaning of an academic community through intensive and individualized interaction with the instructor/advisor, classmates, course exercises, and selected texts. Pathways employs a curriculum framework that models the Jesuit ideals of knowledge of self, self in relation to community, the intellectual tradition, and self in action in the world. Thus, the first third of the course typically involves activities that are more self-revelatory and reflective in nature. The middle of the course introduces students to activities available at Gonzaga and in the Spokane community. These include both academic experiences such as lectures and arts presentations, as well as extra-curricular opportunities students may wish to join. The final third of the course provides more opportunities for reflection on choices the students will make as they progress through the rest of their GU careers, and into their lives of "doing good" in the larger world.

Planning for Pathways centers on the creation of seven required elements and their respective learning outcomes. The Jesuit concept of formation that uses learning, experience, and reflection in a continuing progressive spiral of growth and development stands behind these elements. Three questions guide the formation process:
- Who am I as an individual person?
- Who am I as a member of this academic community?
- Who am I as a citizen of the wider world?

These questions fall into the six required foci of Pathways that shapes the planning for each course and the determination of learning outcomes for the class.
1. Mission Statement, Ethos Statement, and Academic Honesty Policy. Students will be able to discuss the Mission Statement, Ethos Statement, and Academic Honesty Policy to a level of proficiency the instructor deems satisfactory.

2. Major Discernment and Career Exploration. Students learn what is available to them through the Counseling Center, Career Center and/or Academic Advising and Assistance. As a result of these explorations, students will develop a list of three viable majors/minor combinations related to their strengths, interest, and potential career path, and understand the associated degree requirements.
3. Academic Lecture. All Pathways students are required to attend at least one academic lecture during the fall term that includes a writing assignment. The lecture experience exposes students to different perspectives and introduces them to an important medium of academic discourse. Students will be able to summarize and explain their reaction to the academic lecture in a short essay to a level of proficiency the instructor deems acceptable.
4. Academic Planning Session. Just prior to the students' first experience registering themselves for their own classes, a session is held that explains the registration process and the need for academic planning. Students will be able to produce a viable Academic Plan for a two to five year timeframe to the instructor's satisfaction.
5. Library Session. Taught by an Instructional Librarian, introduces students to the concept of the construction of knowledge with practical information on using online resources, distinguishing academic journals from popular press, etc.
Students will be able to search digital archives, create images or documents, and understand the role of social media.
6. Discipline Specific Elements. All faculty/advisor-taught sections of Pathways should at least introduce the teacher's own disciplinary area to the class, with particular attention to the role of discipline-based studies with the University Core Curriculum and the Jesuit tradition. How this is accomplished is at the discretion of the instructor. Students will be able to articulate the role of the University Core curriculum and discipline-based studies, in the Jesuit University experience at Gonzaga, to a level of proficiency deemed acceptable to the instructor.

Standard 4A and 4B: Assessment and Improvement
As the Pathways course is the main focus of orientation for the Office of Academic Advising and Assistance (AAA), assessment centers on the effectiveness of the course in conjunction with AAA's Required Elements. To provide an assessment overview, Pathways instructors use a student survey instrument to evaluate whether students met the learning outcomes expressed by the Required Elements of the course. Students may respond from "strongly agree" to strongly disagree." Samples of the surveys from 2011 and 2012 show assessment questions. Unfortunately, the questions on the survey instrument often change from year to year. As a result, consistent assessment data is difficult to obtain. Survey questions provide AAA with a general overview of how Pathways courses help to orient new students to campus. Qualitative data shows that students appreciate the fact that their Pathways instructor is also their academic advisor. Instead of meeting with their advisor at the once per term required meeting, students have access to their academic advisor once per week for during the semester. The opportunity to build a relationship very early in a student's first semester is critical to student engagement. In Fall 2010, AAA changed all sections of Pathways to advising sections. These discipline specific sections also allow instructors the freedom to integrate discipline and major specific information into the course. Faculty instructors report that this feature of Pathways is enjoyable and valuable. Gonzaga offers six sections of Pathways for Biology majors, one section for Mathematics majors

and one section for students seeking a Bachelor of Business Administration from the School of Business.

Majors-only sections of Pathways create another layer of assessment in addition to the AAA assessment survey. Departments will need to develop their own assessment instruments that correspond to outcomes specifically designed for the Pathways majors sections. For example, the Biology Pathways syllabus lists learning outcomes that will be directly assessed. All Biology and Mathematics majors must enroll in Pathways during their first term at GU. Both students and instructors have reported this experience as worthwhile. Given these reports, AAA is exploring how to use Pathways for other majors such as Psychology and students on the pre-health sciences track. Several improvements in Pathways were implemented in Fall 2013. First, a section for non-traditional/veteran students was added at the request of The Division of Student Development. Second, Pathways utilized a pre and post survey instrument for both students and instructors. Following this cohort, from Fall 2013 to graduation, will allow for the collection of information related to: retention from freshman to sophomore year, frequency of major change, academic standing, and four, five and six-year graduation rates. Third, based on a review of the literature and best practices of First Year Experience courses, Pathways will integrate into the course opportunities for students to learn about and practice effective leadership behavior. AAA will also continue to work closely with Foley Library staff to ensure Pathways students understand what it means to be information literate, practice research, and grow confident in their ability to communicate through writing. These enhancements will be represented in new learning outcomes and questions on the survey instrument. Improvements have also occurred in the majors sections. Biology requires its Pathways students to attend the Biology undergraduate research poster session at Fall Family Weekend and complete an assignment following the poster session. Students must also attend one out-of-class academic lecture and write a reflection paper following the talk. All Biology Pathways students are introduced to the process of science and making arguments with logic and evidence. To gauge student progress in these areas, the Biology Department, starting in Fall 2013, will administer the Colorado Learning Attitudes about Science Survey (CLASS) to first-year Pathways students and track student attitudes through their senior year.

Department of Athletics

Standard 3B Planning
Given the particular situation and needs of student-athletes, the Department of Athletics provides two orientation activities. At the New Student-Athlete Orientation Breakfast, the Athletic Director, support staff, and Student-Athlete Advisory Committee (SAAC) welcome all incoming student-athletes. The breakfast is held the day before classes begin in the Fall semester. In addition to its gesture of hospitality, the breakfast provides an opportunity to review compliance, class, and Departmental information for all new student-athletes prior to the start of the Fall semester. The Department's second orientation activity resides in the course EDPE 195, New Athlete Orientation. This course provides access to Academic Support Staff, familiarization with campus resources (Student Development, Campus Ministry, Counseling Center, etc.), monitored study sessions, and academic progress monitoring. The course is conducted twice a week through the first week in November. All freshman athletes below a 3.0 GPA at mid-terms continue in the course for the remainder of the Fall semester. Student-Athlete Support Services

(SASS) staff instruct the course, which also features invited guest speakers and presentations by members of the Student-Athlete Advisory Committee. Athletics plans activities through consultative processes, exit interviews, and needs assessments conducted through the Athletic Department. Development of these programs included consultation with upperclassmen via exit interviews and one-on-one interviews with student-athletes following freshman year transition, as well as through NCAA- Life Skills needs assessments conducted annually by the Student-Athlete Affairs Coordinator.

Standard 4A and 4B: Assessment and Improvement
Athletics conducts yearly assessment surveys and administers course evaluations for EDPE 195 at the conclusion of the Fall semester. Surveys target three main areas: 1) the first-year athlete survey; 2) the general athlete survey; and 3) the senior athlete exit survey. These surveys provide information throughout an athlete's career at Gonzaga. The Student-Athlete Affairs Coordinator annually administers NCAA student-athlete affairs needs assessments. The Faculty Athletics Representative (FAR) conducts an annual review of programming that includes an interview with SAAC representatives. Department annual assessments continue to direct ongoing efforts to provide the most relevant and effective orientation programming available to incoming student-athletes. Recent feedback has led to an increased emphasis on individual academic mentoring meetings with freshman, increased involvement by SAAC representatives during workshops, and has provided valuable feedback regarding appropriate lecture topics and invited speakers.

Foley Center Library

Standard 3B Planning
The Foley Center Library participates in orientation through the Pathways course offerings. One purpose of the course is to give students the tools for success in the academy. Since 2004, the Foley Center Library has provided orientation sessions for students in Pathways that prepare them to be able to use the Foley Center in the most efficient manner. The Foley Center also offers specific orientation programs outside the academic context of Pathways. Gonzaga programs that call on Foley for orientations include: the STEP/GUST, the Act Six and BRIDGE programs administered through the Unity Multicultural Education Center, the New Athlete Orientation, and the Center for Global Engagement. Planning is a very collaborative process. Instruction librarians in Foley work with Academic Advising and Assistance to discover the themes and outcome goals for that year in Pathways. The Foley Center then designs an experience for students, drawing on and supporting those goals while bringing in the special knowledge of information literacy and orienting students to the services and people of the library. An invitation to do a presentation for a non-academic unit at Gonzaga begins a collaborative process where the Foley Center works to discern the requester's needs and then determines how the instructional librarians special knowledge in the areas of information retrieval, analysis, synthesis, and ethics can best support their efforts and bring students into the community of learning and scholarship.

Standard 4A and 4B: Assessment and Improvement
Pathways courses are one of the Foley Center's most repeatedly assessed instruction programs. Because of the size of the program, the numbers of classes and students taught, the amount of time spent preparing for Pathways, and the number of librarian hours spent delivering the content

and mentoring students, assessment is essential to determine the Foley Center's effectiveness. Assessment occurs in a number of ways: rubrics, feedback from the AAA office and faculty instructors of the Pathways cohorts, and pre and post-test assessment of student's skills. Every year, Foley Center staff gather to debrief. These sessions net valuable information which is incorporated into planning for the following year. For example, it was noted that two librarians, plus a Gonzaga content faculty member, were present at every session taught a few years ago. It became clear, from teaching 40 Pathways classes in a single year, that it would be more realistic to choose less intensive programing that did not require so many librarian personnel hours. The Foley Center Pathways Assessment Summary explains, in detail, outcomes and means of assessment. The Foley Center has not done formal assessment for their non-academic programs on campus.

College of Arts and Sciences

Standard 3B Planning
The College of Arts and Sciences does not have its own stand-alone orientation program. Departments in the College participate in the University-wide Student Development Fall orientation for new students. The College of Arts and Sciences Majors Fair is the main venue by which Departments engage students during orientation. With all Departments present in one space, this event allows new students to meet with multiple Department representatives to learn about programs and to have questions answered. Departments also orient students in less formal ways. Departments make available brochures detailing information about majors and minors. Letters from Departments are sent to prospective students who have expressed an interest in a particular Department. Faculty meet with potential students and their parents as needed. College faculty participate in Fall Family Weekend. Held in October, Fall Family Weekend brings parents, family members, and family friends of our undergraduate students to campus so that they have the opportunity to experience a portion of their student's life at Gonzaga University. Parents often attend classes with their student as part of Fall Family Weekend. College faculty participate in the Gonzaga Experience Live (GEL) weekend. GEL is an annual preview for high school seniors who have been admitted to the University. The weekend gives prospective students and their families the opportunity to experience the best that Gonzaga and Spokane have to offer.

Two Arts and Sciences Departments have configured the Pathways course to function as an orientation program for first-year majors. Working with the Office of Academic Advising and Assistance, the Mathematics and Biology Departments have implemented Pathways classes for all freshman Mathematics and Biology majors to introduce them to the campus, the University, the Department, and the major during the Fall semester. Instructors of the Pathways courses also serve as the academic advisor for the students in their sections of the course. This combination allows for a much closer connection between student and advisor. Planning for the Biology Pathways course began several years ago with a few Pathways sections for a small number of Biology majors. The success of these Biology Pathways course led to the expansion of the program to include all freshman Biology majors in Pathways sections. For the past few years, one faculty member has served as the coordinator for these sections. These plans arose out of both a needs assessment as well as through consultation with colleagues in the Department and

staff in AAA. Fall 2012 was the Mathematics Department's first effort in offering a Pathways course for incoming majors.

Standard 4A and 4B: Assessment and Improvement
The College does not assess Student Development orientation activities or departmental orientation programs. This latter assessment is carried out through individual departments, especially in connection with the Pathways course. Currently, only the Departments of Biology and Mathematics offer advisee Pathways courses. Biology assessment includes surveys as well as informal feedback from the students in Biology Pathways sections. Students appreciate meeting other Biology majors, learning about career options, and receiving group and individual advising from their instructor. They also benefit from making a four-year plan and discussing the use of Zagweb, Blackboard, and other tools to which they have access. Pre-registration conversations mid-semester have also made a noticeable difference in decreasing the stress level of these students during spring registration and their understanding of which classes they should be taking and how to get the assistance they need when registration does not go as well as they had hoped. What seemed to work well continues from year to year while those activities that seem less effective or no longer meet expanded objectives for the entire group of freshman Biology majors have been modified or deleted and replaced with other activities. The Mathematics Department offered a Pathways course in Fall 2012 and 2013.

School of Business Administration (SBA)

Standard 3B Planning
Freshmen attend an advising meeting on the day before classes begin. At this meeting, they are introduced to their advisor and given information about the upcoming semester. New students also attend a concentration fair where they can talk to faculty representatives from each of the school's concentrations. The School of Business Advising Center plans orientation events

Standard 4A &4B Assessment and Improvement
The School of Business does not directly assess its student orientation.

School of Education (SOE)

Standard 3B Planning
The School and the SOE Student Advisory Board (SAB) organizes an Welcome Back BBQ annually for over 200 undergraduate and graduate students enrolled in education majors and certification programs. Faculty are encouraged to attend the University sponsored functions for parents and students. Faculty from the SOE also participate yearly in the admissions office phone-a-thon to accepted students. The Counselor Education Department hosts a new student orientation at the beginning of every academic year. This two-day retreat involves all first-year, most second- year students, and all faculty. The orientation encompasses relationship building among students and between students and faculty. During the orientation experience, faculty discuss the Gonzaga Mission, history of the university, and theme of the School of Education. During the second day of the retreat, students are offered campus tours. Department faculty plan for the activity by reviewing the needs of the students and assessing what would best prepare students for the program, the first semester of classes, and what it means to be part of the campus

community. The Educational Leadership and Administration Department brings Washington State Principal Intern and master's degree candidates on campus in August for an orientation. Canadian master's degree candidates are given an in-depth orientation to the program and to Gonzaga via PowerPoint in EDLA 525 Leadership and Inquiry. EDLA 525 is always taught by the cohort advisor. Candidates are also introduced to Gonzaga, Jesuit ideals, and pedagogy.

Standard 4A and 4B: Assessment and Improvement
School of Education assessment of orientation occurs informally.

School of Engineering and Applied Science (SEAS)

Standard 3B Planning
The School of Engineering and Applied Science schedules First-year student socials throughout the academic year including program socials at the beginning of the school year. These provide new students a chance to meet faculty and upper class students in their discipline. New students also receive information about student engineering-themed organizations and clubs. Students and their families are encouraged to attend Fall Family Weekend each year in October. Two engineering faculty provide abbreviated lectures for students and their parents. They also answer questions about engineering studies at Gonzaga. The SEAS marketing coordinator plans with departments for freshmen socials and works with Fall Family Weekend planners to schedule faculty for abbreviated lectures.

Standard 4A and 4B: Assessment and Improvement
School of Engineering and Applied Science assessment of orientation occurs informally.

School of Law

Standard 3B Planning
The primary activity undertaken to orient students to the campus community is a three-day orientation program. The orientation materials provided to students include information regarding University and community services such as: academic resources, health and wellness resources, and campus safety and security. In addition, the Student Bar Association provides an annually updated "Guide to Spokane" which includes listings of local places to explore, shop, eat, and socialize, as well as additional community health resources. The orientation programming includes optional social events in downtown Spokane and optional public service projects completed in collaboration with community partners. The Law School Admissions Office utilizes student ambassadors to provide school tours for potential and admitted students and their families. The office is also resource for information about the local community. The admissions office also manages an admitted student Facebook page, which allows admitted students to communicate with each other and the student ambassadors. Based on the student demographic in the professional school setting, student's families are not typically involved in most orientation activities. In past years, the School of Law has included, as part of the orientation programming, a Gonzaga Law event at a Spokane Indians baseball game to which the families of students are invited.

The Assistant Dean of Students has primary responsibility to coordinate the orientation program. The Assistant Dean coordinates with all other law school departments, the Student Bar Association, and community partners to develop each fall's program. The planning group for orientation includes representatives from the following law school departments: the Admissions Office to communicate most directly with the students; the Office of the Registrar to ensure the successful completion of course registration and all required forms; the Financial Aid Office to meet individually with students and present to the full class during orientation; the Center for Law in Public Service (CLIPS) to coordinate the public service project; the Student Bar Association to update the "Guide to Spokane," coordinate the lunch time student panel and the post-orientation BBQ; and the law school's Digital Marketing and Communications Specialist who regularly updates the orientation web-site and social media platform. Community partners include non-profit public service recipients. In recent years, these partners have included, among others, St. Joseph Family Center, 2nd Harvest, L 'Arche, St. Aloysius School, and for-profit entertainment venues such as the Magic Lantern Theater and the Spokane Indians Baseball Club. Cooperating professional organizations include the Washington State Bar Association (WSBA) and the American Bar Association (ABA). The Executive Director of the WSBA participates in the 'Professionalism and the Law" session, and the ABA provides a representative and materials each year for the same session

Standard 4A and 4B: Assessment and Improvement
Following the 2008 orientation, an orientation assessment process, comprised of a student survey, was undertaken to gather feedback on each orientation session. The survey provided valuable feedback on the orientation program and guided the evolution to its current format. As a result of survey feedback and annual conversations with the SBA during the planning process, the "Professionalism and the Law" session was revamped and the Student Panel has evolved into a more informal discussion. In addition, the law school has experimented with the inclusion of returning students into the "Community Building" sessions.

Center for Global Engagement: English Language Center

Standard 3B Planning
The MA in Teaching English as a Second Language provides new students with a pre-arrival Orientation Packet, which includes information about the GU campus, city, weather, ESL program, immigration requirements, staff introductions, arrival info, housing, etc. Students receive this information upon their acceptance. Arrival at Gonzaga starts a three day on-campus orientation for students and families that includes: a campus tour, testing, meeting with academic and immigration advisors, opening a bank account, a trip to Wal-Mart, lunch with faculty/staff, a visit to Student Accounts, assistance with getting their GU ID card, GU email account, and other necessary academic related information. All new students are required to participate in an eight-week orientation course, "Topics in American Culture." This class offers an extended orientation to all new students in their first session of ESL, and covers: culture shock, American campus/academic culture, academic expectations/honesty, seeking counseling/health services, dating and friendship in the U.S., and other important topics that relate to new international students on the Gonzaga campus.

English Language Center orientation planning is a comprehensive, consultative process that is reviewed regularly between both staff and faculty. Staff and all 10 full-time faculty meet once in the Fall and Spring semesters, in full day retreats, to review the previous year's activities, orientations, and plans. Retreats also examine programmatic ideas, issues, and suggestions for the upcoming sessions, as well as a review of mission and vision/goals. Student feedback (from Survey Monkey and returning student' forms) are included and reviewed. New plans are suggested and discussed. Those agreed upon developed as action items with clear dates of implementation. Follow-up on these actions are discussed during weekly Staff and Faculty meetings, as well as during staff employee reviews. Department Chairs/Directors and staff meet for an hour each week to discuss retreat action items, as well as programming topics, including: students and situations of concern, staffing, orientation planning, review of written communication, fiscal planning, office hours, immigration policies, student feedback, activity planning, etc.

Standard 4A and 4B: Assessment and Improvement
MA/TESL assessment is based on student, staff, and faculty feedback. Depending on the level of the students, verbal or written feedback is requested depending on the activity. Online surveys conducted through Survey Monkey request more in-depth, anonymous information from students who have completed the orientation program. The class ELCT 099 Topics in American Culture introduces students to the resources available to them at Gonzaga and provides students with an understanding of their academic responsibilities. In addition, the class guides students through different concepts of culture and intercultural communication. Faculty and staff discuss assessment during the bi-yearly retreats and throughout the year during weekly faculty/staff meetings. During a recent retreat, the staff and faculty met to discuss several areas related to English Language Center student development planning. Following reports from both ESL students and other students on campus, the Faculty/Staff Retreat included discussion of difficulties students faced in the area of relationship/friendship building in the U.S. and college dating culture. In addition, it was discovered that international students across campus were facing "academic honesty" issues with varying faculty and administrators who came the ELC office with concerns. As a result of discussions with students on these topics, as well as in discussion in meetings and retreats, improvements were made in several areas. First, the implementation of a session long (eight-week) extended orientation class, "Topics in American Culture," that is required for all new students. Course topics, developed to address these concerns, include: dating and friendship in the U.S., academic honesty and what it means culturally and in the American context, understanding American culture, and counseling and health services on campus. Second, consultation with faculty and administrators across campus, on the possible cultural misinterpretations of "academic honesty," provided more context and understanding as well as training to students during orientation at both the graduate and undergraduate level. Third, undergraduate and graduate orientation was re-structured to incorporate information on cultural and academic honesty. Improvements were developed from the recognition that the University and the MA/TESL program cannot assume that new international students can gain all the cultural and academic information they need during an intensive one to three day orientation. More time and attention is needed to assist students with adjusting to their new life on a U.S. college campus.

School of Nursing and Human Physiology

Standard 3B Planning

The Department of Nursing hosts several activities to orient students to its programs and the campus community. Faculty meet with high school students considering Gonzaga's nursing program. Each semester, the Department holds a new student orientation for BSN students beginning their junior year, upper-division nursing courses. The Department provides an immersion experience for incoming Doctorate of Nursing Practice students that orients them to Gonzaga's mission and the mission of the Department of Nursing, as well as to library and technology resources.

Students in the online RN-MSN and MSN programs receive an online orientation consisting of four modules. The first module provides information that will help the students to be successful in the online environment. There is also information about computer requirements and browser capabilities. Students are introduced to Blackboard and how to participate in a discussion forum. There is information about Zagweb and the importance of using one's GU zagmail account. The second module stresses the importance of balancing school requirements, family, work, and personal needs to be a successful graduate student. New students have access to three faculty-developed videos that discuss the importance of diet, rest and sleep, and establishing a support network. The third module addresses the importance of the Jesuit values and traditions. Students view a video that includes several Jesuits expressing the importance of the Jesuit values such as *cura personalis*, *magis*, and being men and women for others. The video also includes a history of St. Ignatius and of the Jesuits. The final module is a video of campus showing some of the key areas and explaining their importance. Several opportunities for becoming involved are mentioned such as the Graduate Student Association and Gonzaga Alumni Mentor Program (GAMP). The Department conducts online webinars with prospective students interested in RN-MSN, MSN, or post-master's DNP programs. Webinars address the mission of Gonzaga University and of the Department of Nursing. Webinars also explain the basics of the RN-MSN, the Nurse Educator, and the Health Systems Leader programs. The [BSN Student Handbook] and [MSN Student Handbook] provide additional orientation information for students. Departmental faculty and staff plan for orientation programs based on student feedback about what they find most helpful and the information requested/needed.

Human Physiology participates in the Admissions Office's Preview Days for prospective students and their families, which usually involves about one to two hours of one faculty member's time about eight times per year. In addition, faculty members (primarily the Department Chair) meet with prospective students and their parents, when asked to do so by Admissions or Athletics when schedules allow. This usually involves a visit to a faculty member's class, a meeting with regard to departmental mission and curriculum, career opportunities with a B.S. in Human Physiology, and/or a tour of our building and lab facilities. This occurs four or more times per year. As part of 2013 Fall Family Weekend, the department held a two-hour open house for students and their families. The goal was to participate in this Gonzaga community event and to provide a service for interested students and families. The Department held a Transformation Panel Presentation on November 15, 2012 in honor of Gonzaga's 125th anniversary theme of Tradition and Transformation with five program alumni who presented stories of their transformation from students to professionals. In conjunction with

Preview Days, scheduled by the Gonzaga University Admissions Office, the Department offers tours of department building and facilities. One faculty member has done this for the past several years on a volunteer basis and as part of Academic Citizenship activities. There was no formal planning process outside of presenting the ideas for these events to the faculty.

Standard 4A and 4B: Assessment and Improvement
There is no formal assessment of orientation activities within the Departments of Nursing or Human Physiology.

Professional Studies

Standard 3B Planning

Communication and Leadership (COML)
With over 500 students, most of whom are distance students taking programs online, the Communication and Leadership program is intentional about exposing both the campus and online students to Gonzaga's ethos, and inviting students to feel they are a part of the GU community. To this end, students receive an introductory packet, which includes contact information for student support services, as well as their academic advisor, and encourages students to be in contact with their advisor for questions. The chair conducts outreach/orientation phone conferences with incoming students. On-campus students are hosted at a welcome back barbecue. Online students are required to complete a residential segment as part of their program. The course is intentionally designed to foster a sense of community. Students receive an orientation talk at the beginning of the course that highlights the purpose of Gonzaga's mission and how the COML program fits this mission. Students, while on campus, create a blog/website with video/audio components that profile an aspect of Gonzaga's community. This assignment requires students to immerse themselves intentionally in the campus community. Social time is built into the course, including meals, in which students' family members are invited, and students get the chance to interact with faculty and staff in an informal setting. This approach and curriculum was planned, and is continually evolving, in concert with faculty, staff, and GU's Deltak partners in response to student feedback and suggestions. Many of the initial ideas arose from creative brainstorming or learning from past best practices of faculty and staff.

Doctoral Program in Leadership Studies (DPLS)
The DPLS provides orientation and introductions to the program through advising and a mandatory orientation program. Before students decide to apply to the program, they often call for information. The program coordinator schedules individual appointments with prospective students (at least 20-30 minutes in length) to discuss the program and answer their questions. Additionally, if students wish to speak with a faculty member, a time is arranged for prospective students to speak individually with a faculty member before applying to the program. Upon entering the program, a student is assigned a pre-candidacy (program) advisor who will advise and perhaps mentor a doctoral candidate until the dissertation stage, when a dissertation chair assumes mentoring responsibilities. New students attend a mandatory orientation for each semester (Fall, Spring, and Summer) before the first class day. All faculty attend these sessions. New adjunct instructors are also invited. Sometimes returning students and prospective students

attend as well. A representative from Financial Aid, Foley Library, Graduate Student Council, Campus Writing Center, and an alumna or alumnus offer presentations related to their area. The DPLS holds bi-monthly department meetings in which student needs can be discussed. These discussions include an examination of what worked and did not work with orientation and advising. Graduate Assistants offer input about what students need and how best to meet those needs. Changes and processes are created to meet those needs.

Organizational Leadership (ORGL)

All ORGL students are required to take ORGL 502 Leadership and Imagination as a residential experience course. The course includes a program orientation component. The orientation consists of the Department Chair's welcome, an overview of Gonzaga, and an introduction to Jesuit education. The second section of the orientation includes a group session with a faculty advisor that focuses on such issues as: course selection, concentrations, the capstone course, electives, and career related questions. Planning for the orientation grew out of consistent feedback from graduating students who expressed a greater desire to be better acquainted with department faculty, the campus, and what Jesuit educational experience involves. Conversations among department staff and faculty occurred regarding how to address this feedback. The program recruitment and enrollment specialist developed a proposal in Fall 2011. This proposal was modified based on faculty and student input; piloted in Spring 2011 and implemented in Summer 2012.

Standard 4A and 4B: Assessment and Improvement

Communication and Leadership (COML)

The COML program asks students to provide qualitative feedback on their experiences in the courses that they take on campus and all courses in the program. They are encouraged to post this feedback in specially created forums on the Blackboard sites for each course. The program's Deltak partners conduct exit interviews with some students when they come to campus for commencement at the end of their program. This information is provided to the department chair upon request.

Doctoral Program in Leadership Studies (DPLS)

The DPLS assesses orientation by seeking feedback from students. The program holds informal conversations with individual students asking how they liked orientation and what they would like to see added. Student feedback and comments are also made when they phone the program coordinator and make suggestions or ask about including some new element, either in advising or in the orientation. Several improvements were made as a result of student feedback . for example: orientation was moved to later in the day to accommodate working adults; the length of orientation was shortened to two to three hours; and guest speakers and orientation information was pared down and limited to priority items based on a confluence of student need and information the program wanted to disseminate.

Organizational Leadership (ORGL)

Organizational Leadership assesses its orientation program through a student survey. Each semester, the department surveys students to receive feedback on the perceived value of the orientation and suggestions for how the whole residency experience can be improved. Within a

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week after each ORGL 502 residency, students are asked specifically about their experience in the orientation. The survey, revised in the beginning of Fall 2013 semester, contained seven questions that used a five-point Likert-type scale, one multiple choice/ answer question, and four open-ended questions. Feedback from the student surveys has produced changes in the orientation. For example, there appeared to be a wide range of student experience in the faculty advising section of the orientation. As a result of this feedback, a more standardized approach to faculty advising has been successfully implemented.

Student Development Orientation

Standard 3B Planning
While some academic areas offer their own specific orientation programs, the Division of Student Development oversees the major effort to orient students and families to Gonzaga. The Vice President for Student Development has continued efforts to develop outcomes. In the Fall of 2011, the Division of Student Development created the Assessment and Student Learning Outcomes Committee for the purpose of developing and supporting a culture of assessment in Student Development. This committee is staffed with nine employees from the division who work with respective departments to educate, support, and augment assessment practices in their areas. Additionally, staff from the offices of Institutional Research and Academic Technology Applications Support (ATAS) have participated as consulting members. All departments in Student Development created and completed assessment plans for the 2012-2013 academic year and are on track to do so for the 2013-2014 academic year. These plans are available on TracDat and show the emphasis now being placed upon the assessable program outcomes and methods of assessment. The committee has successfully hosted two half-day trainings on assessment for the division, one in July of 2012 and the other in December of 2013. These trainings, referred to as Assessment Camp, were led by guest speakers hired from outside the university to bring new knowledge, best practices, and direction around assessment in student affairs. Furthermore, the committee offers an "Ethos of Inquiry Action Day" at the end of each academic year where colleagues come together to work on departmental assessment plans, share information, and gain insight from one another.

Various units within the Office of Student Development create and coordinate orientation activities that introduce students to the campus and university life. Families also have the opportunity to participate in orientation events. The two units within Student Development with major responsibility for orientation programs are: 1) the Parent and Family Office; and 2) Student Activities. The Center for Community Action and Service Learning (CCASL), Unity Multicultural Education Center (UMEC), and University Ministry also assist in orienting students and families to campus.

Upon acceptance to the University, the Parent/Family Office sends students an e-letter and a postcard of upcoming events for orientation to welcome the student and his or her family to the Gonzaga Community. Starting in July, before the student arrives on campus, the Parent/Family Office sends monthly e-newsletters to families with important university information. During August, all incoming families are invited to alumni-hosted, regional send-off parties to welcome both the student and the family into the community. At the end of August, all incoming families are invited to Parent/Family Orientation, an entire weekend dedicated to orienting families to the

university. The weekend begins with a Presidential Address, plus morning and afternoon information sessions on topics such as: "What does it mean to be Jesuit?," helping students navigate Gonzaga, parent panel, letting go, academic success, first generation families, helping students become financially independent, a Q&A session for parents with President McCulloh, events offering interaction with faculty, and off campus social gatherings at local restaurants. The weekend concludes with Mass for all families and their students. The Parent and Family Office produces a family calendar for all incoming families. The calendar includes tips and resources to help them navigate their first-year parent experience.

As Gonzaga's student population has increased over the past ten years, the Parent and Family Office has undertaken a more deliberate planning process that more directly reflects student demographics and students' relationships with their families. This most recent generation of students has been deemed the "millennial" generation, a much talked about group of students with strong aspirations toward high achievement, involvement, and commitment to service. Research has also shown that parents are more protective of this generation than previous generations. Parental involvement in the lives of Millennials from birth to college and beyond has skyrocketed, resulting in the coining of the term "helicopter parents." As a result of the changing nature of parental involvement in college and university environments, many institutions nationwide, including Gonzaga, have created various positions, roles, and even departments centered on working with parents. The Parent and Family Office itself is the result of this change. Created in September 2009, Gonzaga's Parent/Family Office uses a model of best practices in the field of parent and family relations to create many of the programs offered during orientation weekend. The Office also created a [five-year strategic plan](). Working within a strong framework, with a vision, mission statement, and goals, was vital to the early success of the office. A Parent and Family Council, which consists of current Gonzaga parents who represent each class and most geographic regions where large populations of Gonzaga students come from, has also been created. This group of parents meets twice a year and has been instrumental in forming and changing the programming offered to parents and families at Gonzaga. A separate Orientation track for parents and family members includes informational sessions such as "Understanding Financial Aid" and "Letting Go". In Fall 2012, 1,328 parents and family participated in orientation programs. Fall 2013 saw 2,216 participants.

In conjunction with the Parent and Family Office, the Office of Student Activities also provides orientation for students and their families. Orientation begins when the student is accepted and formal communication begins. Utilizing various types of social media and print material, Student Activities strives to answer many new students' questions before they arrive. This effort has greatly improved orientation, as many basic questions are answered before the beginning of the semester. Formal orientation is held twice a year, in late August for the Fall Semester and early January for the Spring Semester. Approximately 1,100 students attend the Fall Orientation and 80 attend the Spring Orientation. In the Fall 2013, an additional 2,216 parents and family members attended the Parent and Family Orientation. Orientation in the Fall consists of four days of events aimed at transitioning students and parents to the University. The formal orientation strives to meet students' transitional needs in three areas: 1) Institutional- How the University works; 2) Academic- What is expected of me academically? and 3)Personal- How do I figure all of this out?

For new students, orientation events follow a typical schedule of:

- Thursday- Pre-Orientation sessions
- Friday- Move-in, general information about the University and community.
- Saturday- General Information in morning, informational sessions in afternoon and Welcome Night in evening.
- Sunday- Religious Services, parents leave, evening events.
- Monday- Academic Day.

A group of five students (the O-Core), hired in the Fall Semester, plan for the orientation over the next nine months with guidance from a group of five advisors from throughout the University. Plans are then reviewed twice during the summer with the constituent advisor group to ensure proper preparation. One hundred twenty students are chosen as group leaders and return early to volunteer their time to work in Orientation as Small Group Leaders. This project relies heavily on student input and work. Orientation exemplifies students helping students and the strength of our community at Gonzaga. To further the planning process, Student Activities staff meet with student Small Group Leaders, from the previous orientation in April, to determine strengths and weaknesses of their Orientation and to seek their assistance in improving the next fall's orientation.

Three "pre-orientation" programs are held for specific student audiences: Outdoors, Service, and Multi-Cultural.

Gonzaga Outdoors hosts two Pre-orientation trips each summer for incoming freshman. Gonzaga Orientation Out of Bounds (GOOB) gives students an opportunity to meet approximately 70 other incoming first-year as well as 30 upper class students and three to eight staff members, during the five days prior to the official on-campus orientation. Students bond through adventure as well as time spent in camp together. Also, faculty and staff from different parts of the university give talks in the evening that provide first-year students with an understanding about the community at Gonzaga, what it means to be a Jesuit institution, and the personal transformation that occurs through college. Following GOOB, students and their parents are invited to an ice cream social during which a slide show of GOOB is presented and parents are introduced to the guides. The event provides an opportunity for the participants, their new friends, their parents, and the guides to socialize. Throughout the evolution of the program, changes have been made based on the growth of demand for the program, student participant and guide feedback, and risk management concerns. The planning process for the trip is extensive and begins as soon as the previous year's trip is over with a document called "lessons learned." This document provides a basis for planning the following year's event.

The Center for Community Action and Service Learning (CCASL) coordinates the service pre-orientation program. Known as Reality Camp, it is an immersion program created from a common model of providing a pre-orientation for a select group of freshmen before the university-wide orientation begins. The program has deep roots in creating a sense of belonging with other freshmen interested in actively serving their community. Reality Camp has a history of welcoming freshmen into the Spokane community while also educating students about the Jesuit ideas of service, critical reflection, and preferential treatment of the poor.

The Unity Multicultural Education Center (UMEC) offers its program for Building Relationships In Diverse Gonzaga Environments (BRIDGE) to students of color and first-generation college students. Three students, hired as BRIDGE Core leaders, work with UMEC staff to plan/implement all aspects of the pre-orientation program. Approximately 12-15 students are selected through applications and interviews for volunteer counselor positions. The Admissions Office provides names of newly admitted students of color and first-generation students. Personal invitations are sent to students/families. A [Key Outcomes Matrix](#) grounds the planning process. Plans are developed to respond/facilitate successful collegiate transition for traditionally underrepresented student populations. Scholarly research suggests that such programs provide necessary socialization to expectations and protocols of higher education, and are a holistic approach.

University Ministry also participates in new student orientation. Team members offer opening prayers during Orientation weekend at parent events, information sessions, and student gatherings. University Ministry organizes Roman Catholic liturgies during Orientation weekend. Reflecting an awareness of diversity, the Masses are inclusive and also serve to welcome non-Christians into the community. Members from the Spokane Council of Churches share a time with University Ministry to introduce themselves to students during Orientation weekend. University Ministry offers 24 retreats each year, all of which introduce students to Gonzaga's faith community. Several of the retreats include full or partial parent participation. Students also have an opportunity to participate in small faith sharing groups through the Christian Life Community (CLC) program. This program further introduces students to Gonzaga's tradition of regular reflection and evaluation, sharing, and finding God in everyday life. Team members conduct and lead "Spiritualty" programs for Housing and Residential Life. Many of these programs take place during the first six weeks of class. University Ministry programs have a long history at Gonzaga. They are rooted in our Catholic intellectual and pastoral tradition informed by contemporary theological discourse. University Ministry's 11 professional employees, 19 student employees, with the assistance of student volunteers, plan and implement these programs. Regular formation of both professional and student leaders, as well as regular dialogue in preparation for each program, informs the quality of each activity. University Ministry sponsors an on-line prayer community which allows students, alumni, and parents and friends of the university to pray for each other and offer special intentions.

Standard 4A and 4B: Assessment and Improvement
Given Student Development's role in creating a more formal and deliberate approach to orientation, the various areas of Student Development have created methods of assessment to analyze and improve the orientation experience. The Parent and Family Office employs multiple levels of assessment. Explicitly related to orientation sessions, each program session is evaluated by parents attending the sessions. To facilitate greater communication regarding orientation, a [Freshman Parent Survey](#) is emailed to all current freshman families using Campus Labs. The survey is administered during the Fall semester after orientation and is generally completed by December 1st. [Google Analytics](#) allows the Parent and Family Office to track its website and e-newsletter activity. This tool allows the office to evaluate items such as page views, visitors, and key search terms. The office uses the data to plan future articles as well as assess the value of current information sent to Gonzaga families. The 14 member Parent Council functions as a

focus group for the office, and has provided valuable feedback on current programming. Assessment also examines parent contacts with the office. Each email and call coming into the office is logged into a record book. These calls and email patterns help create programming and newsletter articles when trends emerge from the log. Following comments from parents and the Parent Council, several changes were put into place for the 2012 Orientation. A Parent Booth was included at orientation to provide information about Spokane and local alumni-owned businesses. Parent orientation sessions were split into two segments with some popular sessions repeating so more parents could attend. A parent barbecue lunch was added to the Saturday of orientation. An indirect goal of the barbecue is to contain parents to the West side of campus between their sessions, allowing their students to begin the process of separation. The aim is to support parents through this transition weekend while, at the same time, reinforcing the new role they have as parents of a college student.

The Student Activities Office directly assesses the effectiveness of Orientation for students through national benchmarking data from Campus Labs. The survey data is then translated into results for Gonzaga. For example, the [Orientation and New Student Planning 2013-2014](#) data show that the great majority of respondents found orientation very beneficial. The connection to national benchmarking data allows for comparison with other institutions. Student Activities also holds a debriefing session with departments on campus to determine if their needs were met during Orientation. As mentioned above, the Parent Office surveys parents concerning their experience at Orientation as well. This information is then shared with the new student managers of Orientation, the O-Core, to assist them in their planning of the following year's Orientation. The data received from the sources mentioned above drives the planning of the next Orientation, which takes place over the next eight months. Input is received from students who just went through Orientation, students who previously went through Orientation (Small Group Leaders), various constituencies on campus, and from parents through the Parent Office survey. The newly hired O-Core reviews this information. This analysis provides insight into orientation and helps in the development of "signature" events. Two such events are Welcome Night and Academic convocation. These events receive very high marks and are fine-tuned each year. Other events, however, such as some social activities have been completely eliminated and others introduced. Academic sessions have been completely changed, as students have expressed a strong desire to gain a more defined explanation of what is Gonzaga's definition of a good academic student. So students can talk directly with faculty, open question and answer sessions with faculty have been added to orientation.

The move-in schedule into residence halls has been altered due to student feedback about the timing of this event. Meal hours have changed as students indicated that, with the activity level of moving in, regular eating hours were not meeting their needs. A blog activity format was introduced in 2012 to communicate with students in response to their claims that this was a much easier way for them to gain information about Orientation. Student Activities learned that students wanted time to simply "hang out" rather than having a highly structured program. In response, the Friday of orientation is now generally open so students and families can meet each other in a non-rushed atmosphere. This single change has proven to be of great benefit. It supplies families and new students time to relax on their first day and realize this is a time to learn about Gonzaga and have some quality time together before their family separates. Student

feedback also indicated a need for more academic information during orientation. In response, the Academic Vice President was asked to speak at orientation.

The assessment of the pre-orientation events also factor into the analysis of orientation. Gonzaga Orientation Out of Bounds (GOOB) participants, who are later involved in the program either as participants, staff, or volunteer student guides, provide assessment feedback. Direct observation of the event provides some assessment in order to make adjustments based on these observations. Improvements have been made in many of the business processes around the trips including streamlining the registration process, tightening and improving safety documentation and planning, and increasing the amount of leader training preceding the trip. The amount of evening programming provided during GOOB has also been increased to create a meaningful progression of programming throughout the experience. Evening presentations allowed for a greater connection among the group and created a more coherent message for incoming students related to sense of place, living in community, and self-authorship/discernment.

The Center for Community Action and Service Learning's Reality Camp utilizes online surveys to evaluate this event. Freshmen participants, upper class coordinators, and non-profit community partners complete online surveys the week following the event. Student survey results help to determine which community partner agencies are most beneficial to the program. If community partner agencies were unable to assist in meeting learning outcomes, these partnerships are re-evaluated. Analysis of student surveys indicated that too many community partners were visited during Reality Camp. Consequently, to allow for greater depth with fewer agencies in the hope of yielding greater results, the number of agencies was reduced. The Student Leader survey specifically asks leaders to reflect on the different components of their training and preparation efforts dating back to the previous spring semester. The student leaders' survey evaluates the relevancy of each training activity. Their responses guide what will be removed or amended in next year's training plan. Similarly, the community partner survey provides contextual data about what may have not gone well during the program and may need to be improved. One community partner agency apologizes at the end of the survey, for a lack of communication on their end, due to some changes in management occurring at the time of the partnership. When all three evaluation tools are reviewed and analyzed together, they create a clear picture of what is most effective about this pre-orientation project and where there is room for improvement. Analysis of each Reality Camp is used in planning for the following year.

Participants in the Unity Multicultural Education Center's BRIDGE program evaluate the program through surveys for students and parents. Additionally, UMEC monitors academic progress throughout students' matriculation. Recent assistance from Institutional Research will ensure that retention/graduation data is tracked on an institutional level as opposed to solely departmental. The feedback received each year from the surveys is used to enhance BRIDGE, if necessary. Additionally, a 90 minute to two hour debrief session is held with all student leaders involved in BRIDGE to assess/improve for the future. Email correspondence is also sent to various campus constituents (e.g. Academic Advising & Assistance, DREAM) to solicit constructive feedback. Some adjustments made within the past three years, as a result of feedback, include: reducing the number of BRIDGE Core from five leaders to three, appointing a lead volunteer counselor, developing parent counselor roles, improving meal options, adjusting schedule/length of program, and partnering with Spokane Convention Visitors Bureau for parent

tours - all of which have enriched the quality of the BRIDGE experience. Also, a session that received low ratings was eliminated and new presenters were enlisted to revamp and facilitate workshops. The table below shows the BRIDGE program's remarkably high retention rates.

Table 47 BRIDGE Program Retention Rates

Year of Entering BRIDGE Class	Retention Rate	Total Number of First Generation Students (according to FAFSA application)
2004	5/5=100%	0
2005	16/16=100%	5
2006	23/25=92%	7
2007	20/24=83.3%	5
2008	34/38=89.5%	11
2009	36/38=94.7%	20
2010	46/48=95.8%	31
2011	34/35=97%	16
2012	34/36=94%	

Red fill indicates Class has not graduated yet (four-year plan)

University Ministry has developed 37 outcomes that inform the assessment of its activities and programs. Two main categories, Faith Development and Living Out God's Love in the World, surround more focused outcomes. University Ministry employs online surveys to assess each activity or retreat. Evaluations from the Freshman Retreats, the SALT Retreat, and the Crew Program provide examples of the surveys. A University Ministry Student Advisory Council was formed to increase student awareness of and involvement in University Ministry programs. Several improvements are underway: Greater marketing of programs, more use of Facebook, developing the "Busy Student's Retreat, creating a list of Churches in the area from all denominations, working with community partners to minister to other religious traditions, working with CCASL and UMEC to coordinate programs, taking a more active role in orientation, and continuing to develop and use better assessment methods.

Core Theme 2: Enriched Campus Community.

Objective 1: The University provides orientation opportunities to students, faculty, and staff that promote an understanding of shared mission.

Indicator 2: The University orients new faculty and staff to the campus community.

Rationale: In addition to new student orientation, Gonzaga University promotes efforts to orient new faculty and staff to the campus community. An enriched campus community is more than a

reflection of how the University brings students into a shared mission. Our commitment to *cura personalis* extends to those who serve the University as faculty and staff at various levels. To be "men and women for others" implies a formative process that encourages both reflection and growth, which at the same time respects individuals within a shared sense of community. It is within this context that orientation for new faculty and staff arises.

Faculty Orientation

Standard 3B Planning
Among the academic units, planning for faculty orientation occurs within schools and departments. While there are common elements across the university to orient faculty, no formal institutional or systematic approach to faculty orientation exists. This may result from how the academic units perceive their own needs as new faculty are hired. Consequently faculty orientation at the school and departmental level tends to be more informal. As part of the interview process, most schools and departments ask faculty candidates to reflect on how they might contribute to Gonzaga's mission. Although not directly an orientation activity, the question of mission indicates to prospective faculty the importance of their role in the University. As part of the hiring process for tenure-stream faculty, finalists meet with the Academic Vice President during their on-campus interviews for a conversation in the university's mission and identity are central topics. Meetings with new faculty often take place shortly after arrival to discuss any questions about courses and departmental expectations. These meetings are especially helpful in informing new faculty of departmental and University policies and the criteria for reappointment, promotion, and tenure. Understanding these expectations is one way that schools or departments integrate new faculty into the academic life of the University. Some schools assign mentors to new faculty. Colleagues will share syllabi with new faculty. If teaching the same course, faculty will meet to assist with the development of student learning outcomes and to assist with course development. Some departments assign a faculty mentor to provide a direct contact for new faculty, should they have questions or concerns. As orientation to the University has its practical aspects, new faculty may receive training on how to use Zagweb, the University's online resource for advising and registration. New faculty are also introduced to various forms such as those for: adding or dropping courses, course substitutions, transfer of credits, course authorization, etc.

A broader focus for new faculty orientation emerges in two forms. First, the University's all-faculty fall conference and its attendant school meetings. While not exclusively for new faculty, the Fall conference and school meetings serve as an orientation for new faculty to the issues facing the University. The Fall conference and school meetings are some of the first opportunities for new faculty to move outside their immediate department or area. The University fall conference brings all faculty together where they are usually addressed by the President, the Academic Vice President, and faculty colleagues. School meetings introduce new faculty members to a wider audience and welcome them to the University.

The second opportunity for new faculty derives from the Center for Teaching and Advising's new faculty orientation held each fall. All new faculty are expected to attend this orientation. The Center for Teaching and Advising (CTA) offers two year-long, cohort-based programs for orienting and introducing new faculty to the campus community. The first is the New Faculty

Orientation, which is open to all new faculty in their first year at Gonzaga. The Foley Center Library participates in the New Faculty Orientation providing information on library services for faculty such as library instruction, databases, and use of reserves. The Foley Center Brochure for faculty is distributed at the New Faculty Orientation. From an initial meeting just before classes begin in Fall semester, the New Faculty Orientation has evolved into a year-long program, the New Faculty Learning Community, to support new faculty as they enter into the life of the University. The second is the Advising Academy, which is open to all faculty who are new academic advisors. Faculty generally start advising in their second year, so the Advising Academy typically follows immediately after the New Faculty Learning Community program. New faculty are also welcome to participate in CTA programming that is open to all members of the faculty, such as the 2012-2013 discussion series on Ignatian pedagogy, and the "Lunch and Learn" brownbag discussion series on using technology in teaching. The structure, philosophy, and content of the Advising Academy was developed at a 2008 Summer Institute sponsored by the National Academic Advising Association (NACADA). This multi-day workshop included small-group collaboration among participants from similar-sized institutions, and one-on-one consultations with workshop faculty. The New Faculty Orientation was modeled on the structure and philosophy of the Advising Academy, and was developed in the summer of 2009 by a committee of four Gonzaga faculty, two of whom had been hired in the previous two years. Both programs reflect accepted best practices in faculty development, which favor longer-term, sequenced, and cohort-based programming over short term, ad hoc workshops or presentations. In the spring of each academic year, the CTA Director, the Faculty Fellow in charge of each program, and the CTA Secretary begin planning for the coming academic year. Planning for the Advising Academy also includes the Director of Academic Advising and Assistance. Planning meetings center on specific topics to be covered, resource people to be invited, other resources to be provided, and overall approaches to each program based on participant feedback and observations by the facilitators. Pedagogical goals and philosophies of the programs guide any changes that might result from evaluations and feedback. Any substantial changes to the programs would first be submitted to the CTA Steering Committee, which consists of seven faculty and staff members who serve in an advisory capacity to the Director.

Standard 4A & 4B: Assessment and Improvement
Since meetings and retreats structure many of the academic unit orientation activities, little formal assessment takes place in these venues. However, assessment can occur through dialogue and reflection. Conservations and shared ideas about concerns in orienting new faculty to campus provide the general means of assessment that schools or departments use to improve orientation. For example, mentoring programs have often evolved from the recognition that new faculty need to be better integrated into the University both personally and professionally. This realization may emerge from a desire for collegiality or from student evaluations that note a need to improve teaching. In response, schools and departments have taken steps to assist new faculty in becoming more fully involved in the University. The reappointment process for tenure-stream faculty offers an example of how new faculty are brought into the campus community. As a formative enterprise, reappointment shapes the direction of faculty life by providing a framework of expectations and criteria for reappointment. The Faculty Handbook describes the reappointment process. Reappointment also serves as a means of faculty improvement through its use of peer and student evaluations that guide reappointment committees in their assessment of new faculty.

While each Center for Teaching and Advising program has specific goals, assessment, at this point, is still informal and anecdotal. Goals for the Advising Academy are phrased more explicitly as outcomes for the participants. Those for the New Faculty Orientation are phrased as designs for the program. This difference reflects the more structured, intensive, and supported environment in which the Advising Academy was developed, which facilitated a more explicitly outcomes-oriented approach. The Advising Academy for New Advisors offers an academic-year program designed to help faculty understand their roles, develop their skills, and articulate and clarify the desired outcomes of their work as academic advisors. The Academy provides three target areas for development: 1) Content (what should advisors know?); 2) Skills (what should advisors be able to do?); and 3) Dispositions (What attitudes and character should advisors demonstrate?) The New Faculty Orientation consists of a series of monthly meetings, planned with two goals: 1) to provide a regular occasion and space for new faculty to debrief, socialize, ask questions, vent, and acclimate to GU; 2) to offer topics for discussion that are of practical as well as intellectual and pedagogical value to new faculty. The program is designed to build community amongst new faculty and provide opportunities for further orientation and development as members of the Gonzaga community. Because both of these programs involve small-group discussions led by the Faculty Fellow and/or the CTA Director, it is easy for the facilitators (who are also the planners) to have a sense of how well the programs are working for the participants. Participants are regularly asked if they are finding the programs helpful. The feedback obtained then becomes the basis for regular and ongoing discussions between the Faculty Fellows and the Director about possible changes to the programs. Plans are underway to formalize the assessment of both of these programs, to capture and retain faculty feedback over time. Participants will be surveyed at the end of the academic year for their perceptions of how well the program outcomes were achieved and about the quality and usefulness of specific components of each program. All previous participants, still at Gonzaga, will also be surveyed. This longer-term survey will ask about achievement of program goals, but will also ask for specific examples of how the programs have affected the participants' teaching and advising in the time since they completed them.

The Advising Academy has received very positive feedback on several of the sessions offered. These sessions will remain in the program. Observations and participant comments have led to slight changes in the structure of the fall sessions. Originally, the fall sessions of the Advising Academy included an initial orientation to academic advising, a session on student development theory and student expectations, and a session on graduation requirements. These sessions took place in advance of the registration period, when the new advisors would have their first intensive advising sessions. Observations and feedback from the participants indicated that there was not enough time for the participants to think and talk about exactly what these advising sessions would be like, how would they be structured, and what kinds of issues might arise. In response, the Advising Academy now includes a new fall session in which participants first talk about goals for their advising sessions, and then role-play a number of possible advising scenarios. Response from the participants indicated that this was a valuable and helpful addition to the program. A major problem for the New Faculty Orientation is finding a time when all of the new faculty can meet together. Due to teaching schedules, only a fraction of the new faculty can participate in the orientation sessions, no matter when they are scheduled. This ongoing problem is being addressed by setting the dates and times of New Faculty Orientation sessions a

year in advance, and asking deans and department chairs not to schedule new faculty to teach classes that conflict with those times. These efforts allow for greater participation by new faculty.

Employee Orientation

Standard 3B Planning
The Division of Human Resources coordinates orientation for new staff. Human Resources sends a comprehensive information packet to newly hired staff employees prior to their start date. This packet gives new hires an opportunity to review the information and come with questions on their first day. Information includes hire forms as well as benefits information. Human Resources also provides new hires with a checklist of important items to be completed with their supervisors guidance, such as obtaining an ID card, buying a parking pass, and where to go for computer training. A comprehensive "Right Start" packet is provided to the Hiring Manager to aid them in being fully prepared for their new hire's first day and first six months. Tasks include making sure their work space is ready for them, providing them with a copy of their job description, and going over their expectations for the first six months. The Right Start packet is available on the Human Resources web page.

Human Resources hosts a monthly new employee orientation. The half day program includes presentation overviews on the areas of Mission, Diversity, Employee Relations, Title IX, EO, Payroll, Campus Security, ITS, Staff Assembly, and other topics in addition to a campus tour. Human Resources gives a presentation on University benefits and collecting benefits enrollment forms at Fall New Faculty Orientation.

The Office of the Vice President for Mission participates in orientation for both faculty and staff. The VP for Mission addresses the New Faculty Orientation meeting at the beginning of the Fall semester. In addition, The Mission Office offers a half-hour presentations on mission during the staff orientations that take place as needed during the year. The "Mission Guide for Faculty and Staff" is distributed and explained at these orientation sessions. The Guide gives a comprehensive overview of Gonzaga's mission, Jesuit education, and numerous documents on higher education. The Mission Office also offers three follow-up lunches with video presentations on the theme of mission during each semester. Using the Shared Vision series from St. Louis University, the series examines the life of Igantius Loyola, the founder of the Jesuits, and how his vision has shaped Jesuit higher education. The Office of Mission webpage offers numerous resources for growing in knowledge of the mission and the values that it entails. The Mission office sends out a "Moment for Mission" every other week. These are short emails describing a particular theme and its relevance to the mission. Examples are on the Mission Office webpage.

Planning within the Mission Office revolves around the Mission Advisory Council comprised of faculty, staff, students, and several ex officio members. The Council meets on a monthly basis and has three sub-committees to deal with the areas of: a) orientation, b) ongoing education, and c) spirituality. These sub-committees reflect on the needs of the faculty and staff and suggest possible programs to meet these needs. For example, the orientation sub-committee recognized

that the initial orientation program for staff did not provide much of an introduction into the lived mission of the university and suggested the extended lunch programs. Since on-going education can be viewed as a program of more prolonged orientation to the mission and the ethos of the campus, the many programs that the Mission Office offers could be included in the list of orientation programs. The Moments for Mission are part of this on-going education and are available to new staff and faculty for their early orientation. This extended process of orientation should be viewed as a program with many entry points, since both new and long-time staff and faculty would be responding with different backgrounds and levels of experience. Thus the on-going education sub-committee is also discerning how best to meet these various needs.

Standard 4A & 4B: Assessment and Improvement

Human Resources receives feedback from the new employee orientation comment forms and considers all constructive comments in efforts to improve orientation. Human Resources also conducts '90-day check-in meetings' with new employees to see how things are going, if they have any questions, and what else would have been helpful in their first 90 days on the job. Human Resources reviews this feedback quarterly, evaluates it, and looks for trends to determine what more can be done to aid in employees during their new employment period. Recently, feedback from employees new to Spokane expressed a desire to have more information about Spokane available at the time they were hired. Welcome packets have been collected from Greater Spokane Incorporated for new residents to learn more about resources in Spokane and the region. New employees receive these packets at the time of their hire as well as at New Employee Orientation. Additionally, feedback from new supervisors noted the challenges of getting to know their new team. In response, Human Resources created the New Leader Assimilation Program that the Employee and Organizational Development Manager offers to new supervisors. This program aids new supervisors in cohesively building and working with their new staff and reducing the time it takes to become a productive and well-functioning team.

The desired outcome for all programs the Vice President for Mission Office sponsors is for faculty and staff to achieve a better understanding of the Jesuit, Catholic, and humanistic heritage and identity of Gonzaga so that they feel a shared sense of responsibility for the mission. After-the-fact evaluations of some of programs have been undertaken, but assessment is not widespread. That practice needs to expand if assessment is to contribute to the development and success of mission related programs. The office hopes to create a survey whereby respondents can assess their degree of understanding of Gonzaga's heritage and identity on the one hand, and their sense of shared responsibility for the mission on the other. The Mission Advisory Council will lead the effort to assess the effectiveness of Mission Office programs. However, because the Council is in its first year, assessments are largely anecdotal. One practical change was to reduce the number of yearly retreats from two to one as a means of increasing enrollment. A new Assistant Vice President for Mission was hired in January 2012 to facilitate improvements in mission related programs. One task will be to develop guidelines for mission-centered hiring for use in interviews with prospective applicants for positions at Gonzaga.

Conclusion Objective 1

Taking *cura personalis* as a starting point, orientation begins a transformative process. Gonzaga's orientation programs introduce new students and families, faculty, and staff to the mission of the University and how it may shape perceptions of self and others. Through a focus on institutional structures, academic life, and personal development, orientation introduces students and their families to the Gonzaga community. The combined efforts of the Parent and Family Office, Student Activities, CCASL, UMEC, University Ministry, and the Office of the VP for Mission give students a wide range of events and programs that center on the mission. Students orientation is more than a single event; it continues throughout the year in retreats and other venues. Human Resources offers new faculty and staff an introduction to the University and its mission. Moving beyond information about forms and procedures, orientation also centers new faculty and staff within the mission. The Center for Teaching and Advising brings new faculty into the academic community through its New Faculty Orientation and the Advising Academy. Each serves an integrative function for new faculty as they move into their roles and teacher and advisors.

Assessment of orientation is episodic. General student orientation assessment is more formal and developed, but the different departments recognize the need for better assessment methods. Human Resources evaluates its orientation sessions using a form that participants complete at the end of the session. This provides immediate feedback, but it is not clear if there is sufficient depth to the evaluations. Assessment rarely occurs for most school and department orientations for new faculty. However, the reappointment process for new faculty offers a more rigorous means of assessment.

Core Theme 2: Enriched Campus Community

Objective 2: The University integrates students into the campus community.

Indicator 1: Housing and Residence Life builds student relationships in residential communities both on and off campus.

Rationale: Building upon Gonzaga's tradition of being primarily a residential undergraduate institution, an enriched campus community greatly depends on the how well students are integrated into the life of the University through their relationships with one another. Gonzaga's interest in forming the whole student must extend beyond the academic arena to one that shapes their personal and social relationships. Just as activities in the classroom enrich the student experience, so too do those activities which allow students the opportunity to understand the relational nature of their lives. Orientation activities described above in Objective 1 offer an initial starting point upon which to build relationships. Continuing formation necessitates a more sustained focus. Student living accommodations are one of the essential areas in which these relationships are formed and sustained laying the foundations for continued development. Consequently, much of the responsibility to establish programs that build community falls to Housing and Residence Life.

Standard 3B: Planning
Building from its efforts to "support Gonzaga University's mission and academic endeavors," Housing and Residence Life has established ten mission goals. Each goal contributes to the overall environment for students in University housing. Housing and Residence Life employs a Community Development Model structured around the four areas of Connection, Interaction, Engagement, and Reflection. Each area expresses a fundamental element of community. Thus students form connections; they interact with students different from themselves; they actively engage in dialogue; and they make meaning of their experience. Resident Assistant (RA) facilitated programs, events, and meetings held at the small community level are extensive and numerous. Each semester, the RA staff organizes events that range from a video game tournament, campus lectures, or coordinating a day-hike with Gonzaga Outdoors. The staff facilitated over 1,350 such events during the 2012-2013 school-year. Residence Director full-time staff meet formally and informally with students across the residential communities throughout the year. Formally, these meetings help students connect to the campus community in the form of mediating roommate conflicts, addressing facilities concerns, or discussing violations of University policies, values, or expectations. Informally, these meetings occur in conversations in Crosby, playing on intramural teams, or "knock and talk" interactions in a student's room. Programmatically, Housing and Residence Life is responsible for collaborative Living and Learning Communities designed to connect students of similar interest or major with each other on campus. Communities currently exist in the following areas: Engineering, Leadership, Substance Free, Community Service, Encountering Cultures, and Outdoor Pursuits. Each theme connects to the mission of the University. The Living and Learning Community staff are committed to creating and implementing programs around these themes that foster a spirit of growth and reflection. Students must apply to the theme of their choice.

For Resident Assistant organized events, plans are made both in beginning of the semester meetings and via needs assessments that are conducted "on the fly". Resident Director formal and informal meetings are planned and scheduled on a weekly basis. Each individual professional schedules their time. Training for how to utilize these times effectively occurs during the summer before the fall semester and in ongoing professional development opportunities throughout the year. Living and Learning planning occurs during the summer and fall semesters in consultation with partners on the Community Advisory Teams.

Standard 4A & B: Assessment and Improvement
Housing and Residence Life uses a comprehensive multi-year assessment plan to examine the variety of relational elements that comprise students' lives in their residence settings. The plan reflects key mission elements such as *Cura Personalis*, Men and Women for Others, Encountering Cultures, and Community Participation. For specific program events, each supervisor approaches the RA Program assessment differently. However, most require a program planner and evaluation for each event that the staff member proposes. Formally, each supervisor completes an outcome development and assessment for one program each semester. The Marian Outdoors Pursuits assessment gives an example of this process. Professional Staff interactions and meetings are not assessed formally. Living and Learning Programs each have a set of outcomes that are assessed on a rotating basis. These outcomes build community within the residence halls by organizing students around a particular theme. Outdoor pursuits is the theme

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of Marian Hall; Coughlin Hall focuses on four themes, *Cura* Personalis, Men and Women for Others, Learns to Lead, and Encountering Cultures; Keen Entrepreneurial Engineering resides in Goller Hall. Improvements follow from these assessments. One recent example comes from the assessment of student conduct meetings conducted by RD staff. Three outcomes were developed for the 2012-2013 academic year: 1) Students will recognize the tension between their actions and the University's values/expectations; 2) Students will have a greater understanding of how their individual actions may impact a larger community; and 3) Students will leave a conduct meeting with a greater understanding of the university's policies, values, and expectations. Assessment results from student surveys for Fall 2012 and Spring 2013 indicated that outcomes were generally met, but that additional work was needed on outcome three. Housing and Residence Life is currently undertaking a major assessment of the Living and Learning Communities. This assessment should be complete by the end of the 2013-2014 academic year. The Housing and Residence Life 2012-2013 Year End Report offers additional details on projects and activities.

Core Theme 2: Enriched Campus Community

Objective 2: The University integrates students into the campus community.

Indicator 2: The University provides extracurricular and co-curricular activities and programs that build community

Rationale: The description of Core Theme 2, Enriched Campus Community, in Standard 1 notes that "An enriched campus community emerges from Catholic social teaching about the value of the individual in community and from the tradition of Jesuit education with its consistent emphasis on excellence that, finally, cannot be achieved without a central and abiding interest in the whole student" (see page 23). The unity of individual, excellence and the whole student resides in the formation of a community that embodies the Mission Statement's emphasis on "leadership and service for the common good." If Gonzaga's students are to achieve these ideals, the foundation for their realization can only come from the practical efforts to create and sustain a vibrant community life among the students.

Center for Community Action and Service Learning (CCASL)

Standard 3B: Planning
CCASL's community building activities derive from Service Immersions and Student Leader Retreats. CCASL coordinates three service immersion programs: 1) Reality Camp, a pre-orientation for incoming freshmen; 2) Justice in January, an alternative weeklong Christmas Break; and 3) Mission: Possible an alternative Spring Break. These service immersions engage approximately 200 students and 20 faculty/staff in 13 different locations across the country. One of the four pillars of these immersions is "community," and significant time and energy is spent before, during and after the trip to develop communities for each immersion. The Student Leader Retreat occurs at the beginning of every fall semester. CCASL staff host the student leaders of all CCASL service programs (approximately 80 students) on a two day off-site retreat to develop community around the University Mission and CCASL's values. During the past several years,

the social change model of leadership has been the theory that informs the retreat. The seven C's of the model are examined and experienced in multiple ways. The retreat concludes with an exercise that makes the implicit connections between all the social justice issues very explicit, e.g. how women's issues are tied to poverty and how poverty is tied to environmental injustice, etc.

A full-time service immersion coordinator plans the three immersion programs with assistance from paid student staff and volunteer student leaders. The original program design dates back to 1994. The expansion of these programs has been conducted using student feedback and in collaboration with community partners across the country. Recent modifications have added a consultative process including the director of Study Abroad and the University Risk Manager. The Mission Possible immersion for Spring 2013 went to ten sites. Five sites were chosen for their location in the western United States. Two of the sites were on Native American Reservations to compliment Gonzaga's growing American Indian Studies Program. The Spring 2014 Mission Possible immersion will place students in nine sites. Student Leader Retreats began in Fall 1996. These were started to create a community of student leaders who could effectively lead community service programs. The outcomes of the event have not changed significantly over the years. In the past few years, the retreats have experimented with integrating the themes from the common freshmen read into the retreat, most notably the themes of kinship mentioned in Fr. Greg Boyle's book *Tattoo's on the Heart*. Annually, a diverse group of CCASL staff and student leaders work together to plan and execute the CCASL Student Leader Retreat after a conversation about the changing needs of students and what would be most appropriate to add.

Standard 4A & B: Assessment and Improvement
Assessment of the CCASL Student Leader Retreat and Service Immersions almost exclusively utilizes surveys to gather data. Service Immersions has always used online surveys hosted and saved by Campus Labs. Student participants, student leaders, faculty/staff advisors, and community partners are surveyed after each immersion trip to determine whether programmatic and learning outcomes are being achieved. Assessments are available for Mission Possible, Justice in January, and Reality Camp. In addition, the coordinator interviews student leaders and advisors to assess these outcomes. In 2013-2014, focus groups will be conducted to assess the program outcomes. The CCASL Student Leaders Retreat has utilized paper surveys to conduct assessment. Starting in 2011, the retreat has been organized around a set of 5-7 student learning outcomes. Examples are available for 2011, 2012, and 2013. An eleven question survey is administered on paper immediately following the closing session of the leader retreat. Students take the survey before boarding the buses for the return to campus. A results analysis becomes the basis of a staff post retreat discussion over the summer to plan for the next fall retreat.

Based on survey results and individual interviews with students participating in the immersion programs, it was concluded that students desired more intentional programming before the trips to develop their sense of community. Due to this feedback, the immersions coordinator added additional pre-immersion experiences to help develop community. The Student Leader Retreat assessment results showed marginal answers to the question about how much community was being built in the student's small groups during the retreat. Due to the very weak response from students, the CCASL staff removed small groups from the retreat. The sharing of personal stories

and the use of the Social Change Model of Leadership continue to get positive responses. These are still used in the retreats.

Gonzaga Outdoors

Standard 3B: Planning
In addition to its pre-orientation trips, Gonzaga Outdoors provides five primary service areas: Outdoor Trips, Gear Rentals, a Bike and Ski Shop, a Trip Planning Resource Center, and On Campus Events. These services help students connect with each other and form community around a common interest. Gonzaga Outdoors' focus on community also helps students connect with the Greater Spokane Area. Activities center on cooperation and team-building. Planning for trips is primarily the result of student interest from those that have participated in the program, current student guides, or student staff members. The guides produce the itinerary, basic emergency planning forms, contact information, and check the weather forecast. Guides email the participants details about the trip including the itinerary and gear lists. Planning addresses a host of logistical tasks including: securing rental vehicles, determining and setting out the requisite gear, planning food, etc.

Standard 4A & B: Assessment and Improvement
Following each GOOB trip, student guides undertake an evaluation, which includes a participant survey. During the review, guides provide an overall trip assessment, debrief any risk management information/incidents, ask whether the trip should be held again in the future, and indicate necessary changes. See, for example, the 2013 review for the Liberty Lake hike. Participant surveys ask about the guides' professional manner, whether the participants felt informed, whether the trip was of the expected intensity, whether they felt safe on the trip, whether the group environment was inclusive, and whether they would come on another Gonzaga Outdoors trip. The Gonzaga Outdoors Trip Evaluation gives assessment details for several trips. Improvements have included increasing the amount of information provided to participants both before and after they register for a trip in an attempt to make sure that they have a better idea of what to expect. Trip descriptions are becoming more consistent with regard to difficulty and strenuousness. For Summer 2014, Gonzaga Outdoors plans to develop assessment tools that are more closely tied to learning outcomes, rather than the traditional demographic and satisfaction questions.

Gonzaga Student Body Association (GSBA)

Standard 3B: Planning
As one of the major student entities on campus, the GSBA sponsors over 80% of the 110+ clubs Gonzaga offers. By participating in GSBA, students develop experience in running campus-wide campaigns and representing their peers in government positions, while designing new ways to enhance Gonzaga's student community. The GSBA senate is the voice of student government. GSBA offices of President and Vice-President exist for each undergraduate class. One of their functions is to build an identity and community within their respective class. Linking students to the greater Spokane community, GSBA provides a weekly bus service to and from campus to

downtown Spokane on weekend evenings. The Gonzaga Activities Board (GAB), which is part of the GSBA, hosts events across campus. All of the GAB activities are planned with goal of building community among the student body. Events range in attendance from as little as 30 to 6,000 people. Events include weekly coffeehouses, bringing major speakers to campus, weekend activities, and events focused on diversity and different cultures. There are six specific areas of programming and each event is designed to educate the students on special topics, presented by speakers, to help them appreciate different cultures and the arts through music, dance, poetry, etc. GSBA and GAB planning centers on student leaders who consult with advisors and University staff to coordinate events. Weekly or bi-weekly meetings are scheduled with advisors throughout the year. There are two specific planning times where advisors play a more intimate role in assisting with planning. One is the GSBA transition retreat, which typically happens on a Sunday in April. The other is the annual Fall retreat which occurs over five days prior to orientation and the start of school and takes place on-campus and a few days at an off-site location.

Standard 4A & B: Assessment and Improvement
At this time, GSBA and Gonzaga Activities Board assessment is done primarily by tracking attendance/participation and by the GSBA officials themselves talking with the students about their experiences of a particular activity.

Leadership Resource Center (LRC)

Standard 3B: Planning
The Leadership Resource Center, through its various programs, supports activities that contribute to community building among students. The Center offers workshops, consulting, mentoring, and a library to assist students. The Leadership Resource Center is charged with bringing the Community of Leaders together and providing support to all students in leadership positions. Gonzaga's Community of Leaders is comprised of over 600 student leaders who facilitate, manage, and affect positive change for over 120 student clubs and organizations. Consequently, community building is an important aspect of the Center's activities. LRC programs that directly refer to leadership are addressed in Core Theme 2 Objective 2 Indicator 3 (see pages 273-275). Two major events assist with community building. First, each April, the LRC hosts the annual Community of Leader's Confirmation Dinner that brings together approximately 200 student leaders representing all classes, majors, clubs, and organizations. This community dinner is intended to create an atmosphere of collaboration, common purpose, and commitment to the University Mission of becoming "leaders for others." Second, the LRC annual "GU Maps: Freshmen – Discover Leadership at Gonzaga," is designed for new students to become informed about and engaged in one of the many leadership opportunities available at GU. The event features speakers and a Leadership Opportunity Fair showcasing over 20 campus organizations.

Planning for these activities is coordinated with each event. The annual Community of Leader's Confirmation Dinner is an intentional effort to bring together all students leaders for the primary objective of building community and collaboration among student leaders. This event is supported by the LRC Leadership Advisory Board and facilitated by the Center coordinator. The GU Maps event originated from feedback provided by two separate student leader focus groups as well as feedback from the LRC Student Leader Advisory Board. Many freshmen felt the

"Club Fair" was held too early in the semester to be able to discern how they could become involved. GU Maps is held the first week of Spring semester.

Standard 4A & B: Assessment and Improvement
The Center assesses its programs utilizing student focus groups, surveys, and monthly Student Leader Advisory Board meetings. The Leaders Confirmation Dinner has been refined each year based on informal feedback from selected students and the Leadership Advisory Team. The GU Maps event is evaluated based upon the number of attendees and informal feedback from both students and fair representatives. In 2013, attendance was down due to poor weather, distance from freshman dorms (walking in bad weather), and poor promotion of event. To mitigate these problems, the 2014 GU Maps will be in a freshman dorm.

Student Activities

Standard 3B: Planning
Community building is at the heart of what the Office of Student Activities does in its work with students. The strongest indicator of this effort is that Students Activities offers very few activities on its own. Rather, it serves as a resource for student clubs and organizations that choose to produce a program or event. Functioning as "seed planters," Student Activities provides ideas of applicable and timely subjects and offers ways to collaborate with other clubs or organizations that might be interested in similar topics. Over 100 student clubs drive community building more than any other factor. Not only do students find community within their club, but the club community itself has grown. Meetings and workshops for clubs have increased in general, bringing a wider section of students into a new community. A strong community building concept that Student Activities employs is to talk openly about what it means to be a member of the Gonzaga community. Discussions of the Gonzaga mission center on what it means to be a Zag, and conversations about the responsibilities students have as leaders are all part of the dialogue. These constant discussions about character and decision making are the foundation of our strength as a community. Student Activities also organizes the Programming Board, which is a representative board of departments, clubs, and students who are regular event planners at the University. The Board has developed into its own "community" in which its participants now identify as members and regularly exchange ideas and concepts. Student Activities addresses the concepts of mission and the development of the whole person with our students. This effort constantly ensures that students know of the University's commitment to the Mission and community. The ethos of respect is another foundational aspect of community building that shapes students throughout their career at Gonzaga.

Planning for these activities arises from the Programming Board or student clubs themselves. Each organization has an advisor who helps guide the students towards resources on campus. The Student Activities staff serves as the foundational resource for planning events on campus. Most student groups start each year with some pre-determined programs that the students feel "are Gonzaga". From this beginning, Student Activities guides the groups and clubs through discussions about what impact they wish to leave upon the community and how they can accomplish this goal. From this philosophical foundation, the actual timeframe and details needed to produce the event are constructed. With these types of programs, a consultative

process defines the planning stages. Plans develop in consultation with the students as they learn to transfer knowledge, gained in the classroom and elsewhere, to the actual production of an event or product.

Standard 4A & B: Assessment and Improvement
Apart from Orientation, which undergoes a rigorous assessment based on national benchmarks, formal assessment of other programs within Student Activities consists of interviews and a few surveys. Improving assessment is a priority for Student Activities. Program outcomes are being developed and new data gathered. This information will be entered into TracDat and will allow for a more systematic analysis of activities.

Unity Multicultural Education Center (UMEC)

Standard 3B: Planning
In addition to its BRIDGE orientation, discussed in Core Theme 2 Objective 1 Indicator 1(see pages 249, 251-252), the Unity Multicultural Education Center (UMEC) supports several community building programs. These include: Act Six, LEADS Mentoring Program, Diversity Initiatives, and the Chi-Urban Excursion. Act Six is a leadership and scholarship program that connects local faith-based community affiliates with faith and social justice-based colleges to equip emerging urban and community leaders to engage their college campus and their communities at home. Since its inception, Act Six has selected and trained 256 scholars from Tacoma, Seattle, Portland, Spokane, and the Yakima Valley. They represent six continents of the world and speak 32 native languages. While over 85% of Act Six scholars come from low-income households or are the first in their family to go to college, they experience retention and graduation rates of more than 90%. The current Act Six program hosts four cadres with 30 Act Six Scholars.

The Leadership, Education, Academic Development, and Success Skills (LEADS) Mentoring Program helps multicultural and first-generation students develop a solid foundation so that they are able to thrive as members of the GU community. The LEADS mentoring program supplements classroom and orientation information with pragmatic experiences that give new students insight that they might not otherwise gain. Matching mentees with peer mentors and a faculty/staff mentor helps to develop well-rounded individuals and outstanding student leaders. LEADS workshops, seminars, and enriching community activities engage new students with pathways to success.

The Diversity Initiatives is a series of workshops that provide the Gonzaga University community with opportunities to enhance their understanding of the complexities of social justice in relation to diversity, equity, and inclusion. These community building workshops are uniquely constructed to challenge participants in the Jesuit tradition of self-reflection.

The Chi-Urban Excursion is an alternative spring break experience for Gonzaga students in Chicago that educates and exposes them to the realities of diversity in the context of an urban environment. One specific goal of the program is for students to gain understanding of the complexity of community and to identify features of responsible global citizenship.

In addition to ongoing community building programs, UMEC hosts many events throughout the academic year that reflect the theme of community. The list can be found on the UMEC Events website.

UMEC planning can generally be categorized into two areas – passive and critical. UMEC critical programs center on aligning with at least one of the current institutional baccalaureate goals and is meant to prompt critical thinking. Passive activities are often "low risk" or exploratory. UMEC intentionally offers a mix within its 25-30 total events annually. Act Six plans stem from institutional commitment and a consultative process with the Northwest Leadership Foundation.

Standard 4A & B: Assessment and Improvement
UMEC assessments are based on surveys linked to established learning outcomes and given to participants. An outcome matrix lists the major activities and their outcomes. The Individual Initiatives programs are assessed through a survey evaluation distributed to participants. Survey examples include RA Training, Got Privilege, and Strands of Identity. Events are also assessed by means of a recap report that assists UMEC in evaluating each event. Recap reports detail the nature of the event, promoting the event, and participant evaluations. UMEC assessed the LEADS program in 2011-2012 through means of a mentee and mentor survey. The results showed general satisfaction with the program. AmeriCorps conducted the LEADS assessment in 2012-2013. However, given the low response rate, meaningful data could not be obtained. The Chi-Urban Excursion Recap report shows high levels of student satisfaction in terms of self-awareness and community significance. Act Six scholars are closely monitored throughout matriculation and participate in various activities geared at cultivating leadership capacity including capstone projects freshman and senior year. Recent assessments have led to several improvements. The BRIDGE program has developed program outcomes for mini-sessions, eliminated poorly rated sessions, and developed additional volunteer leadership positions. LEADS instituted a mentor rotation system, eliminated monthly workshops and offered fewer, more targeted sessions. The Chi-Urban Excursion added a pre-trip community building event for students.

University Ministry

Standard 3B: Planning
University Ministry guides students through a series of programs that serve to build community. Programs derive from the six essential areas of University Ministry's mission: Personal, Communal, Theological, Service, Social Justice, and Ministry. The Freshmen Retreat is a major focus of University Ministry's efforts to build community. The Retreat program targets first year students and takes place within the first five months after they join the Gonzaga community. One of its key objectives is to help students get to know one another. The Freshmen Retreat builds a connection between social life, academic life, dorm life, and spiritual life at the University. Christian Life Communities (CLCs) are small faith sharing groups that enable students to build community in a persistent and consistent way, through weekly meetings and spiritual conversation. In addition, small groups come together several times a year for large-group events. Sunday student Masses and weekly liturgies, usually held in the third-floor Chapel in

College Hall, bring students together for prayer and fellowship. University Ministry co-sponsored an Interfaith Council Forum on young adult beliefs and values on Oct 1, 2013. Recognizing the need to reach all of Gonzaga's students, University Ministry is working to develop Ecumenical and Multi-faith activities and events for students of religious traditions other than Christianity.

Planning for the Freshman Retreat builds many years of its existence. The Retreat has been adapted in recent years based on information from student surveys and consultation with other campus ministers from inside the Gonzaga community as well as at sister institutions. Planning for this event, which takes place four times during the academic year, follows an extensive, detailed retreat manual. The manual includes notes for crew preparation leading up to the retreat, as well as a detailed itinerary for the weekend itself. Planning for the CLCs follows the original template for this program from Loyola Marymount University (the benchmark program in the U.S.). Through conversation among the professional and student staff, as well as feedback from student evaluations, the program has been tailored to Gonzaga's particular culture and context. The manual includes detailed meeting guides students use to facilitate small group sharing. Sunday student Masses follow the Roman Catholic liturgical calendar. Masses also include creative elements (music, intentions, announcements, and service initiatives) which are planned by the Liturgy Council. The Council meets the week prior to each Mass to review readings, select musical pieces, converse with the Presider, and discuss any other relevant business which might affect the worship.

Standard 4A & B: Assessment and Improvement
Assessment for the Freshman Retreat and Christian Life Communities relies on electronic surveys and conversations with students. The surveys offer students the opportunity to provide feedback on their experience and to describe the impact of the events. Informal conversations with students and feedback from the Liturgy Council assess Sunday Mass. A recent improvement to the Freshman Retreat involved a modified crew preparation schedule and a greater emphasis on small group conversation during the retreat. Assessment of the CLCs resulted in a new marketing and outreach strategy, changes to CLC leader formation, and improved big-group events. The Liturgy Council makes adjustments to Sunday Mass based on their weekly meetings.

Virtual Campus

Standard 3B: Planning
Building and sustaining community in online program represents a challenge. Just now assuming many student service functions previously provided by an outside vendor, Gonzaga's Virtual Campus realizes the importance of community in an online environment. The Virtual Campus strives to serve lifelong learners by providing accessible, appropriate, and effective education while celebrating individual diversity across geography and time zones. Recognizing that community is an essential element of the Gonzaga experience, the Virtual Campus utilizes its expertise to create and sustain an online community among Gonzaga's distance students. A main objective within the Virtual Campus Office of Student Services is to connect online students with the Gonzaga Community and Gonzaga with the online students. The Office of Student Services' Strategic Plan points to community formation as a central goal. The Office of Student Services, in conjunction with other student service offices on campus, prepares a welcome

packet and a new student orientation for distance students. Online students also receive a Student Newsletter. To further integrate distance students into the Gonzaga community, the Virtual Campus has developed a series of 12 podcasts that showcase the mission and the Gonzaga experience. Key events on campus are streamed on the web or video captured for later use by online students. One of the unique aspects of the Gonzaga Virtual Campus is the number and variety of face-to-face offerings. Many programs require an on-campus experience at least once during a student's coursework. Planning within the Virtual Campus is organized through an Advisory Board consisting of administrators across campus and chaired by the Dean of the Virtual Campus. The Student Services Team holds twice-monthly meetings with key university student service stakeholders and program staff. These two advisory boards bring together input from students, from within their unique perspectives, in order to facilitate communication to areas of the university focused on the success of online students.

Standard 4A & B: Assessment and Improvement
The Gonzaga Virtual Campus employs a number of methods to assess community within the online student population. Students complete Satisfaction Surveys at the close of each session. These surveys inquire about student services such as Information Technology, Financial Aid, Student Accounts, and Registration. The surveys give a more complete view of student success. The Gonzaga Online Student Survey offers an example. A key measure of success is in the graduation of online students. From a prospective student's initial inquiry through graduation, the Virtual Campus tracks each student's progress. For adult students, the path to a graduate degree comes with unique challenges. Consequently, services are shaped to track and measure students though retention, session-to-session returning students, and a student persistence measure, defined as completing at least three sessions toward the degree.

The survey process enables frequent input into measuring success with regard to student satisfaction. The survey feedback drives services as well as program offerings. Several initiatives (Service-learning, course offerings, and our new student orientation) are directly attributable to the survey assessment. The New Student Orientation has received the greatest redesign and includes far more frequent touch points using a variety of methods to reach students in their initial months with Gonzaga. This resulted from listening to the needs of the students as voiced in the surveys and while on-campus. The Gonzaga Experience podcast series, and the production of many more live web stream and video capture of events, is again directly attributable to students' desires to make campus activities available for online students. Another area for improvement, noted in the Virtual Campus Strategic Plan, is to employ the technology tools recently available for assessment such as TracDat, Blackboard Analytics, SharePoint, and the soon to be implemented, CollegeNet CRM. These tools will generate greater detail toward assessing and tracking student related activities.

Core Theme 2: Enriched Campus Community

Objective 2: The University integrates students into the campus community.

Indicator 3: Students engage in leadership programs

Rationale: Gonzaga's Mission Statement asserts that we are "an exemplary learning community that educates students for lives of leadership and service for the common good." If this claim is to have any practical significance then the University must fulfill its promise and move beyond the words to create leadership opportunities for our students.

Center for Community Action and Service Learning (CCASL)

Standard 3B: Planning
In addition to providing assistance for faculty who wish to develop and coordinate Service Learning courses, CCASL also helps students develop leadership skills. CCASL coordinates three service immersion programs that offer different degrees of participation and leadership: 1) Reality Camp, a pre-orientation for incoming freshmen; 2) Justice in January, an alternative weeklong Christmas Break; and 3) Mission: Possible, an alternative Spring Break. Although discussed in Indicator 2 above (see pages 260-262) regarding community building, these programs also give students the opportunity to develop as leaders. These service immersions engage approximately 200 students and 20 faculty/staff in 13 different locations across the country. One or two undergraduate student leaders organize and oversee each location. The service immersion staff coordinator conducts comprehensive leadership training with these students around topics such as: conflict resolution, mission/values based leadership, organization, personal strengths/weaknesses, and diversity. Training emphasizes student leader roles and responsibilities. CCASL has supported the Spokane community with nearly 20 years of youth mentoring programs. These programs have grown into seven distinctly different opportunities at 12 Spokane Public Schools for Gonzaga students to mentor and tutor youth. These programs rely heavily on a student leader cadre of 46 undergraduate students selected through a competitive process. Once selected, students receive training and ongoing support. This student leadership opportunity represents the largest leadership lab experience offered through CCASL.

The Service Immersion Coordinator leads planning for the Service Immersion programs. This new position was created to improve the quality of leadership training for all immersion student leaders following the University Risk Manager's assessment of service immersion programs. The coordinator supervises all student immersion programs at CCASL, oversees the planning for immersion trips, and implements ongoing evaluation and assessment of all immersion programs. Planning for the Youth Mentoring Programs followed upon the receipt of a $25,000 grant from the Raikes Foundation to implement the usage of the Youth Program Quality Assessment in the Campus Kids Mentoring Program, serving 100 at-risk youth. More targeted trainings were planned and delivered in the fall and throughout the entire academic year during 2012-13. Raikes Foundation coaches assisted in the development of new training plans to improve the program. The plans established goals that addressed Youth Program Quality Assessment items and created tasks to reflect the implementation of these goals. Action plans are available for 2011-2012, 2012-2013, and 2013-2014.

Standard 4A & 4B: Assessment and Improvement
Student participants, student leaders, faculty/staff advisors, and community partners are surveyed after each service immersion trip to determine whether programmatic and learning outcomes are being achieved. Surveys are available for Mission Possible, Justice in January, and Reality

Camp. In addition, the coordinator reviews immersion trips with advisors to assess these outcomes. The Mission Possible review shows this process. In 2013-2014, CCASL will specifically evaluate the learning outcome of leadership development as part of its assessment work. Based on survey results from previous immersion trips, it was determined that student leaders desired more intentional and comprehensive leadership training prior to the experience. In response, the staff coordinator created a leadership and training retreat to improve in this area.

Two major forms of assessment work in tandem to measure the effectiveness of student leader orientation and ongoing training for the Youth Mentoring Programs: The Youth Program Quality Initiative external evaluator scores and Student Leader Evaluations completed by their supervisors (either AmeriCorps Volunteers or Graduate Students). All of the student leaders in the youth mentoring programs undergo two formal evaluations using the mentoring student staff performance evaluation. The annual YPQI external assessment as well as self-assessment combined to give multi-year data that showed increases from previous scores over time. The ongoing use of the Youth Program Quality tools has greatly assisted in setting goals for new and increased trainings, specifically those offered by the Youth Program Quality Initiative. A concrete example comes from the 2011-2012 Action Plan that included staff training on active learning methods and reframing conflict in youth programs.

Comprehensive Leadership Program (CLP)

Standard 3B: Planning
The Comprehensive Leadership Program provides students with an integrated curricular and co-curricular community experience in which students explore leadership studies. Approximately 40 freshmen students are admitted each year and form a strong cohort model of 150-160 students for the overall program. The program is designed to produce graduates with a deep and holistic understanding of leadership, the meaning of moral character, and an ethic of care and service. As an academic concentration, the CLP has well defined learning outcomes. The CLP conceptualizes this exploration through three dimensions of leadership: self-awareness, relationship with others, and leadership for the common good. Each area develops specific aspects of leadership. Self-awareness examines the relationship between authentic self-appraisal and effective leadership. Relationship with others expects that students will demonstrate the application of leadership ethics in practice. Through a focus on the common good, students develop an understanding of marginalized groups in the practice of socially just leadership. Students in the Comprehensive Leadership Program spend six semesters in the academic study of leadership as part of a certificate program. Student projects and initiatives that address leadership and service complement the program's academic focus. The CLP 2013 Annual Report describes these projects. The Director and Program Coordinator, with the guidance of adjunct faculty, oversee all program and event planning. Program learning outcomes direct the planning. Planning takes into account student feedback, needs, and wishes. CLP planning utilizes best-practices from regional or national conferences and current literature on leadership studies.

Standard 4A & 4B: Assessment and Improvement
The CLP Program Assessment describes program learning outcomes and methods of assessment. The CLP employs both explicit and implicit assessment methods. Explicit assessment includes

course evaluations, Senior exit interviews, and Senior portfolios. Senior exit interviews examine why students became involved in the program, why they stayed, and how they developed as leaders. In the Senior portfolio, students submit artifacts in the areas of self, community, and the common good. Students receive a Portfolio Handout, a Portfolio Layout, and Portfolio Rubric to assist them in preparing their CLP portfolios. Students are to make clear connections between their chosen artifacts and leadership theories as well as their own learning experience. Implicit assessment occurs through conversations, CLP faculty dinners, and CLS student advisory meetings. Students complete a survey after each retreat assessing their level of engagement and if they felt that learning outcomes were met. The 2013 Retreat survey provides an example of the survey questions and format. Specific projects undergo additional assessment. For example, assessment for the Zambezi project on creating sustainable farming practices took place on three levels: 1) a pre-Zambezi and post-Zambezi assessment of intercultural competencies using the Intercultural Effectiveness Scale; 2) student written responses to a question about the project; and 3) a student survey taken upon completion of the program. Assessments have led to curriculum revisions and the decision to begin senior legacy projects during the junior year of the program to allow students more time to work on their projects.

Gonzaga Outdoors

Standard 3B: Planning
Gonzaga Outdoors leadership programs are designed primarily for guide training. Programs consist of a variety of monthly training subjects including: outdoor hard skills, trip leadership hard skills, leadership and group dynamics soft skills, and wilderness first aid. Guides develop their leadership skills through leading. They have the opportunity to create, plan, execute, and review an outdoor adventure that includes 10 participants who may have as little or no experience in the outdoors. Guides manage the outdoor trip as well as the group and the individual participants. As a lab in which to practice their leadership skills, guides are given the opportunity to put theory into practice. Planning for the activities are primarily driven by the student guides who lead the trips. Guides propose a trip that they want to lead. Gonzaga Outdoors works with the guide through the planning process to ensure that the trip is ready to undertake. To specifically teach and create opportunities for leadership development, Gonzaga Outdoors employs leadership frameworks from the National Outdoor Leadership School and Outward Bound as well as the Jesuit Servant Leadership model.

Standard 4A & 4B: Assessment and Improvement
Gonzaga Outdoors assesses whether guides and staff are developing leadership skills through both direct observation and after-trip reviews. Guides are interviewed following the trip and discuss any issues that may have arisen, any major decisions that were made (particularly those that deviated from the plan), and what they learned from that process. After a couple years in the program, guides are better leaders, and are more professional and mature than they were initially, as demonstrated by their ability to both lead the trips and navigate the planning process. Improvements followed upon the observation that the guide group, as a whole, lacked cohesion. Some members felt that they were not "full guides." In order to try to create a more cohesive group, guide training was moved into the field and took place over two days instead of one. Since assessment relies on observation and interviews, there is no recorded assessment data in this area.

Gonzaga Student Body Association (GSBA)

Standard 3B: Planning
As the locus of student government and club sponsorship, the GSBA hosts multiple opportunities for students to explore and exercise their leadership skills. Club Summit, an annual half-day workshop held during the first two weeks of the fall semester, trains all club officers in policies and procedures. Club presidents and treasurers receive regular finance training regarding financial forms and systems as well as how to budget and use money for an organization. Just prior to the start of the fall semester, GSBA hosts a training retreat for all the GSBA executive staff, the Kennel Club Board, and the Knights and Setons. Outgoing and incoming officers for clubs and organizations meet the first week of April to facilitate transition between leaders. GSBA Executive officers hold a retreat prior to the start of spring semester to review the fall semester and plan and prepare for the spring semester. The GSBA Senate holds a fall overnight retreat shortly after elections held in late September.

Most of these activities are planned and developed in collaboration with the groups themselves and/or other advisors. During retreats, each group facilitates their own training and team building. However, groups also work and learn together. Topics typically include goal setting and team building. The GSBA works with leaders of each group to determine what they hope to accomplish at the retreat and helps the groups implement and organize the training. The Assistant Director of Student Activities and the GSBA Club Coordinators oversee Club Summit. The GSBA Speaker of the Senate, in consultation with his/her advisor, organizes the GSBA Senate retreat. This retreat typically involves discussing the role of Senate, parliamentary procedure, topics, and issues they hope to address during the year. The club transition retreat is held in collaboration with the Leadership Resource Center and involves a guided conversation between outgoing and incoming officers.

Standard 4A & 4B: Assessment and Improvement
GSBA assessment of leadership activities employs some general satisfaction surveys. However, these surveys are not kept or archived. To begin the process of formal assessment, the GSBA assessed the Club Transition Training meeting held in April 2013. New leaders were asked to show they knew three historical facts about their club and to share three keys to their future leadership. Over 90% of new leaders could name three historical facts and over 80% could share three keys to their leadership for the upcoming year. Steps are underway to assess more accurately the impact of the training.

Hogan Entrepreneurial Leadership Program

Standard 3B: Planning
The mission of the Hogan Entrepreneurial Leadership Program is to create the leaders who seek opportunities to create change by combining their passions with the power of entrepreneurship. Seventy-four students are currently enrolled in the program. Consisting of a three-year, cross-curricular, honors-model, the program identifies students who have a desire for exploring new ideas and provides them with the perspective to see the world in a new way. By connecting entrepreneurial education with service, leadership, and ethics, the program prepares students to

leverage their passions and abilities to create a positive difference in the Jesuit tradition. Nearly all aspects of the program involve some dimension of leadership. The New Venture Lab (NVL) is a student-run, student-managed new venture consulting organization. Every Hogan student is strongly encouraged to spend at least one semester in the NVL, and many occupy multiple years as engagement team members, project managers, or senior staff. Regular professional networking events (the fall Hogan Hoe-Down, the Seattle Sojourn, and the spring Networking Social among them) connect business leaders throughout the area with program students to facilitate professional network development and a larger connection to the professional culture. The social service initiative, which requires students to take a leadership role in a service capacity in two major service projects annually, connects students with worthy causes and encourages them to take an active role in service. Finally, as part of the new curricular structure, Hogan students will take two semester-long courses (ENTR 302 and ENTR 402) that focus on leadership and ethical leadership, respectively. As an interactive program, much of the planning for the Hogan Program occurs in consultation with students, the advisory board, and, where applicable, with employers and other stakeholders.

Standard 4A & 4B: Assessment and Improvement

Program evaluations occur at the midpoint and end of every Hogan course. That data, along with anecdotal assessments determines what events and activities should be changed, added, or repeated. As part of the revamped Hogan curriculum, an assessment plan was developed to evaluate program learning outcomes. The plan was implemented in Fall 2013. As part of the re-design of the Hogan Program curriculum, a new formal assessment process involving pre and post-tests conducted in all Hogan courses to assess has been designed. This process began Fall 2013 with the new ENTR 201 course. Assessment data should be available by Fall 2014. The end-of-semester course evaluations also include a program specific assessment that evaluates how the course fits into the overall structure of the program and the curriculum. The entire Hogan Program re-design, which changed the program from a four to a three-year program with a greater curricular and co-curricular emphasis on leadership, ethics, and strategy, is a direct result of prior assessment efforts. Through a comprehensive assessment of alumni, current students, and external stakeholders, a number of gaps in the structure of courses were identified that led to revaluation and restructuring of all the classes in the program. As a result, the 2013-2014 curricular structure included only one previously-taught class. Every other course consisted of new content informed through the assessment process.

Leadership Resource Center (LRC)

Standard 3B: Planning

The Leadership Resource Center is charged with bringing the Community of Leaders together and providing support to all students in leadership positions. It is Gonzaga's view that every student should have a chance to be exposed to leadership and have the resources to grow and develop as a leader. The LRC is a gathering place of knowledge about leadership and where students can turn to find support for leadership development. The LRC provides a variety of services and resources to help students form their leadership experience and transform that learning into valuable leadership skills.

In 2012, the Community of Leader's Student Leadership Conference, "Leadership for Transformation," an all-student inclusive campus event, drew over 200 student leaders and 15 staff and faculty members for four-hours of leadership workshops and speakers. The 2012 Conference Booklet gives an overview of the events. The Student Leadership Conference originated from members of the LRC Advisory Board consisting of 18 Gonzaga Leadership Professionals representing all Student Life departments and leadership faculty. Based upon group consensus, consolidating leadership training into one half-day event involving all student leaders would enhance community building, create consistent leadership training, and be a wise use of human and financial resources. In addition, the delivery method of a "short-term leadership conference" scored second highest in a student leadership survey administered in 2011. The Leadership Resource Center coordinator planned the 2012 conference. The Conference received the Program of the Month award from the National Residence Hall Honorary Chapter. The Leadership Resource Center will host another Student Leadership Conference on April 5, 2014.

The LRC successfully launched the first cohort of the Experiential Leadership Institute (ELI) in 2012-2013. The ELI is a year-long program designed to engage sophomores in campus leadership experiences, projects, and reflection. Sixteen students participated in the pilot year. The 2013-14 ELI class consists of 45 students. The ELI Program originated from formal and informal research of students, staff, and faculty. The ELI proposal was created by the LRC coordinator and a part-time graduate assistant. Leadership Advisory Team vetted the proposal, which was then submitted to then VP for Student Life in early 2012. The ELI program is based upon a combination of models from Student Development, Leadership Development, Social Change, Servant Leadership, Relational Leadership, and Transformational Leadership.

Standard 4A & 4B: Assessment and Improvement
In early 2012, Gonzaga participated in the Multi-Institutional Study of Leadership (MSL), an international research program examining the influences of higher education in shaping college students' capacities for socially responsible leadership and other leadership related outcomes such as efficacy, resilience, social perspective-taking, and complex cognitive skills. The study was a collaborative effort of over 200 institutions to advance both the college student development knowledge base and evidence-based practice at individual campuses. The survey instrument gathered information about participants' pre-college characteristics (e.g., demographics, high-school experiences, community experiences), experiences during college (e.g., educational interventions, collegiate experiences), and their influences on collegiate outcomes. The primary objective for Gonzaga's participation was to serve as a benchmark for future student leadership development initiatives, specifically within the Leadership Resource Center. The MSL is administered every three years. Gonzaga students will take the test again in 2015.

Gonzaga opted to include a separate benchmarking within the Catholic Coalition, a combination of 16 Jesuit and eight Catholic universities that provided comparative data with other Catholic institutions. Additionally, the Coalition adds a set of unique questions to probe more deeply the impact of Catholic mission and identity on educational experiences, and to explore student attitudes about the influence of the college/university on mission-related outcomes. From a random sample of 4,000 students, Gonzaga had a response rate of 44%. The MSL Summary indicated that the top five activities students selected as contributing the most to their leadership

development were: 1) Involvement in Clubs/Organizations/Honor Societies; 2) Classroom experiences; 3) Service Learning; 4) Campus employment; and 5) Intramural sports. The survey generated several steps to improve student participation in leadership activities.

Sustained engagement is essential when considering students' involvement in college organizations and leadership roles. Thus leadership improvements should include multiple opportunities for leadership development at each class level (freshman, sophomore, junior. senior). The Experiential Leadership Institute (ELI) was created in response to the survey data with its primary mission to expose uninvolved sophomore students to college clubs and organizations that match their individual interests and passions. Gonzaga has begun to explore increasing the promotion and support of student involvement and leadership opportunities in campus clubs and organizations. The New Student Orientation for 2013 added a greater emphasis on student involvement to the program. In addition, an initiative with Residence Life Community Model encouraged students to become involved. This effort included additional small group sections focused on campus involvement, increased time devoted to "student life" opportunities during Orientation, and increased emphasis among RA's and upper class students to encourage new students to get involved.

The Student Leadership Conference assessment was through an online survey sent to 197 attendees. There were 51 respondents. Feedback for the LRC Leadership Conference was overwhelmingly supportive. However, the majority of respondents also indicated the event should be shortened. Feedback on workshop topics and speakers will also help refine relevance topics for future conferences. More work is needed to determine achievement of learning outcomes.

The ELI pilot year, 2012-2013, was assessed using an all-member focus group and an individual qualitative survey. Primary feedback indicated the following: 1) Overnight retreat and project proposals were the most effective delivery methods for achieving ELI learning outcomes; 2) Project proposals deadline needs to be moved up to fall semester so students can fulfill objectives in spring; 3) The mentoring component needs improvement in management including better training, choosing mentees, and follow-up; and 4) The Common Read component was not successful.

Unity Multicultural Education Center (UMEC)

Core Theme 2 Objective 2 Indicator 2 examines UMEC Leadership programs (see pages 265-266).

University Ministry

Standard 3B: Planning
University Ministry has three leadership programs for students. 1) The Student Assistant Leadership Team (SALT) is a formation program for University Ministry student employees to equip them to minister effectively in their various programs. Planning for SALT derives from input from the professional team and student intern. They develop a theme for the academic year and provide regular reflection, conversation, and teaching for University Ministry student

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employees. 2) Crew preparation assists student volunteers in University Ministry to develop as spiritual leaders for their peers. Planning for crew preparation varies from program to program, and is outlined in detail in different program manuals. Preparation usually includes a combination of program administration, training for small group facilitation, personal formation, and talk preparation (when applicable). 3) The Murdock internship, in conjunction with the Murdock Charitable Trust, provides a more intense vocational experience for one to two students each academic year. The internship follows the guidelines of the Murdock Charitable Trust. Planning centers on University Ministry priorities for the academic year. The director of University Ministry supervises the intern and prepares a proposed list of internship duties vetted by the University Ministry professional staff.

Standard 4A & 4B: Assessment and Improvement
Student Assistant Leadership Team assessment relies on evaluations the student employees submit, as well as evaluations from participants in the various programs the student employees administer. This process helps to determine how well University Ministry prepares its student leaders for their various roles in the office. The 2011-2012 assessment led to a revision of the SALT retreats in 2012-2013 in which professional staff gave students greater insight into ministry as a vocation and career. Crew preparation assessment utilizes evaluations from crew members and from those they serve in order to assess the effectiveness of crew preparation strategies. As a result, crew preparations are continuously adjusted. Changes have included alterations to timeline, meeting agendas, one-on-one follow-ups, and print resources. The Murdock internship is assessed through feedback and evaluations from the intern(s) and from University Ministry professional staff members. For the 2012-2013 academic year, the Murdock interns undertook a SWOT analysis of University Ministry as part of their program assessment. Several improvements were implemented as a result of the analysis. These included increased marketing of programs, improvements in programming, outreach to students of other religious traditions, and assisting with orientation. The creation of internship duties each year involves input and criticism from the outgoing and incoming interns, the Murdock Charitable Trust organization, and the University Ministry team with respect to department priorities in the upcoming year.

Conclusion Objective 2
While efforts to integrate students into the life of the campus take many forms and often flow from personal relationships, several specific areas deliberately structure activities that strive to bring students into the Gonzaga community. These efforts range across the Division of Student Development, academic programs, and University Ministry. Essentially all Housing and Residence Life programs have community formation as a fundamental goal. From formal programs, such as the Living and Learning Communities, to roommate conflicts, to the numerous staff organized events, Housing and Residence Life seeks to develop a community in which students are able to thrive in relationship with one another. Expanding from Housing and Residence Life, the Division of Student Development oversees a variety of other community building opportunities for students. CCASL, Gonzaga Outdoors, UMEC, and the LRC contribute to community. University Ministry is another community building resource for students. The Virtual Campus strives to give online students a sense of community. Leadership programs also integrate students into the campus community. Although leadership opportunities can arise in multiple forms and contexts, programs exist to develop leadership skills among students. The

Comprehensive Leadership Program and the Hogan Entrepreneurial Leadership Program are two academic programs that center on leadership development for undergraduate students. The Leadership Resource Center offers workshops, training, and consultation for students to enhance their leadership capabilities.

Core Theme 3: Exceptional Stewardship

Stewardship represents an obligation to care for and sustain those practices that allow the University to exist and flourish. The areas that encompass the objectives for exceptional stewardship form the foundation that underlies the University. Moving across finance, personnel, physical plant, and environmental responsibility, stewardship brings the University into direct contact with its mission. Exceptional Stewardship directly reflects one of the elements of the proposed strategic plan referenced in Standard 3.A.2 (see pages 141-142). A commitment to institutional sustainability and viability connects this core theme to the overall planning process. The strategic plan brings the elements of Core Theme 3 to the forefront. Support for faculty and staff, attention to the physical plant, and meeting financial and fundraising goals define the practical aspects of Core Theme 3 in conjunction with the focus on strategic planning.

Table 48 Core Theme 3: Exceptional Stewardship

Objectives	Indicators of Achievement
Objective 1 Build resources to strengthen the institution financially	1) Annual balanced budget, prepared in the context of multi-year enrollment, pricing, and expense management modeling 2) The University attempts to achieve targets for the operating margin in order to build financial capacity and to maintain its credit rating 3) Within the annual budget process, increase funding for reserves for contingencies, internal debt, and other significant strategic matters 4) Manage endowment investment policies, risk, and spending to maintain the purchasing power of the endowment 5) Target new resources in support of annual and long range goals
Objective 2 Strengthen the human capital of the University	1) Manage annual contributions towards employee total compensation 2) Provide opportunities for faculty, staff, and administrators to develop their talents and expertise 3) Enhance processes to better manage human capital with greater transparency and efficiency through a talent management system
Objective 3 Strengthen the physical capital of the University	1) Improve annual contribution towards renewal and replacement 2) Completion of the Campus Master Plan, including finalization of principles and strategies 3) Stabilization of deferred maintenance backlog and Net Asset Value for selected facilities portfolios
Objective 4 Take steps towards environmental responsibility	1) Deepen sustainability across the curriculum 2) Increase sustainability related co-curricular programs 3) Expand sustainable practices in University operations 4) Coordinate and facilitate implementation of the Gonzaga Climate Action Plan

Core Theme 3: Exceptional Stewardship

Objective 1: Build financial resources to strengthen financially the institution and the achievement of its mission.

Indicator 1: Annual balanced budget prepared in the context of multi-year enrollment, pricing, and expense management modeling.

Rationale: The financial health of the University directly affects its ability to function and provide for fulfillment of the mission. Stewardship entails paying attention to the budgetary policies and goals of the University. An annual balanced budget is an essential goal.

Standard 3B: Planning
The Gonzaga University Finance Office engages the President, all Vice Presidents, Deans, and Directors through their primary budget representatives in a process of gathering detailed information supporting all revenue and expenditure line items that constitute the University Budget as follows:

The Academic Vice President provides revenue information on enrollment to the Budget Office. The Budget Office compares this information to current and prior year's data to determine if it is reasonable and whether it is conservative enough in nature such that it can be realistically achieved. In a similar fashion, the Vice President for Student Development contributes housing occupancy information. It, too, is examined for reliability reasonableness of achievement. From the housing data, the Budget Office, with the assistance of Sodexo, develops budget information for board dining at levels that are reasonable and achievable. Tuition, Room, and Board Dining revenue account for approximately 95% of gross budgeted revenue. The remaining budgeted revenue information comes from a variety of sources such as gifts, sales/services, and athletic-related revenue, all of which are received from budget officers with primary responsibility for managing these revenue sources. The information received from budget officers, responsible for these other revenue sources, is determined to be reasonable and conservative in nature by the Budget Office so as to be included as part of the revenue budget.

Once the preliminary gross revenue budget information is acquired, the Budget Office and primary budget officers work to determine items of expense that have a direct relationship to achieving these budgeted levels. These expense items include institutional financial aid, payment to online program facilitators, and direct costs associated with housing and dining revenue. When the sum of these direct expenditures is deducted from the total revenue budget, the net amount is what is available for all other budgeted University expenditures.

The expenditure budget for the following fiscal year begins with the base budget that exists as of September 30 of the current year. From this base, amounts are added or deducted based upon information received from the President and Vice Presidential areas until such time as total expenditures equal total net revenue. This aspect of creating a balanced budget is the most demanding as requests for funding always exceeds the revenue available for funding these requests. Included within expenditures is funding for such items as contingencies, renewal and replacement reserves, and other strategic initiatives, with amounts representing approximately 2% of the budget. The Budget Office, the President, the Vice Presidents, Deans, and Directors

engage in a process of prioritizing requests both institutionally and by VP area. The President has final approval of the priorities given to requests for funds. If necessary, funds in the base budget are reallocated to meet the priorities of the President and to achieve a balanced budget. Throughout the budget building process for the coming year, the University Budget Committee, a standing committee of representative faculty, staff, students, and Vice Presidents, reviews revenue and expense budget assumptions and operates as a forum to share budget-related matters with constituents of the university.

Concurrent with the analysis of data that all areas of the University, in the preparation of the following year's budget submit, the Budget Office evaluates the multi-year impact of current enrollment, revenue, and expenditure trends in a fully integrated planning model called FuturePerfect. The use of the scenario model allows for an effective analysis and presentation of the single year and multi-year impact on a financial statement basis (Statement of Financial Position, Statement of Operations, and Statement of Cash Flow) of single variant and multi-variant assumptions. This process assists decision-makers especially in the setting of tuition, room, and board rates for the following year, and in analyzing the multi-year dimension of enrollment and net tuition revenue trends. The ability to model the impact of various assumptions and to share the results with key decision-makers is of critical importance to the budget process and the achievement of intended financial results.

The Board of Trustees approves the following year's budget in April of each year. Prior to this date, the Board approves tuition, room, board, and fee rates in December and faculty compensation levels in February. The Board looks to the President, Vice Presidents, and Finance Area to provide a realistic and conservative budget that will allow for a 3-5% net operating margin at the end of the fiscal year. This is accomplished by achieving revenue results in excess of budgeted levels, and by managing expenditure budgets to allow for unexpended funds to fall to the bottom line as part of the net operating margin.

To facilitate budget planning, the Budget Office develops a budget calendar of activities, responsibility, and submission dates to meet key milestone dates necessary for internal review and Board of Trustee action. The goal is a collaborative process that results in a revenue budget that is realistic yet conservative in nature such that budgeted revenue levels can be exceeded. On the expense side of the budget, the collaborative process allows for realistic budgets that reflect anticipated level of expenditures, operating reserves, and contingencies, while creating an expectation that all budget officers will manage budgets as efficiently and effectively so as to bring unexpended funds to the bottom line whereever possible. Once the budget is established, the Budget Office works with the primary budget representative of each Vice Presidential area to identify expenditure excess and savings. Each Vice President has a goal of operating their entire area of responsibility at less than budgeted levels, while still achieving their departmental goals and objectives.

Standard 4A & 4B: Assessment and Improvement
The assessment of the desired outcome of a balanced operating budget is monitored on a periodic basis at the time the Board of Trustees receive budget projections, currently five times a year. The final results of operations are determined at the end of the fiscal year with the completion of the annual audit. In addition to annual audit report, the Finance Area prepares annual reports of

key operating metrics, particularly those monitored by Moody's as part of the University's credit review. The Budget Office periodically updates the FuturePerfect planning model with information from data that is part of the Budget Projections Report provided to senior administrators and the Board. By updating the model for current results and by constantly updating the operating revenue and expenditure assumptions, the University is able to better understand financial trends and make decisions that allow short term and longer term financial goals to be achieved. Fiscal Year 2012-2013 audited statements were finalized on Aug 30, 2013. There were no reported significant deficiencies or material weaknesses.

Core Theme 3: Exceptional Stewardship

Objective 1: Build financial resources to strengthen financially the institution and the achievement of its mission.

Indicator 2: The University attempts to achieve targets for operating margin in order to build financial capacity and to maintain its credit rating.

Rationale: The financial stability of the University requires sufficient operating margin to maintain efficiency in paying for costs in relation to projected revenue.

Standard 3B: Planning
The achievement of an annual appropriate operating margin begins with the development of realistic revenue and expenditure budgets. As described above in Objective 1 Indicator 1, the budgeted revenue goals are reasonable and achievable based upon past results, current year results, and factors expected to influence results for the upcoming budget year. Likewise, expenditure budgets are reasonable and determined only after the available revenue base is identified. Those charged with responsibility for revenue budgets strive to exceed the budgeted revenue levels in order to contribute to the operating margin. Those responsible for expenditure budgets strive to operate at less than budgeted levels to provide funding for items not included in the base budget and to also contribute to the operating margin at the end of the year. Once the budget is established, the Budget Office works closely with those having responsibility for revenue and expenditure budgets to monitor activity and report variances from budget. A Budget Projections Report is prepared five times a year for regularly scheduled Board of Trustee meetings. The results from operations are converted to an estimated Generally Accepted Accounting Principles (GAAP) number to determine the estimated results compared to the three to five percent of net revenue margin. At times, action may be taken to restrict the expenditure budget if operating margin targets are projected to be below target. Such restrictions, when necessitated, are generally modest and most often sourced from budget holdbacks in discretionary spending, such as travel, supplies, and use of contingencies.

The preparation of the annual budget as described in Objective 1 Indicator 1, explains in more detail the collaborative process involved in obtaining the information necessary to develop realistic and achievable budget objectives. In addition, the use of the FuturePerfect planning model allows for a multi-variant approach towards the major assumptions that comprise the annual budget, thus allowing for both historical and projected trend data. The use of the planning model with senior administrators, the University Budget Committee, and the Board of Trustees

furthers the collaborative process and the achievement of a common understanding and consensus around key decision points associated with the budget.

Standard 4A & 4B: Assessment and Improvement
Assessment derives from the completion of the fiscal year end audit that provides the final measure of whether the goal of achieving a three to five percent operating margin is met. While there are attempts to estimate this result with every Budget Projections Report and in preparing mid-year modified GAAP basis financial statements, the fiscal year end audit report is the final measure of the GAAP results of the University's operating margin. The use of the FuturePerfect planning model, and the comparison of actual results to projected results as shown in the model gives a better understanding of the multi-year dimensions of operating results. This then informs decision-makers on proactive steps needed to bring about desired outcomes, particularly when some of these outcomes must be achieved over a period of several years. This is particularly the case when dealing with tuition pricing goals and enrollment goals, and when dealing with strategic issues that have a financial impact. The ability to have fully integrated modeling capability that lead to pro forma financial statements is a best practice from a credit rating perspective. The use of this type of modeling capability by decision-makers, including the Board of Trustees, is viewed as very positive for those credit rating criteria that deal with Management and Board Governance.

Core Theme 3: Exceptional Stewardship

Objective 1: Build financial resources to strengthen financially the institution and the achievement of its mission

Indicator 3: Within the annual budget process, increase funding for reserves for contingencies, internal debt, and other significant strategic matters.

Rationale: Financial stewardship demands that the budget include reserve capacity to fund unexpected expenditures or internal transfers of funds.

Standard 3B: Planning
As described in Objective 1 Indicator 1, once the reasonable and achievable net revenue budget is determined, a process exists to determine what is included in the expenditure budget. While the expenditure budget is built from the September 30 base budget, the process, led by the Budget Office, identifies items that are reduced from this base budget and added to the base budget. The reductions and additions to the base are reviewed, prioritized by VP area and by institutional importance, and ultimately approved by the President. If the adjusted total expenditure base exceeds the revenue base, expenditure priorities are reconsidered or base expenditures are reallocated to meet items considered to be of a higher priority. It is in this process of prioritization that final funding for reserves, contingencies, and strategic priorities, identified at the start of the budget process are ultimately included in the budget for the following year. While the achievement of financial initiatives is important, primacy is given to decisions that impact the student experience over those that might be characterized as balance sheet goals. Given that financial initiatives related to reserves, contingencies, and some strategic goals are of

sufficient size to be achieved only over a multi-year period, annual funding levels for these goals are set accordingly. In some instances, amounts needed to meet these goals have been funded on a one-time basis from excess net revenue at the end of our fiscal year rather than as part of the approved budget.

Planning is a collaborative process to determine priorities for items to be funded as part of the annual budget process. Planning starts with the development of budget assumptions for ongoing, financial, and strategic initiatives that lead to a pro forma budget that establishes at very high level, the ability to fund these assumptions. The budget preparation process over a five month period further refines all budget assumptions and ultimately leads to a prioritization process that determines what is included in the budget and at what amounts. Priority is given to student experience over the achievement of reserves and contingencies. The Board receives the proposed budget, including detailed information from each VP area on funding levels for operating, financial, and strategic initiatives. To the extent that the proposed budget is unable to fund certain initiatives, consideration for funding of these initiatives is given at the end of each fiscal year.

Standard 4A & 4B: Assessment and Improvement
The process of attempting to build additional reserves, contingencies, and funding for strategic initiatives is subject to the availability of funds. Given that Gonzaga is an enrollment, tuition dependent institution, some years find more success at achieving the desired goals than others. Student experience items and strategic initiatives related to facilities have historically been given higher priority over building financial reserves and contingencies. More recently, given the need to maintain the University's stand-alone credit rating, more attention has been paid to the need to meet certain financial metrics to maintain and hopefully improve the University's rating over time. With the completion of the year end audit, a series of financial metrics are used to assess our year-over-year financial performance relative to Moody's medians for institutions of our characteristics. This report is provided to the Board and is part of the Board's assessment of the University's operating performance. Most recently, the use of annual financial metrics as determined by Moody's, allowed the University to provide data to Moody's which resulted in the University maintaining its A3 Stable Outlook rating as of May 2012. With the development of a tool to compare our financial metrics to that of Moody's medians, conversations between senior administrators and the Board around how to improve the ratings happen on at least an annual basis as part of the review of our annual audit report.

Core Theme 3: Exceptional Stewardship

Objective 1: Build financial resources through operations, gifts, and endowment to financially strengthen the institution and the achievement of its mission

Indicator 4: Manage endowment investment policies, risk and spending to maintain the purchasing power of the endowment.

Rationale: The endowment plays a critical role in maintaining the University's financial strength. The need to balance risk and return provides a basis from which to address how endowment funds are raised and invested.

Standard 3B Planning

The Finance area has primary responsibility for working with the Board of Trustees and the Investment Committee in maintaining policies and procedures for monitoring and managing the endowment. The most significant policy is the [Endowment Fund Investment Policy](). The policy, approved by the Board of Trustee, outlines the goals, objectives, and specific investment guidelines for the endowment fund. These areas are designed to:

- Establish and clearly identify permissible and prohibited types of investments, asset allocation strategy, investment objectives, and spending policy for the overall management of the University Endowment Fund.
- Establish a clear understanding of the duties and responsibilities among the Investment Committee, the Investment Subcommittee, and all parties serving as investment managers/advisors to the University.
- Set forth specific criteria for the selection and on-going performance evaluation of investment managers.
- Provide guidance to the investment managers responsible for managing endowment assets on the policy parameters within which the assets are to be managed.

The Endowment Fund Investment Policy provides the framework for the Investment Committee, working with the Finance Area and an endowment consulting firm, to monitor and manage all aspects of the endowment fund. Paramount to the policy is designing a diversified portfolio that will produce a superior risk-adjusted return over a market cycle. The return objective is monitored by comparing the actual performance to the University's composition of benchmarks by asset class referred to as the policy index. The policy index, in short, characterizes the investment return the endowment should have achieved based on its allocation targets and the performance of the associated indices.

Planning occurs through consultation with the Investment Committee, Investment Sub-Committee, and the University's endowment consultant. The Finance staff then develops a planned annual agenda, outlining the various monthly, quarterly, annual and other anticipated agenda items. This outline is not necessarily fixed for the year. Rather it is a rolling plan that helps keep the work on track. In addition, changes in the capital markets may prompt leadership to propose other agenda items or initiatives. All these efforts have the goal of monitoring, reacting to conditions, and measuring the performance of the endowment in light of long term return objectives.

Standard 4A & B: Assessment and Improvement

The assessment of endowment management entails multiple levels of evaluation. Monthly activities to monitor and manage the endowment include:
- Reviewing [investment performance]()
- Discussing market conditions, risks, opportunities, and threats
- Deciding how best to position the asset allocation, within the policy ranges, to achieve risk-adjusted return objectives

On a quarterly or as needed basis, activities include:
- Benchmarking the asset allocation to peers
- Benchmarking returns to the policy index
- Interviewing current and potential investment managers to evaluate performance and, if necessary, replace investment managers
- Re-evaluating long-term return assumptions and adjusting the target asset allocation

In addition to the Endowment Fund Investment Policy, the Endowment Unitization and Spending Appropriation [Policy](#) sets forth detailed mechanics of how gifts are unitized, the endowment spending calculations, and how underwater endowments are evaluated. This operating policy is used as a reference for University Advancement and the Finance Area.

The return objective, if achieved over a multi-year basis, helps maintain the spending power of the endowment, taking into account an annual spending allocation and inflation. The following benchmark best summarizes the return objective: Exceed or be no more than 50 basis points behind the pooled endowment policy index on both a three and five year basis. As of September 30, 2013, the total fund three-year return was 10.3% versus a policy index of 11.2% (above policy index by 10 basis points) and the five-year return was 7.0% versus a policy index of 7.4% (below policy index by 40 basis points).

In recognition of the significant impact of the most recent economic downturn and overall market volatility, the University has instituted monthly meetings of the Investment Sub-Committee. This change, implemented in late 2010, led to significant improvement in the frequency, timeliness, and scope of the work performed in monitoring and managing the endowment.

In addition, the Finance staff will periodically send questionnaires to the Investment Committee to solicit feedback on the effectiveness of the work of the Investment Committee.

Core Theme 3: Exceptional Stewardship

Objective 1: Build financial resources through operations, gifts, and endowment to financially strengthen the institution and the achievement of its mission

Indicator 5: Target new resources in support of annual and long range goals.

Standard 3B: Planning
Coordinated by the University Advancement Division, Gonzaga is currently engaged in the quiet phase of a multi-year campaign effort to raise funds to grow the endowment for financial aid, academic priorities, and mission priorities. A significant priority of this campaign has been to discover a new generation of high capacity prospects for the University. The early success of the campaign has come from individuals new to the University within the previous three to five years. Formal planning revolves around best practices for fundraising and engages Alumni chapters across the country. Utilizing electronic wealth screening, historical research and visits from professional fundraising staff, efforts focus on those with the greatest gift capacity. This includes discovery work on unknown high capacity prospects as well as strategic movement of

potential prospects through customized engagement opportunities that may include recruitment to board service, interactions with institutional leadership, and more. Development officers travel to meet those individuals with the financial capacity to invest in the University, the connections to generate meaningful internships and career opportunities, and to provide leadership through a number of board service avenues. Planning relies on a number of electronic screening tools which identify wealth, asset type, associations, gift capacity etc. Several strategic capital projects have benefitted from deliberate and effective planning. Funding for the new Hemmingson Center has reached $42.0 million of the $60.0 million project goal. The Stevens Tennis and Golf Center has been fully funded from gifts of $7.0 million.

The University conducted a feasibility study in Spring 2011 after consultation with a national consultant to assess the University's readiness to enter a campaign; donor capacity-inclination was assessed through a series of 43 interviews of those with the greatest ability to give significant seven and eight figure gifts. In conjunction with this process, the University Advancement undertook a SWOT type analysis to determine the division's internal readiness for a significant fundraising push that addressed areas such as infrastructure needs, staffing, operating budget, donor pipeline, capacity, and pyramid. These two efforts combined to ensure the University's readiness to embark on a $250.0 million fundraising effort to build on the most recent campaign that concluded in October 2005.

For fiscal year 2012, the University received the Council for Advancement and Support of Education's award for overall fundraising performance among private comprehensive institutions.

Standards 4A & 4B: Assessment and Improvement
A number of metrics are employed to assess fundraising and range from individual department metrics to individual field officer expectations. Measures include: outright dollars raised, new pledges and expectancies confirmed, number of new prospects identified and qualified, number of visits to solicitation, and average gift received. Marketing and Communication and Alumni Relations measure their performance through Branding and Image survey work conducted on a three-year cycle base that measures qualitative factors, as a result of various communication, publication, event, and social media strategies. A number of fiscal comparative measurements are used to assess results, such as views, clicks, number of visitors (i.e. to a website). In the alumni area, chapters provide significant opportunities for assessment including chapter members' contributions and identifying institutional leadership opportunities through these engagements. Both quantitative and qualitative goals are assigned to all aspects of fundraising. University Advancement is able to measure the impact of various factors over longer periods through assessments of dollars, donors, alumni/parent/chapter giving participation, donor retention, measurement of major gift activity at $250,000 and above, prospect capacity/pipeline, direct mail, and telefund response. University Advancement utilizes annual and strategic planning that allows for performance measurement against a number of expectations. This analysis then informs the subsequent year plan, definition of new goals, evaluation, and assignment of financial resources. These inform, in large part, decisions relevant to readiness for major fundraising campaigns.

Conclusion Objective 1

Financial stewardship cannot be far from the center of University planning and assessment. This objective gives an overview of the University's essential plans and policies designed to strengthen the institution financially. This task is all the more critical following the economic downturn of 2008. The planning process employed to develop the budget gathers input from all VP areas. The Budget Committee reviews requests and structures a viable budget for presentation to the Board of Trustees. While hard decisions were made, Gonzaga has remained financially stable and maintained its excellent credit rating. The linchpin of a balanced budget has enabled the University to adjust its financial planning in a fiscally responsible manner. Policies have been implemented to guide spending and investment decisions. The ability to examine projections through different scenarios has given budget planners greater insight into how alternative decisions may affect the budget. Attention to endowment and fundraising have enabled the University to meet goals in these areas. Several major capital projects have moved forward due to successful funding efforts. The University recognizes its financial responsibilities and has established plans and policies to ensure its financial future.

Core Theme 3: Exceptional Stewardship

Objective 2: Strengthen the human capital of the University

Indicator 1: Manage annual contributions towards employee total compensation

Rationale: Financial stewardship is only one piece of the wider effort to manage the University's resources. The human capital of the University, the people who enable the University to function, are necessarily the focus of stewardship. In order to recruit and retain the quality faculty, staff, and administrators, the University must articulate and sustain policies that reflect the mission's emphasis on the whole person. Attention to compensation contributes to this emphasis.

Standard 3B: Planning

Human Resources calculates annual salary adjustments for all faculty and staff. HR works with Academic Vice President area regarding faculty compensation matters. The foundation for a successful faculty compensation strategy is that it supports and be in harmony with the organization's mission and strategic plan. It is the University's mission to preserve and develop the tradition of humanistic, Catholic, and Jesuit education. With academic excellence at the core of the University's strategic plan, the University's faculty compensation philosophy is to enhance the quality of work life by recruiting, retaining, and motivating employees whose work ethics and behaviors incorporate and exemplify the key values consistent with the University's mission.

HR works with the Budget Office on all staff personnel compensation actions including: new headcount, job evaluations, annualizations, annual adjustments, and other salary budget adjustments. Gonzaga University's staff compensation philosophy is to enhance the quality of work life by recruiting, retaining, and motivating employees whose work ethics and behaviors incorporate and exemplify the key values consistent with the University's mission. The Human Resources department is responsible for establishing and administering the University staff compensation systems. The HR role is to provide leadership, respect, balance, and accountability

by utilizing the University staff performance management system to achieve the goals and objectives of the University's compensation philosophy and mission.

Planning occurs in partnership with Cabinet members and the Budget Office. HR works with Budget to conduct regular meetings with area VP budget officers to plan out the fiscal year process. HR works with these entities to develop budget options for funding various staff compensation objectives, which include annual salary increases, promotions, annualizations, new positions, etc. These options are then placed in an executive summary narrative and pie charts highlighting the funding breakdown based on a percentage of staff payroll. HR runs the calculations for annual faculty adjustments and provides this data to the AVP office and Budget office for their planning purposes.

Standard 4A & 4B: Assessment and Improvement

Primarily through constant conversation with area VP budget officers, the Budget Office, and Executive VP (HR reports to the EVP division). EVP provides cabinet feedback. HR internally assesses the process every year and historically has made recommendations for improvement. The recommendations HR has made to the budget office or EVP from internal discussions have not resulted in significant changes. Improvements have been more about strengthening the communication between HR and budget offices. Gonzaga has launched a comprehensive compensation initiative. We have selected a consultant to partner in an evaluation of existing Gonzaga staff compensation and higher education best practices. When complete, an analysis identifying needs for modified or new practices will be presented to the Cabinet for review and to the President regarding any decisions on implementation. The project has been organized into three phases with the targeted presentation to Cabinet in September, 2014.

Core Theme 3: Exceptional Stewardship

Objective 2: Strengthen the human capital of the University

Indicator 2: Provide opportunities for faculty, staff, and administrators to develop their talents and expertise.

Rationale: Meeting the needs of those who serve the University as faculty, staff, and administrators requires that attention be paid to more than matters of compensation. Compensation alone cannot provide the means for personal satisfaction and professional growth. People thrive in a context in which they have the opportunity to develop their professional skills and to utilize their talents more efficiently. Exceptional stewardship necessitates a deeper commitment to the human capital of the University.

Standard 3B: Planning
Human Resources offers multiple avenues for professional development. Through a variety of training sessions, University personnel are able to take advantage of programs to strengthen their professional skills. Faculty and staff training sessions include:

1. Management Development Programs. Program 1 covers the legal and procedural aspects of managing today's workforce and how to apply this knowledge effectively within Gonzaga's unique mission and work environment. Program 2 answers basic day to day questions regarding the employment process, compensation administration, employee relations, and time reporting.
2. Performance Management covers the principles and guidelines for performance management, as well as the importance of having a common rating scale and shared language as the foundation for developing strategies on behalf of individuals and the institution.
3. Executive Coaching is a short-term, one-on-one focus with individual leaders to develop skills and strategies to communicate more effectively, become better leaders, and succeed at what they are committed to accomplishing.

In addition to specific programs, Human Resources offers numerous training sessions on a variety of topics such as: resolving conflict, time management, social styles, and giving and receiving feedback. Descriptions of these courses can be found on the Human Resources website. In the academic year 2011-2012, Human Resources offered 72 training sessions attended by 778 people. In the academic year 2012-2013, 695 people attended 70 training sessions.

Program planning derives from a consultative and needs assessment process. HR works with community members and leaders, in addition to conducting an evaluation of employee relations trends to create training programs. HR has solicited feedback in order to know what different areas across campus would like to see and experience from training programs. HR attempts to provide a more customized approach to training so it is more meaningful and applicable to the various units on campus.

While faculty can participate in Human Resources training sessions, sabbatical opportunities offer the most direct avenue for faculty professional development. A sabbatical leave is for the purpose of study, research, writing or other activities designed to improve effectiveness as a teacher and a scholar. Full-time tenure track and tenured faculty members of Gonzaga University, holding the rank of assistant professor or higher, are eligible for sabbatical leaves. A faculty member may apply for her or his first sabbatical leave in the sixth year of continuous full time employment to be granted in the seventh year as long as the faculty member is tenured, or has been approved for tenure by the President, prior to the beginning of the faculty member's seventh year of employment. Professional development funds are available for faculty to travel to conferences.

In addition to sabbaticals, the Center for Teaching and Advising (CTA) coordinates programs that facilitate faculty development. The section on Core Theme 1 Objective 5 Indicator 1 of this report (see pages 218-220) describes CTA faculty development activities.

Standards 4A & 4B: Assessment and Improvement
Human Resources assesses its training programs through participant feedback after each session. The Management Development Program 2 evaluation shows a typical feedback form. This information is then used to change or update programs if necessary. HR conducts on-going

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evaluations based on feedback received to ensure that training needs are met. This occurs through regular HR team meetings to discuss feedback and update programs accordingly. Improvements have been implemented in the Management Development Program to increase continuity in the subject matter and shorten the duration of the day.

The benefits section of the New Employee Orientation has been moved to a series of weekly Friday meetings with new employees. This change allows the new hires to sign up earlier for benefits and ask questions about Gonzaga's benefit plan coverage sooner. As part of on-going improvements, HR strives to enhance its training menu to offer more topics based on direct feedback of what attendees want to see in their training.

Upon completion of the sabbatical, faculty submit a report to their respective school Dean that reflects upon the original proposal and what was accomplished while on sabbatical.

Core Theme 1 Objective 5 Indicator 1 (see pages 222-223) examines CTA efforts at assessment and improvement.

Core Theme 3: Exceptional Stewardship

Objective 2: Strengthen the human capital of the University

Indicator 3: Enhance processes to better manage human capital with greater transparency and efficiency through a talent management system.

Rationale: A talent management system can assist personnel to better understand their job functions and to aid in performance evaluation. By providing a coherent and consistent process, a more systematic approach helps to enhance communication and understanding of personnel matters from hiring to evaluation.

Standard 3B Planning
In an effort to better manage and enhance the human talent within the University, Gonzaga has begun a pilot program utilizing PeopleAdmin as a talent management system to: 1) track applications for faculty and staff; 2) develop a job description database; and 3) implement a performance module for staff. An additional test module examines how new staff employees are brought on-board to the University to ensure their success in the first six months of employment. The overall goal is to develop more effectively the talents of the people who make up the Gonzaga community. Once a decision was made to acquire PeopleAdmin, a consultative process was begun for implementation. The process resulted in the creation of customized workflow modules based upon Gonzaga's needs for approving and addressing personnel matters.

Standard 4A & 4B Assessment and Improvement
Human Resources went live with PeopleAdmin's applicant tracking and position management modules in August 2012 and will complete a pilot of the performance management module in July 2013. Consequently, formal assessment of outcomes is not yet complete. If favorable, the intent is to implement the program in August 2014. HR continues to have active

conversations with customers and users of this system to gather feedback for future improvements. Although formal assessment is being developed, some improvements have been noted. Improvement in include: 1) greater transparency demonstrated in the applicant tracking module allowing for a more user-friendly application submission process; 2) greater reporting capabilities for tracking applicants; and 3) a clearer understanding of workflow and expectations for the hiring process. The position management module has led to a more efficient approval process for personnel transactions including a faster turnaround time for vetting requests, the involvement of the budget office to confirm transactions and funding, and a more uniform understanding of the position request process.

Conclusion Objective 2

People represent a critical tier of stewardship. Efforts to achieve the three indicators of this objective guide the University's commitment to the people whose skills and talents make it possible for the University to function. Their success enhances the well-being of the University. Thus the University takes seriously the need to address issues of compensation, professional development, and transparency. Accepted norms and benchmarks assist in determining fair compensation. Staff and faculty are able to improve their knowledge and expertise through training and other professional development opportunities the University sponsors within Human Resources, or other avenues such as faculty sabbaticals. Performance evaluation has become more organized and intentional. The PeopleAdmin talent management system will help further this goal.

Core Theme 3: Exceptional Stewardship

Objective 3: Strengthen the physical capital of the University

Indicator 1: Improve annual contribution towards renewal and replacement

Benchmark: Multi-year plan for improved renewal and replacement reserves, with seven year plan to achieve annual funding of $4.2M

Rationale: Beyond the human and financial aspects of stewardship, the University must attend to its physical plant. While the personal environment fosters relationships between faculty and students, and allows staff the opportunity to work with students, neither of these can take place independent of a physical structure that meets the needs of the University community. Buildings and grounds require adequate care so that the University can fulfill its educational mission. Plans for renewal and replacement are an essential component of stewardship.

Standard 3B Planning
Core Theme 3 Objective 1 Indicator 3 (see pages 282-283) discusses how building reserves and contingencies is a strategic objective as part of the overall annual budget process. In particular, the annual reserve for renewal and replacement is of crucial importance. Further, with the significant physical plant expansion over the past decade, coupled with a slight reduction of renewal and replacement spending during the economic downturn, it became increasingly important to study this specific issue. To obtain a better sense for the University's renewal and

replacement needs, and overall condition of the physical plant, including an analysis of peers, the University engaged the firm Sightlines to perform a detailed analysis.

In 2011, in consultation with the President, the Executive Vice President, Plant Services division, and the Finance Area, the University developed a multi-year, multi-source funding strategy to improve the annual contribution towards renewal and replacement. The [Sightlines Summary](#) noted a number of different target funding levels, including measuring funding based on a percentage of replacement values, life cycle analysis, functional obsolescence, funding to financial depreciation, and others. An inventory of the University's physical facilities, including a consideration of the highest and best way to renew or replace all or a portion of a facility, informed this analysis. For example, based on extended age and functional obsolescence, some buildings could be demolished and replaced rather than renewed. Additionally, Sightlines shared the typical peer average funding levels for renewal and replacement.

In reviewing the various methods for determining the renewal and replacement targets and inflation considerations, the University established a goal to fund, via annual base budget contributions, $4.2 million for renewal and replacement. As a point of reference, the fiscal year 2011 base budget value was $816,000, well below this $4.2 million goal. Considering an inventory of the expected renewal and replacement projects over the next several years in conjunction with this funding goal, the University established a seven year timeline to reach the $4.2 million annual funding level. As such, the multi-year plan is to increase the renewal and replacement base funded reserve by approximately $335,000 per year. The fiscal year 2014 base funded reserve for renewal and replacement is $1.6 million. Additionally, to help offset the differential between base funding and year by year projected spending, additional funding has been carried forward from year end excess net operating revenues, resulting in $1.3 million carried over from fiscal year 2012 for fiscal year 2013 spending, and $1.3 million carried over from fiscal year 2013 for fiscal year 2014 spending. The University is on track to achieve the $4.2 million funding level within seven years of the plan.

The discussion above related to renewal and replacement funding is separate and apart from other strategic capital projects, such as construction projects for the Boone Avenue Retail Center, the John J. Hemmingson Center, and the Stevens Tennis/Golf complex. However, such facilities become part of the physical plant inventory that will require renewal and replacement activities in future years. As such, the $4.2 million target noted above will likely require additional increases once it is achieved.

Each year, the Finance area reviews the multi-year renewal and replacement plan, and reviews the planned near term renewal and replacement projects and other significant capital projects. The Finance area then includes an annual adjustment to the base budget for renewal and replacement, along with any year end carryover requests for specific projects that are otherwise not funded within the proposed base budget. For example, should the combination of planned optimal/needed renewal and replacement projects exceed the available base budget funding any residual balances from the past, a higher year end request might be considered.

Standard 4A & 4B Assessment and Improvement
The Sightlines needs assessment, in conjunction with the university's Plant Services Team, assigns a priority level to each recorded need. The highest needs are assigned a priority of A-45, with the 'A' indicating that this need should be addressed in one to three years, to a C-3, with the 'C' indicating a need that should be addressed no further out than eight to ten years. Available funds are then matched to the list of projects, with the highest ranked projects being given higher priority. The funding available over the last two years has allowed the A-45 list to be reduced to only two outstanding and unfunded projects. Funding is now being allocated to projects ranked A-36, A-27, and A-18 to retire as many of these as possible.

Annually, the Sightlines spreadsheets are used to set priorities. These priorities are then updated as projects are completed. The resulting changes in backlog scope, priority of remaining projects, and updates to improvements in corresponding Net Asset Value (NAV) for each facility are then recalculated and used to identify projects for the following annual cycles. As the funding levels do not allow for the retirement of all projects when they are due, a backlog of deferred projects is maintained and reviewed annually for potential inclusion in upcoming funding cycles.

Core Theme 3: Exceptional Stewardship

Objective 3: Strengthen the physical capital of the University

Indicator 2: Completion of the Campus Master Plan, including finalization of principles and strategies

Rationale: The Master Plan guides the University into the future. Its completion lays the foundation for comprehensive planning and staged development in a coherent manner.

Standard 3B Planning
The University has had a Campus Master Plan for many years, but it has not been updated to reflect current needs and aspirations. Realizing the necessity of an update, the University selected Gensler, an international architectural firm, to assist in reviewing and revising the Master Plan. The purpose of the Master Plan update is to provide a framework for campus development for the next ten years. A collaborative visioning process identified goals and aspirations, which led to a list of eight planning principles to guide the development of the updated Master Plan.

The planning process began with an RFP for Campus Master Plan Design Services. Two architectural firms submitted proposals to update the Master Plan. University Trustees and Regents with construction or development experience, the President, and other senior University administrators participated in formal presentations by the two firms. In addition to their experience in campus planning, a major focus of the selection process was a review of each firm's proposed process to update the Master Plan. Significant considerations were given to data gathering, analysis, and collaborative process leading to a final plan that was consistent with our institutional goals and aspirations. While both firms were equally qualified, Gensler's planning process, RFP response, and interview were judged to be more consistent with the needs as stated in the RFP.

The next phase of the planning effort involved analyzing existing conditions. This involved gaining an inventory of all campus facilities, surveying and interviewing key stakeholders on the adequacy of existing spaces, future growth needs, and expected changes in teaching, technology, and other factors. The Sightlines' analysis of existing building conditions (deferred maintenance, etc.) was also utilized to gather information for planning purposes, particularly related to building replacement.

Assessment followed upon the information gathering process. Gensler evaluated the data, prepared a preliminary supply vs. demand assessment (ten year timeline), and quantified the outcome in terms of square footage for academic, housing, and other support areas. This summary prepared the way for further interviews with key stakeholders and a workshop to discuss and confirm the outcome of this phase of work.

In the next phase, University leadership reviewed three potential master plan conceptual solutions. Feedback was obtained on each of the three solutions, leading to a preferred option for the Master Plan. University leadership and committees of the Board of Trustee offered feedback on the preferred option.

From this review, updating the draft Master Plan concept is currently underway. Revisions of the Master Plan were most recently presented to the Long Term Planning Committee of the Board of Trustees in July 2013 and December 2013. Expectations are that the Master Plan will be completed by July 2014.

Standard 4A & 4B Assessment and Improvement
Assessing the process of updating the Campus Master Plan has been ongoing. Multiple opportunities for interaction between design professionals and University officials have taken place. Each phase in the process has led to a workshop or a specific outcome for review and approval by University officials. The results of each phase of work have provided the building blocks for subsequent developments. As a consequence, the desired goal of a Campus Master Plan that meets the University's goals and aspirations for the next ten years is moving toward completion.

The draft Campus Master Plan is in the last phases of receiving feedback in anticipation of a final plan. Even at this stage, the development of the Master Plan has had an impact on improving planning in other areas. The work of the campus planning effort has been used by the design-build team that developed the Boone Avenue Retail Center that came on-line in the summer of 2013. The design-build team developing the new Hemmingson University Center has utilized the planning model to ensure the center's compatibility with campus planning design goals. Design professionals from the campus master plan effort and the Hemmingson Center discussed design solutions to ensure this compatibility. Plans for other pending capital projects, such as the Interdisciplinary Science Addition and a future Performing Arts Building are being developed to reflect preferred building sites and related campus infrastructure to incorporate them into the fabric of campus.

A Campus Master Plan is an essential tool for campus decision-makers. It provides a framework for which major building projects or other campus improvements can be accomplished in a

consistent and coherent fashion. Our most recent experience with several major capital projects, identified above, reinforces the value of such a plan.

Core Theme 3: Exceptional Stewardship

Objective 3: Strengthen the physical capital of the University

Indicator 3: Stabilization of deferred maintenance backlog and improvement of Net Asset Value for selected facilities portfolios.

Rationale: Deferred maintenance, if ignored, leads to an unacceptable level of physical deterioration and thus costs. This indicator reflects the importance of the University's physical capital and the need to maintain a reliable maintenance schedule.

Standard 3B Planning
Plant Services addresses maintenance and net asset value concerns in three areas:
1. A preventative maintenance program
2. A renewal and replacement program for major building systems
3. Remodel and renovation products

Although remodel and renovation projects are usually funded outside of Plant Services, these projects are overseen by Plant Services. This constellation of areas allows the University to prioritize and schedule needed maintenance. Planning occurs on multiple levels. A preventative maintenance program has been in place for many years. All equipment needing preventative maintenance is logged into the Plant Services work order database and work orders are issued on a re-occurring basis to institute and record the preventative maintenance activities. A three year schedule of planned work is maintained, based on available funding and the priority of the needed repairs/replacement. The priorities are modified based on project clustering, institutional priority or other factors prior to final implementation. Annually or bi-annually, the Sightlines report will be updated and new Net Asset Value scores will be produced. The goal is to implement projects, informed by their Sightlines scores, which will stabilize the Net Asset Value (NAV) for each portfolio of buildings.

Standard 4A & B Assessment and Improvement
The annual Return on Physical Assets report uses gathered Plant Services data to update the effectiveness of the planned maintenance effort, as well as Grounds, Custodial, and other maintenance efforts. These results are compared to "peer" institutions to determine the effectiveness of these efforts. The annual Integrated Facilities Plan (IFP) uses gathered expenditure data and project completion data to amend the compiled data base and to upgrade facilities and portfolio aggregate scores. These are then compared to prior years' scores to reflect changes in NAV scores, and thus effectiveness of the expenditures. Using project scores from the IFP, decisions are made on which projects to implement, based on available funding. Projects with higher urgency ratings are considered first, tempered by other factors. In the first year of activity, 38 of 40 high urgency projects were either completed or re-classified to lower priority levels.

Conclusion Objective 3

Gonzaga has taken multiple steps to ensure the well-being of its physical plant. Each indicator for this objective has received considerable attention. Outside consulting firms have assisted the University in addressing the needs in this area. Funding for renewal and replacement will increase significantly as part of a multi-year plan. The Campus Master Plan is currently under review and is moving toward completion. The Master Plan provides a blueprint for future decisions and directions the University wishes to undertake. Having been reviewed at many levels, the Plan is proceeding toward final approval in July 2014. Uncompleted maintenance can have a serious effect on the physical plant. If left unattended, the maintenance backlog transforms into a downward spiral. To prevent this negative result, the University's backlog has been reduced over the past three years. Maintenance levels are manageable and reflect the University's recognition of their importance.

Core Theme 3: Exceptional Stewardship

Objective 4: Actively take steps towards environmental responsibility

Indicator 1: Deepen sustainability across the curriculum

Rationale: The emphasis on Exceptional Stewardship cannot solely rest on the areas of finance, human capital and physical capital. The financial, human, and physical needs of the University require an environmental context that allows them to flourish. Exceptional stewardship necessitates an awareness of the University's environmental impact and the need to undertake steps to improve environmental responsibility. To this end, efforts should be undertaken to introduce sustainability into institutional operations, as well as into courses and programs.

Standard 3B: Planning

The integration of sustainability across the curriculum is a work in progress. This work began in the fall of 2010 when the university chose to participate in the "Curriculum for the Bioregion" initiative organized by The Washington Center For Improving the Quality of Undergraduate Education. This initiative aims to better prepare undergraduates to live in a world where the complex issues of environmental quality, community health and well-being, environmental justice, and sustainability are paramount. This faculty and curriculum development initiative is based on the idea that we live out our lives in specific places, but that the choices we make and the actions we take have both local and global consequences. The strategy seeks to create "faculty learning communities" within individual disciplines to build sustainability concepts and place-based learning in foundational college classes and field- and community-based workshops that update faculty about pressing bioregional issues as well as the people and organizations working on solutions. Gonzaga hosted a regional meeting of colleges and universities on the topic of Curriculum for the Bioregion in the spring of 2011 and participated in a second, larger regional meeting the following year. An informal faculty learning group has grown out of this initial set of meetings and interactions, with several faculty given support to attend a summer sustainability curriculum workshop called Green Threads at the University of Montana in the summer of 2012 and 2013.

To learn about how Gonzaga might create its own sustainability across the curriculum summer faculty workshop, a faculty member attended a workshop at Emory University hosted by the Association for the Advancement of Sustainability in Higher Education.

A survey of faculty was undertaken in Spring 2013 in order to determine more fully the extent of sustainability themes in current course offerings and which faculty may be interested in learning more about how to incorporate sustainability into their courses. Although the response rate of 26.8% was not particularly high, One hundred nine faculty from across campus reported that they address sustainability themes in their courses. Eighty faculty expressed an interest in including sustainability themes in their existing courses. Pending funding, resources will be allocated for faculty to attend sustainability curriculum workshops beginning in the summer of 2015. These efforts to integrate sustainability across the curriculum are part of proposal known as the Cataldo Project. The Cataldo Project is a grassroots effort on the part of faculty to strengthen Gonzaga's engagement with environmental issues and sustainability in the classroom. At the heart of the project is a curriculum development effort that seeks to foster an invigorated intellectual community to address global environmental justice issues and local sustainability challenges. The project is under consideration.

While efforts are underway to develop sustainability across the curriculum, students are currently able to enroll in programs with an environmental focus. The College of Arts and Sciences offers a major and minor in Environmental Studies. Starting with 34 majors and 7 minors in 2010, Environmental Studies has grown to 25 minors and 63 majors. The School of Engineering and Applied Science has a concentration in Environmental Engineering within the Civil Engineering major. Senior capstone projects in the School of Engineering and Applied Science can focus on matters of sustainability. These projects are often funded through EPA P3 grants. Study Abroad programs provide opportunities for students to examine sustainability issues. Gonzaga students can work with chimpanzees on the Chimfunshi Wildlife Reserve in Zambia or help to solve water problems in Benin. Gonzaga's affiliation with the School for Field Studies Programs gives students additional international avenues for environmental and sustainability research. The Gonzaga School of Law, in affiliation with the Center for Justice, hosts the Gonzaga Environmental Law Clinic. The clinic provides legal representation to not-for-profit environmental programs in the Inland Northwest, with a focus on representing the Spokane Riverkeeper and other area Keeper programs. While enrolled in the Clinic, students represent Spokane Riverkeeper, or other applicable organizations, on Clean Water Act citizen suit enforcement actions.

Curriculum planning on sustainability themes most commonly occurs at the individual faculty and course level. Programmatic planning develops through specific majors, minors, or concentrations. Planning for sustainability across the curriculum is in its initial stages through the Academic Vice President's Office in consultation with the faculty coordinator of the sustainability across the curriculum faculty learning community.

Standard 4A & B: Assessment and Improvement
While assessment of sustainability themes takes place at the course or program level, school-wide assessment is in its infancy. The ultimate objective of the sustainability across the curriculum initiative would be to have the concepts and importance of ecological sustainability

integrated across the University's curricula. This goal will be achieved when all students can articulate and appreciate ecological sustainability and its relevance to their life and their studies. Measuring progress toward this goal will require the development of an appropriate set of assessment instruments.

Core Theme 3: Exceptional Stewardship

Objective 4: Actively take steps towards environmental responsibility

Indicator 2: Increase sustainability related co-curricular programs

Rationale: Environmental sustainability extends beyond the classroom and academic programs. The success of sustainability requires faculty, staff, and student involvement in activities that affect the environmental quality of campus life and the surrounding region. Opportunities exist outside the classroom for the University community to exercise environmental stewardship.

Standard 3B Planning
The Campus Sustainability Initiatives website describes various ways in which areas and units within the University focus on environmental concerns. These range from individual offices reducing their reliance on paper files to the development of environmentally centered activities. The Gonzaga Climate Action Plan describes specific areas and activities that shape Gonzaga's efforts to increase sustainability related programs beyond the classroom experience. Gonzaga is a member of the Association for the Advancement of Sustainability in Higher Education (AASHE), an organization that provides resources for those in higher education to help further sustainability efforts on their campuses. AASHE provides tools for professional development to students and for sustainability planning to faculty and staff. AASHE also gives institutions the opportunity to network on different initiatives with all schools belonging to the association.

The Center for Community Action and Service Learning (CCASL) sponsors several environmental programs. The Notebook Project takes cereal box-type cardboard (pressed board) and used, one-sided paper and binds them into notebooks that are sold at CCASL and the campus book store. All profits fund Earthbound, a program where GU student volunteers go to local elementary and middle schools to run after school activities that are fun and environmentally educational. CCASL oversees the Ruellen-Day Community Garden. The garden's mission is to educate students and to feed organic produce to those in the surrounding Spokane community who may not be able to afford organic produce. Gonzaga Outdoors and the Gonzaga Environmental Organization (GEO) assist in the Spokane River Cleanup, an annual effort that brings hundreds of volunteers together to clean-up the banks of the Spokane River. The GEO regularly participates in environmental volunteer projects in the Spokane region. The Gonzaga Student Body Association proposed the creation of a student "Green Fund" that would allow students to request funds to support sustainability related projects. The Board of Trustees approved the fund to begin Fall 2014. Recycling is part of a more comprehensive sustainability program. In 2012, the Washington State Recycling Association named Gonzaga the higher education Recycler of the Year.

Sodexo coordinates Gonzaga's food service. Known as Zag Dining, Sodexo is keenly aware of the need to develop and further efforts at sustainability. Sodexo has created sustainability activities over three major areas: 1) to protect and restore the environment; 2) to support local community development; and 3) to promote nutrition, health, and wellness. Multiple programs support activities in these areas including: Sustainability Week, Earth Week, recycling, composting, water preservation, Weigh Your Waste, and Water Bottle Free. Sodexo also participates in Campus Kitchens providing between 3,000 and 4,000 meals every month to low-income seniors, after school programs, and shelters in the Spokane area. Students and staff prepared food for the Union Gospel Mission as part of Sustainability Week. Planning consists of intersecting approaches developed through meetings, surveys, focus groups, student feedback, and recommendations from the Advisory Council on Stewardship and Sustainability.

The Climate Action Plan guides sustainability planning across the University. The Advisory Council on Stewardship and Sustainability (ACSS) helps to coordinate planning. The ACSS is an ad hoc University committee responsible for making recommendations to the President regarding the University's impact on and stewardship of the environment. The decision to hire a Director of Sustainability came from the ACSS report recommendations and was acted upon by the President.

Standard 4A & 4B Assessment and Improvement
While environmental sustainability has been part of the conversation at Gonzaga for a several years, the Climate Action Plan (CAP) was formally approved in January 2013. Assessment will follow from the Plan's recommendations. The ACSS produces an annual report that tracks sustainability efforts on campus. Sodexo assesses its efforts by looking at levels of participation in programs, social media responses, and recognition from outside agencies. To improve its visibility and promote its activities, Sodexo utilizes social media to communicate with students and the campus community in general. Sodexo's Facebook page lists activities and offers a place to provide feedback. The blog Zag Bites gives Sodexo another venue to address sustainability and food-related matters on campus.

Core Theme 3: Exceptional Stewardship

Objective 4: Actively take steps towards environmental responsibility

Indicator 3: Expand sustainable practices in University operations

Rationale: The impact of sustainability initiatives extends beyond academic interests and co-curricular activities. Confronting the challenge of sustainability entails a commitment to implementing sustainability programs in the operational capacity of the University. Gonzaga's Sustainability Initiatives website details programs in multiple areas: Buildings, Dining Services, Energy, Grounds, Purchasing, Transportation, Waste Reduction, Recycling, Composting, and Water Use.

Standard 3B Planning
The sustainability website describes the specifics of programs across University operations that will improve levels of sustainability. Following the approval of Gonzaga's Sustainable

Purchasing and Design Policy in November of 2011, efforts have been ongoing to identify and reduce environmental impact, and to maximize resource efficiency. Construction, renovation, and building maintenance will seek to meet standards set by the US Green Building Council. All buildings constructed since 2011 have achieved the LEED Silver or higher standard. The new construction underway (BARC, Stevens Tennis Facility, and Hemmingson Center) will also meet this standard. Dining Services has implemented numerous sustainability projects. These include composting, purchasing locally grown products, waste minimization, water use, and donating left over food. Plant Services regularly conducts energy audits to improve efficiency. Grounds has installed computerized irrigation controllers. Landscaping employs sustainability techniques in the design and construction of projects. GU participates in Spokane's "clean green" program, composting over 35 tons of leaves and needles annually. Gonzaga's Office of Information Technology has an extensive sustainability program. Equipment is Energy Star compliant. Efforts are underway to reduce energy consumption and waste related to computers and equipment. Old computers, monitors, and scrap wiring are recycled. The Purchasing Department has instituted plans to ensure that products the University buys reflect environmentally-friendly practices. Gonzaga participates in Spokane County's trip reduction program. The program provides faculty and staff with more opportunities for carpools, public transit, and vanpools than they would otherwise have. Efforts have also been made to eliminate the use of plastic water bottles on campus and to expand composting programs. To save water, the University is committed to purchasing only the most water efficient appliances available that meet performance standards.

The Gonzaga Climate Action Plans also lists strategies to improve operational sustainability. These include enhancements to buildings, the development of university-wide fleet vehicle policy, exploring our own ability to produce 5% of our own electricity by 2035, and the creation of a University Transportation Master Plan. Another goal is to reduce CO_2e emissions 20% by 2020 and 50% by 2035. Gonzaga achieved a 10% reduction in CO_2e emissions relative to 2009 levels.

Guided by the Climate Action Plan and the Sustainable Purchasing and Design Policies, planning occurs within each specific area of operations.

Standard 4A & 4B Assessment and Improvement
An annual greenhouse gas inventory tracks progress toward emissions reductions.

Core Theme 3: Exceptional Stewardship

Objective 4: Actively take steps towards environmental responsibility

Indicator 4: Coordinate and facilitate implementation of the Gonzaga Climate Action Plan

Rationale: Gonzaga's Climate Action Plan lays the foundation for moving environmental sustainability to the forefront of campus activities. The coordination and implementation of the plan will determine how serious and successful Gonzaga will be in meeting the plan's goals. The effort to meet the demands of sustainability is a long-term, continuous investment. The Climate Action Plan sets Gonzaga University on the path to achieve its commitment.

Standard 3B Planning

As the discussion of Core Theme 3 in Standard 1 notes (see page 27), Gonzaga's efforts to go "green" are a direct reflection of "the strong commitment made by the 35th General Congregation of the Jesuits to respect and nurture the earth." Taking steps to realize this commitment, University President Thayne McCulloh approved Gonzaga's first comprehensive Climate Action Plan on January 11, 2013. The Climate Action Plan is intended to guide Gonzaga in furthering its commitment to sustainability and addressing climate change. The Plan offers a road map for sustainability initiatives and strategies into the future. The University envisions an appropriate and thorough integration of ecological stewardship and sustainability at all levels of University life. Additional information about Gonzaga's sustainability activities is available on the Sustainability Counts website.

Although a new document, sustainability planning lies at the heart of the Climate Action Plan. Its goals and connected strategies constitute the indicators of Core Theme 4 Objective 4. Indicator 4 measures Gonzaga's desire to advance its commitment to sustainability through those actions that define goals one to three of the Climate Action Plan. Moving sustainability across the curriculum into co-curricular activities and University operations will allow Gonzaga to develop a campus-wide, holistic approach to sustainability. The Plan establishes areas of responsibility for each strategy, which will direct planning. The Advisory Council on Stewardship and Sustainability (ACSS), in completing the Climate Action Plan, established the parameters around which planning will occur. The Council's own formation is indicative of planning around sustainability.

Standard 4A & 4B: Assessment and Improvement

The most direct assessment of this indicator lies in the creation of the Advisory Council on Stewardship and Sustainability itself. Charged to coordinate and facilitate the Gonzaga Climate Action Plan, the Council is pursuing this task. As part of the Climate Action Plan, the ACSS recommended that the University consider creating an Office of Sustainability and hire a Director. This recommendation was approved and the search for a Director commenced in late Fall 2013. The Director's essential duties will be to develop, coordinate and administer initiatives related to sustainability at Gonzaga; measure, report, and benchmark campus sustainability; represent University sustainability programs to the University community and the public; supervise student interns; and administer the budget as required. The Director will oversee the Annual Sustainability Report. It is expected that the search will be completed in Spring 2014. Other assessments will follow once a Director is in place and the Climate Action Plan moves toward further implementation. The 2012-2013 ACSS Year End Report describes the Committee's mission, status of goals, sustainability highlights for the year, and hopes for 2013-2014. The report proposes strategies that complement the indicators for objective of increasing environmental responsibility. The report also notes the efficiency upgrades implemented by Plant Services.

Conclusion: Objective 4

While the University has recognized the importance of environmental concerns and issues of sustainability, until recently there have been few formal avenues by which to examine environmental responsibility as a whole across the campus. The formation of the Environmental

Studies program, the creation of the Climate Action Plan and other environmentally connected approaches, such as the Saint Francis Pledge, have normalized the University's commitment to develop on-going plans to improve sustainability on campus. By joining with the American College and University President's Climate Commitment, Gonzaga has set forth a promise that environmental responsibility will continue to matter at the University. To track sustainability efforts, Gonzaga participates in the [Sustainability Tracking, Assessment and Rating System](#) (STARS). The fundamental challenge facing the University requires direct attention to policy formulation and developing the means to assess our environmental record. These efforts are currently underway. The new position of Director of Sustainability will give a concrete and practical dimension to environmental issues as these efforts come to fruition.

Core Theme 4: Engaged Local and Global Relationships

If we are to take seriously Gonzaga's mission to educate "students for lives of leadership and service to the common good" then we must recognize that education is not and should not be an isolating experience. A learning community that looks only to itself has little to contribute to the larger community. *Cura personalis (care of the whole person)* extends beyond the boundaries of the University itself to encompass those who live outside the university, but with whom we share a common human dignity. Moving from within this focal point of Catholic Social Teaching toward service to the common good implies a relationship to the local and global communities of which Gonzaga is a part.

Table 49 Core Theme 4: Engaged Local and Global Relationships

Objectives	Indicators of Achievement
Objective 1 Develop and provide opportunities for service within the local community and regional area	1) Students participate in community service and/or service learning opportunities 2) Faculty and staff engage in professional and civic service in alignment with their areas of expertise and community interest
Objective 2 Develops and provide opportunities for international engagement on campus and for faculty and students to participate in education abroad programs.	1) Gonzaga supports international students and faculty coming to campus. 2) Gonzaga sponsors faculty and students to participate in educational experiences abroad, including academic service projects, internships, faculty-led, and semester study abroad programs.

Core Theme 4: Engaged Local and Global Relationships

Objective 1: The University develops and provides opportunities for service within the local community and regional area.

Indicator 1: Students participate in community service and/or service learning opportunities.

Rationale: That relationship and the awareness of the local community requires that students have concrete and practical opportunities to share their talents with and to learn from the community that surrounds them. Consequently, Gonzaga University offers students multiple ways in which to participate in community service or service-learning opportunities in the local and regional area. These occasions for service are generally expressed through academic units or activities organized by the different programs within the Division of Student Development.

Academic

Standard 3B Planning
Course or program requirements, as well as volunteer options, shape student community service within the academic units. While not all academic units have the same level of community service, there are a variety of ways for students to participate in community service through their academic programs. Academic service-learning courses, coordinated through the Center for Community Action and Service Learning, provide students with an integrative experience of course work and service. Students become active participants in learning by connecting the classroom with practical experience. Gonzaga faculty offered 132 service-learning courses in 2011-2012; 119 in 2012-2013; and 114 in 2013-2014.

The School of Education promotes service within its programs. Counseling students are involved in service at Sunnyside High School in the Yakima Valley. SOE counseling students have helped set up self-esteem seminars and career opportunity assessments for high school students in this highly diverse population. Special Education students perform community service in the department's Behavior Assessment Lab that provides free behavior analysis and interventions for young children from the Spokane community who have been diagnosed with behavior disorders. Physical Education majors have, for many years, volunteered to organize and conduct their yearly Day In Motion. This service activity provides a full day of fitness and fun activities to elementary students from Trinity Catholic School-a qualified high needs school in one of the poverty-stricken areas of Spokane. Teacher Education students participate in the Logan Saturday Literacy Program. This service program provides free individual tutoring on Saturday mornings to qualified low reading level elementary children from the Logan neighborhood surrounding the Gonzaga campus. The Shaw Connection program, sponsored by the Teacher Education Department, provides Gonzaga students service opportunities for tutoring and other educationally supportive activities at Shaw Middle School.

The School of Engineering and Applied Science focus on community service revolves around two activities. The K-12 Outreach activities brought over 530 students to SEAS during the 2011-12 academic year. Gonzaga Engineering and Computer Science students, faculty, and staff offered engineering labs with K-12 students and teachers involved in Girls Scouts, MESA (Math, Engineering & Science Achievement), First Robotics, and various classes and groups from area schools. The SEAS marketing coordinator works with community organizations and faculty to plan and coordinate lab opportunities and events at Gonzaga. A second community service opportunity is the Senior Design Project. Seniors must complete a year-long team project under the direction of faculty and an industry liaison engineer. Many of the projects have a service component. For example, one effort was the Spokane Waste Water Treatment Project that examined different methods to increase water reclamation for the City of Spokane. Another project worked with the Hanson Harbor Homeowners Association in Wilbur, WA to develop several arsenic removal techniques. These and other Senior Design projects are described on the Center for Engineering Design website. Center for Engineering Design and Entrepreneurship leadership meet with an industry Design Advisory Board and faculty to plan projects for the following year.

The School of Law houses three service programs:

1) [University Legal Assistance](#) (ULA) is a not-for-profit clinical law program. The Clinic is modeled after a general-practice law firm. Managed by faculty members, the Clinic gives students the opportunity to apply academics to legal practice.

2) The [Externship Program](#) provides students with opportunities for professional development, to obtain practical lawyering skills, to create or expand professional networks, and to assess and gain insight to the workings of the legal system. In an effort to further the school's mission of commitment to public service and social justice, students are only placed in programs that serve those in need within government entities and non-profit organizations.

3) Created in 2011, the [Center for Law in Public Service](#) supports the aspirations of students who study law in order to use their knowledge and skills for public service, whether they wish to make a full-time practice of public service law or promote the public good through part-time, pro bono legal work. The Center for Law in Public Service houses and hosts several programs at Gonzaga Law. These programs include:

- Moderate Means Program
- Thomas More Scholarship Program
- Weekly Public Service Brown Bag and Justice (PBJ) Forum
- Pro Bono Distinction for Students
- Public Service Funding Opportunities

In addition, Gonzaga Law students are required to complete 30 hours of public service for graduation. The public service requirement cannot be satisfied by hours for which the student also receives compensation, other monetary value, or academic credit.

The MATESL program includes five courses that require substantial community service in the form of attendance in local classrooms, individual, and group tutoring. These courses are: MTSL 401/501 Theory and Practice of Language Teaching; MTSL 480/580 Language Camp Practicum; MTSL 514 Literacy and the English Language Learner; and MTSL 503 Immigrant and Refugee Perspectives. All of these courses require practical experience with immigrants and refugees in the local area. When taught abroad, these courses require teaching English to the host community. The MTSL 580 course is a one-credit teaching experience in a language program offered free during the month of July on Gonzaga's campus to local immigrant and refugee children. 290 children were enrolled in the July 2013 program. Every MATESL student completes a 75-hour practicum teaching experience, and many students choose to do this at the Institute for Extended Learning, the Barton School, and other area ESL programs. The MATESL program also offers a free, year-round, community outreach ESL class, managed and taught by MATESL students. Consultation between faculty and local stakeholders in the ESL field guides the planning process for course-based service learning.

Within the Nursing program, community service is integrated into practicums that place students within the community. In NURS 315: Practicum I – Provider of Care, students complete health screenings at elementary schools as a part of their clinical experiences. In NURS 467: Practicum in Population-Focused Nursing, students complete a community partner project with their assigned community agency. These projects vary widely among clinical groups and from semester to semester. In Fall 2011, students completed the following service activities as part of these projects: conducted an assessment of factors associated with bullying in a low-income neighborhood, assisted with holding educational sessions on social determinants of health,

conducted a future-oriented needs assessment of hospice services for elderly individuals in adult family home settings, and held a "winter readiness" health fair for the downtown homeless and low-income population. In addition, students participated in several flu shot clinics for the Gonzaga community as well as throughout the Spokane community.

In NURS 464: Community Health Practicum for the RN-MSN students, students participate in community health projects that benefit the agencies with which they affiliate in their home communities. In each of the practicum courses in the MSN program, Health Systems Leadership track (NURS 631A, 632A, and 633A), students are required to complete a project that assists the agency /preceptor with whom they are working. The project also helps students to meet one or more of the American Association of Nurse Executive competencies.

Since the above community activities are more closely tied to program structure or course requirements, planning centers on educational need and establishing relationships with community partners. Many of these opportunities for students in the School of Education have developed as a result of on-going professional collaborations with local schools or community organizations. With the increased emphasis on community partnering between university teacher training units and P-12 schools or agencies providing out of, or after, school support activity, faculty are constantly open to new potential engagement. The School of Law's experiential learning requirement (clinic or externship) was added as a component of the now three-year-old old curriculum developed by the Curriculum Review Committee. The Center for Law in Public Service was developed by the faculty Public Service Coordinator in consultation with the Dean, the Assistant Dean of Students, and the Center for Professional Development. The Moderate Means Program was developed as a state-wide program in collaboration with the Washington State Bar Association and the state's two other law schools. Service projects that have arisen from program requirements have been approved by the School of Law faculty. The Student Public Service Liaison is a student employee who acts as a liaison between students, faculty, and agencies in the community. The liaison provides support for law students in their public service placements and develops and maintains relationships with agencies utilizing Gonzaga Law School public service students. MATESL plans its service requirements in consultation with faculty and local stakeholders in the ESL field (i.e. the Institute for Extended Learning, Spokane Public Schools District 81, etc.). Nursing community partner projects are planned each semester using a consultative process with the various community agencies at which students are placed for their practicum experiences. Elementary schools are chosen for clinical experiences and screening activities using a consultative process with school officials. The project that is undertaken in each of the practicum courses in the Health Systems Leadership track was created with the goal of "giving back" to the preceptors and agencies that agree to have MSN students in their facilities. In addition, it provides the students with opportunities to also meet one or more of their required competencies. Their projects are typically determined in collaboration with their preceptors and meet a need of the organization and/or preceptor, e.g., development of a sepsis bundle or creation of an ethics consultative process.

The MA in Communication and Leadership Studies includes service as part of its curriculum. COML 506, a course in Intercultural and International Communication, has a service-learning component that requires students to spend 15 or more hours working with a diverse population to develop the capacity for intercultural learning. These placements are all with diverse populations

e.g. second-language learning, homeless shelters, world relief, etc. In COML 516 Media Literacy, students complete a media literacy outreach project. This project requires students to engage with their local communities about the impact of media on our society. Projects include documentary screenings and discussion, blogs, and workshops. Students in COML 513, Communication, Technology, and Social Change, work with local nonprofits to create a multimedia project that helps the organization to communicate their message more effectively.

In addition to program level community service, several departments and schools sponsor activities for which students may volunteer. The Athletic Department involves student-athletes in weekly community service events involving organizations such as: Union Gospel Mission, Habitat for Humanity, Catholic Charities, Boys and Girls Club of Spokane, Sacred Heart Children's Hospital, and Boy and Girl Scouts. The Athletic Department works collaboratively with its student-athletes in identifying, planning, and executing weekly community service opportunities. Service plans are developed on an ongoing basis with consideration given to time of day, physical location, number of participants, type of service opportunity, and the population being served. The Student-Athlete Advisory Committee (SAAC), with supervision provided by Student-Athlete Support Services staff members, coordinates community outreach activities. School of Business Administration students participate in a wide variety of community and service learning opportunities such as: the Zag's Against Poverty project, the Justice for Fraud Victims project, and a tax outreach program. Planning for these activities occurs at the level of individual faculty members who provide oversight to student organizations. The School of Engineering and Applied Science coordinates K-12 outreach that brings over 530 students to SEAS during the academic year. Gonzaga Engineering and Computer Science students, faculty and staff offered engineering labs with K-12 students and teachers involved in Girl Scouts, MESA (Math, Engineering & Science Achievement), First Robotics, and various classes and groups from area schools. The SEAS marketing coordinator works with community organizations and faculty to coordinate volunteer events at Gonzaga.

Several departments in the College of Arts and Sciences provide volunteer opportunities for their students. The Departments of Biology and Chemistry and Biochemistry offer five programs.
- Science in Action – Gonzaga students participating in the Science in Action program are assigned to a local K-6 classroom and visit on a weekly basis to do science experiments that align with the district curriculum. Most activities not only emphasize the scientific content being learned in the classroom, but also the process of science itself. This program benefits participants in multiple ways — the K-6 students are excited to learn from college role models in their classroom, Gonzaga students learn about communicating and teaching science, and the K-6 teachers enjoy having different activities that enhance their curriculum and increase their students' enthusiasm for science.
- High School Science Mentoring– Gonzaga science majors are placed in a high school science classroom and assist with labs, student projects, and special programs. In the past year, GU students have been placed at North Central High School, The Community School, Gonzaga Prep, and Mead Riverpoint Academy.
- Science in Summer Program– The Gonzaga University Science in Summer! program invites five high school students and one high school teacher to join Gonzaga for a unique summer research immersion experience. Participants spend four weeks living on

the Gonzaga campus while working in a lab on an independent research project, with support from university faculty and pre-selected undergraduate mentors. As part of these paid internship positions, students will develop critical thinking and research skills, be exposed to potential careers in the sciences, and be part of a vibrant research community on a college campus. Gonzaga students who serve as research mentors are an integral part of this program.

- On Campus Field Trips – Gonzaga students can sign up to assist with facilitating science activities for visiting groups of K-12 students.
- Volunteering at local science events – A group of Gonzaga science majors have assisted at several local science events over the past year. Students often prepare activities for other students at these events (when appropriate). These events include: Science Olympiad, Science Bowl, Holmes Elementary School science night, Lab animals visiting local classrooms and the CCASL Scavenger Hunt Activity.

Planning is a collaborative effort between the Chemistry and Biochemistry and Biology departments. Some outreach programs developed out of the personal interest of particular faculty members, while others were prompted by a convergence of people with similar interests. More recently, there has been a concentrated attempt to focus outreach efforts on those programs that have proven to be successful, enriching for students, and feasible, given the needs of the departments. Some outreach programs are overseen by the Science Outreach Coordinator, while others are instigated and driven by other individuals or groups (such as faculty members or the Science Club).

Classical Civilizations students have worked to translate baptismal records (from 1854 through the 1930s) from Latin to English for the Salish tribes of the Eastern Washington and North Idaho regions, using archival records from the Jesuit's Oregon Province, which currently are stored as a separate archival collection in the Foley Library at Gonzaga. Plans for this activity arose through both a consultation process and a needs assessment of the program. The goal is to provide students with an opportunity to utilize their classroom skills (e.g. Latin translation) in a real world environment to the benefit of the wider community. In the case of the Latin/Salish archival project, the department was contacted by community members to provide translation service. Plans for a large-scale translation project are also moving forward through consultation with local and archival authorities, as well as with the students of the Latin Club, who have been involved in the initial translation activities.

The Department of Mathematics and the School of Engineering provide the Saturday Mathematics Tutoring Program. In this program, Gonzaga University mathematics and engineering students, as well as some from other disciplines, provide free tutoring to Spokane-Area K-12 students on the GU campus on nine Saturdays each semester from 10:00-11:30 am. Faculty from Engineering and Mathematics serve as the advisors for the program. They keep track of the Gonzaga student tutors. Participating students are managed by the community partner. This program has been in place since 2005 and has served as many as 75 students in a given semester. The students served come from all socioeconomic and cultural backgrounds. Some are accelerated students, while others are working to get up to grade level.

The Theatre Arts Dance Program offers two community service opportunities for students. ZagDance is a free after school dance program for area children from Logan, Stevens, and Garfield Elementary. Dance for Parkinson's is a partnership with the Center for Parkinson's, Spokane to provide dance classes designed specifically for patients with Parkinson's and their caregivers. The Strategies for Dance Instruction course visits the class at least once each semester to assist and to learn from teaching to this specific population. Boundless, the student dance club, provides student volunteers for each class as their service project.

Standards 4A & 4B: Assessment and Improvement
Assessment of student community service among the academic units is sporadic and underutilized. Although community service is valued as a component of the Mission, the tools to assess its impact on students, or the community, have not been developed to the extent that would provide meaningful data. Consequently, assessment takes place through informal feedback from conversations with partner organizations. Assessment is more likely to occur if the service is part of a student's program requirements.

Teacher Education requires a service-learning project as part of EDTE 101 Foundations of American Education. Students engage in a service learning placement and reflect on the experience through journal entries and group meetings. Additionally, students complete a synthesis paper that relates their respective service placements with course content and their personal, emerging, philosophy/vision of education. The experience provides students with the opportunity to explore the "blank slate myth" and relate it to the context of difference and diversity in schools. By providing meaningful service in the field, reflecting on this service as it relates to broader school and education issues, students will also be able to develop and articulate a more, well informed personal philosophy of education and understanding of the "self as teacher" that is critical to the context of the course.

Assessment of the School of Engineering Senior Design Projects is referenced in Core Theme 1 Objective 1 Indicator 2 (see page 171).

Law does not assess services related to University Legal Assistance, the Center for Law in Public Service, and the Public Service Requirements.

MATESL informally assesses community service through the use of reflective journals, invited comments, and feedback from students and stakeholders in the ESL field to determine the effectiveness of these service activities. Assessment of the July Language Camp related to MTSL 580 was part of a 2013 Washington State University doctoral thesis by Joan Johnston on the performance of third to sixth grade ELLs, comparing their performance in mainstream and sheltered classrooms. The sheltered classroom experience is the July Language Camp.

From her abstract, overall interactions were highest in pull-out groups and "Peer interactions were found to be highest in the sheltered English classrooms (Johnson, 2013, p. iv)." Table 50 compares interactions.

Table 50 English Language Learner Overall Interactions by Setting
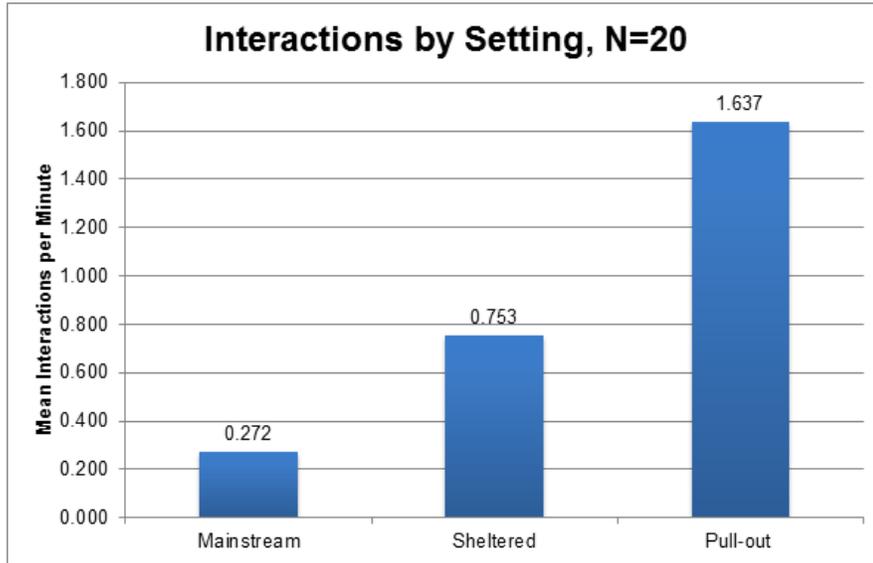
"The mean interaction rate for ELL students with their teachers was…45% higher when the students were in the sheltered ELL classrooms than when the same students were in the mainstream classrooms" (Johnson, 2013, p. 87).

Table 51 English Language Learner Teacher-Student Interactions in Mainstream and Sheltered Settings
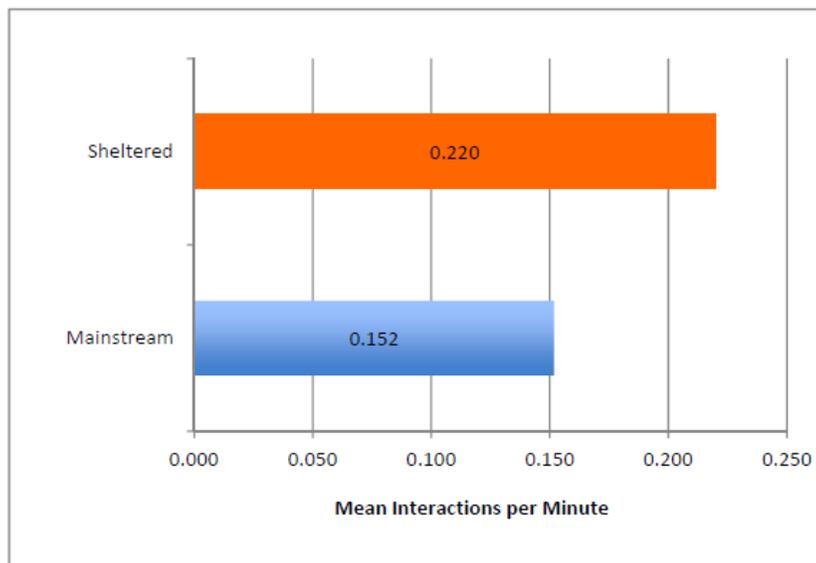

Figure 8. Teacher-Student Interactions in Mainstream and Sheltered Settings

The Nursing Department's community partner project is a major-graded assignment that also provides data about selected program outcomes. A rubric has been developed for grading this

assignment. Students are evaluated at the completion of each of the practicum courses using an evaluation tool. The project that the Health Systems Leadership students complete during each of their practicum courses is evaluated based on the objectives the student develops for the project with faculty approval. The student writes a summary of the project that includes an evaluation. The following questions are addressed: What are you pleased with in terms of the processes involved and the outcomes of the project? What went well? What would you do differently if you were to engage in a similar effort in the future? What were the key "take homes" for you in being involved in this project? Faculty grade the project based on the degree to which students met the stated objectives and the thoroughness of the student's evaluation of the project. The assessment of the community partner project in Spring 2012 led to the conclusion that the expected outcomes/benchmarks were not met for several components of the assignment (assessment, diagnosis, interventions, professional presentation). Course faculty discussed these findings and responded by using more case studies, and by requiring students to submit components of their community partner project periodically throughout the semester for feedback. In Fall 2013, all expected outcomes for the community partner assignment were met.

As Communication and Leadership Studies community service is program-based, assessment follows course rubrics that describe student expectations and requirements. For example, COML 506 details requirements for the service project that define minimum hours, professional conduct, agency evaluation, and the final paper. Students in COML 516 develop a community or organizational project that focuses on an area of media literacy that can help improve or enhance communication media practices, or understanding within the community. Feedback from students is incorporated into improving student learning experiences.

Given its specific focus on community service through the Student-Athlete Advisory Committee, the Athletic Department requests feedback from all student-athletes who participate in Department-sponsored service. Service events are proposed, promoted, and reviewed during bi-monthly SAAC meetings. Service opportunities are also assessed via semester-end feedback surveys administered by the Student-Athlete Affairs Coordinator, as well as through the yearly SAAC interview conducted by the Faculty Athletics Representative (FAR). Student-athlete feedback has allowed for the identification of new service opportunities throughout the Spokane community and has provided valuable insight regarding the experiences shared by student-athletes. This feedback has led to frequency, service type, supervisory, and support adjustments, as well the enhancement of certain partnerships within the Spokane Community including Boys and Girls Club, Juvenile Diabetes Research Foundation, and the ongoing toiletry collection initiative.

The Science Outreach Program, sponsored by the Departments of Biology, and Chemistry and Biochemistry, is assessed through pre and post surveys. All Gonzaga students who sign up for science outreach complete a pre-survey at the beginning of the semester and a post-survey at the end of the semester. The goal of these anonymous surveys is to evaluate students' attitudes towards science outreach, as well as identifying which components of the program were especially effective and which components of the program are in need of improvements. Primary grade students and upper grade students complete surveys to gauge the effectiveness of these programs. Teacher surveys also assist in the assessment of the science outreach programs.

Dr. Edward Vacha of the Gonzaga's Sociology department analyzes the completed surveys and develops a [Science in Action Evaluation Report](#). Dr. Vacha assists in the design of the surveys and compiles a statistical analysis of the assessments each year. This analysis helps to improve the science outreach experience for both Gonzaga students and community participants. The surveys include a qualitative component, which can be used for more immediate feedback and modification of outreach programs. For example, several Gonzaga students commented on the need for additional training in classroom management and working with students who are not fluent in English. As a result of these comments, the focus of the initial training workshop was modified to address these concerns. In addition, teachers and Gonzaga students who participate in the Science in Action program complete a review sheet following each lesson (for 8 lessons per semester), that asks them about successes and challenges in that particular lesson. The responses on these review sheets are used when planning subsequent Science in Action activities. Modifications may be minor such as changing the format of a worksheet, or more substantive such as changing the first grade weather unit to focus more on the water cycle. Comments from both Gonzaga students and participating K-12 teachers are constantly solicited and reviewed in order to improve the outreach experience for all participants.

The Classical Civilizations translation project is too new to have any meaningful results. Students are being trained to read 19th-century handwriting and prepared to do active translation. They will eventually be assessed on the accuracy of their translations from Latin to English.

As participation in the Mathematics Department tutoring program can vary from week to week, assessment of individual participants is difficult. Given the anecdotal accounts from parents of increased performance and mathematical confidence of their children, the service is providing great benefit to the community. Also as private tutoring is very expensive, having a free alternative helps families who could not afford tutoring otherwise. The GU student-tutors also express their satisfaction in participating in the tutoring. Most tutors report that it is a positive experience and many come back in the following semesters. A desired outcome is to provide a service opportunity on the GU campus that will appeal to mathematics, science, and engineering majors and provide a critical service to the community. Given the current need for mathematical skills in today's society and the deficiencies of many of the school-provided programs, it seems that the tutoring program has met the desired outcome. Even with the difficulties of assessment, improvements have been made. These include streamlining the check-in process and providing grade-specific rooms. The program has expanded from 3rd-12th to K-12, since younger brothers and sisters show up who could also benefit from the program. Policy changes have also been adopted. For example, parents do not stay in the rooms with their children while they are being tutored since that can interfere with the learning process. This change resulted from feedback from parents, students, tutors, and the faculty advisors of the program. Increased participation also defines program success. The program has grown from about 35 students tutored and 10-15 student-tutors to over 75 students tutored and 30-40 student-tutors in a semester.

The Theatre Arts Dance Program, ZagDance, assessment arises from the close relationship with not only Spokane Public Schools District 81, but with the counselors at each of the partner elementary schools. The teaching students email their counselor once a week about what was taught, and together they work to help the students. Student teachers are required to keep teaching binders that are turned in three times a semester. They are required to create their

weekly lesson plans and write reflections for each class. They are also required to attend peer classes, Dance for Parkinson's classes, and reflect on the teaching methods they witness. Dance for Parkinson's courses' effectiveness have been studied through the Mark Morris Dance Company, which provides the training, and through the Occupational Therapy Department at Eastern Washington University.

Student Development

Standard 3B Planning
Offices within the Division of Student Development create and coordinate multiple community service projects for students. These projects can be either voluntary or paired with service learning courses. The Center for Community Action and Service Learning (CCASL) coordinates with faculty to offer service-learning courses. Academic Service Learning courses now number approximately 100 sections per academic year with a total enrollment of about 1500 students. The CCASL website has more information on [Academic Service Learning](#). Service Learning at Gonzaga consists of four major components:

1. Integration of service and course work to create a circular classroom.
2. Faculty and community partners serve as co-teachers.
3. Students are active participants in and out of the classroom.
4. Reflection is used as a guide for class discussion.

These themes assist in integrating service into academics to achieve the learning outcomes for the courses and service. Another CCASL service project is the Coughlin Hall Living Learning Community, which is a partnership among Residence Life, CCASL, and academics. This connection provides a few linked 100 and 200 level service-learning courses as part of an intentional living learning community. CCASL directs [Mission: Possible](#), an alternative spring break program that hosts between 110 and 130 students on a weeklong service immersion at ten different sites around the country. Half of the sites reside in the Pacific Northwest with other sites spread across the rest of the country. This program began in 1999 and is modeled after the four pillars of the Jesuit Volunteer Corps. CCASL hosts seven youth [mentoring programs](#) that matches Gonzaga Students with youth in the Spokane Public Schools for weekly mentoring activities. These programs are named: Campus Kids, The Connections Program, SMILE, GAME, Earthbound, Project Eye to Eye, and Zag Study Buddies.

Planning for CCASL programs flows from its [strategic plan](#) completed in 2010. During that strategic planning process, programs were reviewed for their relevancy and decisions were made to reinvest or discontinue programs. Many of the historic program, such as Campus Kids, which have histories stretching back over 15 years, were started when a local agency approached CCASL with identified community needs and a willingness to partner together to meet those needs. The past two CCASL strategic plans have been influenced by best practices in the field of Civic Engagement such as [Andrew Furco's matrix](#) for service learning and CCASL's current strategic plan, which has a strong emphasis on assessment and empirical data. External funders also share in program planning.

Housing and Residence Life's main contribution to student community service stems from the Coughlin Hall, "Men and Women for Others" [Living and Learning Community](). The "Men and Women for Others" Community has been in existence at Gonzaga, in one form or another, for the last decade. The community was originally developed in partnership with CCASL, and that relationship continues. The current program is reviewed annually based on student interest in living in the community and anecdotal evidence from previous residents/participants. "Five Pillars" of Living and Learning at Gonzaga guide the program:

1. Faculty Involvement as Stakeholders outside the Classroom
2. Curricular or Class Connection
3. Special Engagement Programs
4. Exclusive Theme Specific Programs
5. Community Reflection Dinners

Community Advisory Teams (CAT) coordinate planning within Housing and Residence life to provide support in assessment, planning, and implementation. The purpose of the CATs is:

1. To give structure and sequence to Community Dinners
2. To provide guidance and feedback on community programs, initiatives, and issues
3. To promote self-sustaining communities with marketing, implementation, and assessment
4. To give Gonzaga faculty and staff an authentic and realistic opportunity to naturally engage with students who choose to live in a Living and Learning Community

In Spring 2013, CATs were created for four Living / Learning Communities:

1. Men and Women for Others
2. Cura Personalis
3. Cultural Encounters
4. Learns to Lead

The CATs met during the Spring 2013 and held a 2 hour "Living and Learning Summit" in early May that provided the foundation for planning the 2013-2014 academic year.

The Student Activities Office sponsors two service organizations for students, the Knights and the Setons. They partner with 1-3 community groups annually and supply 120 hours of service a week, and typically over $20,000 in fundraising. Planning begins with a joint meeting in which they discuss what local issues to address. Once this is decided, a request letter is sent to local agencies to submit an application. Those who feel they fit the desired criteria apply. The Knights and Setons receive guidance from their advisor and the CCASL staff on this process. Once the organizations are chosen, a plan is developed, in consultation with the agencies, and they begin their weekly service and fundraising activities. Each Knight and each Seton does two hours of community service per week with the partner. The groups also host two major fundraising events each year, the Charity Auction in October and the Charity Ball in February. In addition, the groups undertake a letter writing fundraising campaign for the selected organizations. All proceeds from these events are donated to the service partner(s). Service is usually organized and planned by service chairs from each organization who work with a contact from the agencies.

Standard 4A & 4B Assessment and Improvement
Within CCASL, the assessment of Academic Service Learning (ASL) occurs through end-of-semester course evaluations completed by students and community partners. All ASL courses are

evaluated using an online survey platform except for special education ASL courses. This practice has been continuous for over a decade. Data is collated and delivered to faculty before the end of the semester to assist in grading and to and confirm academic honesty regarding completion of the ASL course requirements. ASL course evaluation data has been compiled over multiple years, giving over 5,000 individual student responses to inquires about the effectiveness of ASL. CCASL assessed the entire campus's civic engagement in 2010 with the NASPA Consortium Benchmark Survey sent to all undergraduate students. Almost 2,000 students completed the survey. Results from the Consortium Survey have been utilized to gain deeper knowledge about student service. Almost all programs the Center for Community Action and Service Learning hosts have surveys for students to complete. It has been a multi-year process to revise CCASL surveys to include less satisfaction data and more data regarding student learning and student outcomes. Currently, the focus of CCASL programs is to measure the extent to which involvement with any or all of our programs affects students' vocation and career goals. More in depth methods used to assess some programs at CCASL include focus groups and one-to-one interviews. Most recently, student leaders in the Mission:Possible program were interviewed upon the completion of the alternative spring break immersion to determine if the program was clearly serving the mission of CCASL, which is to develop student leaders with an ethic of service and a lifelong thirst for justice.

The NASPA Civic Engagement data has been used to improve and inform practices at CCASL. While some of the data showed that Gonzaga was much higher than the benchmark, data in areas of youth involvement indicated a large gap in campus wide offerings that would allow students to be civically engaged in issues regarding the environment and immigration. CCASL has worked with other departments, such as Environmental Studies and University Ministry, to offer more opportunities in these two social justice areas.

Academic service learning evaluations have been used to make changes in both community partner lists as well as course offering changes. Specifically, PRLS 267, which had been a sophomore level ASL course for over a decade, was reexamined and eventually discontinued as a ASL course based on challenging data sets received from the community partners regarding the training and follow through exhibited by our sophomore students. After further investigation and dialogue with the communications faculty, the decision was made to no longer offer PRLS 267 as service learning, but instead to investigate senior capstone projects or internships as more meaningful and helpful to community partner agencies.

The Mission:Possible student leader interviews that took place upon completion of the immersion experience were used to make program improvements. One was a change in the fundraising model utilized with student participants. The interviews documented the excess stress and weaknesses with the existing model. A new model was instituted in Fall 2012 and was met with great success. New financial goals were developed and deadlines for fundraising were created. The second example of program improvement is the change in advisor training. Mission:Possible advisor training is a constantly evolving training plan that is influenced by the student coordinator's reflections and program needs. The advisor training was updated for Fall 2012 to include more interactive portions, dialogue, and student leader participation. Student leaders presented on segments of the training, met with their advisor, and talked about the philosophy and purpose behind the program. The service immersion coordinator presented on the

student conduct expectations, expanded on risk management, and on what to do in a crisis or emergency. Lastly, the interviews yielded information not gathered through other means, such as concerns about advisor placement. The interviews allowed students to feel comfortable enough to describe conflicts that arose due to faculty and staff advisors attending the same site year after year.

Housing and Residence Life assesses the "Men and Women for Others Community" through three categories that define the community as a place in which to:
1. Understand the relevance of Servant Leadership within the Jesuit Mission
2. Explore and actively pursue various ways to serve and lead those in need
3. Reflect on and engage in conversation regarding your role as a leader in and impact on the community

In 2012-2013, Housing and Residence Life developed an [assessment plan](#) that included quantitative and qualitative feedback. Each semester, students submit a "reflection paper" outlining their involvement in community service programs related to the Men and Women for Others Community. These papers will be reviewed for key themes related to outcomes and to determine the strengths and weaknesses of the program. Recent improvements based on assessment and consultation have included:
1. The development of the 5 Pillars of Living and Learning.
2. The separation of this Men and Women for Others program from a past program combining service and leading into the same theme.
3. Bringing together community dinners and reflection. These once were separate events. Student feedback in a focus group helped us to determine that this was not an effective use of student time and caused less participation, and decreased impact on both events.
4. The creation of a "certificate of completion" as an incentive for student participation in community dinners.
5. The creation of Community Advisory Teams
Efforts are currently underway to collect and assemble assessment data in distributable form.

Assessment of Knights and Setons activities occurs only informally and anecdotally. Students have commented on how they are changed as a result of service, and the community partners have noted how they are different as a result of Knight and Setons involvement.

Core Theme 4: Engaged Local and Global Relationships

Objective 1: The University develops and provides opportunities for service within the local community and regional area.

Indicator 2: Faculty and staff engage in professional and civic service in alignment with their areas of expertise and community interest.

Rationale: Gonzaga's mission of service does not end with student participation. Just as students do not exist only within the confines of the University, faculty and staff also find sustenance beyond the University. They, too, then share the mission's emphasis on "service for the common

good." The Jesuit focus on the care of the whole person underscores the importance of interpersonal, communal, and global relationships that are founded on a willingness to serve the community. Consequently, faculty and staff participate in the life of the local community by giving of their talents and expertise. Faculty community service generally derives from departmental or school affiliation. Community service for staff resides in opportunities their areas provide.

Standard 3B Planning
Faculty serve in countless ways that reflect the knowledge and expertise they bring to the local community. It is not possible to list all faculty service activities in this report. Faculty CVs offer ample evidence of the extent of faculty community service. Faculty serve on local boards, both private and governmental; they assist charitable groups; they work with community centers; they are officers of regional professional organizations; they donate their artistic talents; they oversee grants that have a direct community impact; they assist the local community in language translations. Faculty generosity is evident from across every academic unit within the University. Planning for service activities is a function of the level at which service is organized. Since most forms of faculty service derive from individual interests, there is no formal planning process that faculty follow to determine areas of service. However, planning is more formal when service is a function of a school or department activity.

The Foley Center Library hosts two projects that serve local literacy efforts and librarians in the region. First, Inland InfoLit was established following a series of conversations in which academic librarians, compositionists, and writing center directors in the Spokane area wondered how they could support each other and students involved in information literacy instruction and learning. What developed was a three-fourths day conference each fall, which in the last four years has become a widely attended and valued opportunity for both learning and sharing on this topic. Attendees, estimated at about 80 per year, come from Washington, North Idaho and Montana. Second, the Inland Northwest Council of Libraries (INCOL) provides two half-day seminars per year to support the continuing education and professional development of library professionals and staff in Eastern Washington and North Idaho. The most recent meeting was held in November 2013. INCOL serves those who work in public, academic, and special libraries. The INCOL website contains detailed evaluation data for recent workshops. Committees meet 4-5 times per year to plan for both events.

 The Mathematics Department sponsors, hosts, or helps to coordinate several math related events in the Spokane area. FIRST Robotics Competition is an international high school robotics competition organized by For Inspiration and Recognition of Science and Technology (FIRST). The mission is to motivate young people to pursue education and career opportunities in science, technology, engineering, and mathematics, while building self-confidence, knowledge, and leadership skills. Multiple faculty and staff volunteers from the Department of Mathematics and the School of Engineering and Applied Science assist at the event. Mathematics faculty also assisted at the FIRST Robotics Competition Regional Championships at Eastern Washington University. Faculty from the department co-chaired the Regional First LEGO League Competitions held at Eastern Washington University on January 12 and 13, 2013. Students and faculty from GU and EWU were primarily the volunteers. The competition involved young people (9-14 years-old) working as a team to program LEGO robots to overcome a set of

challenges on a large, table-size field of competition. Planning for these events occurs in collaboration with community partners and other sponsors at monthly meetings on the Gonzaga campus. Gonzaga hosted the competition in December 2013.

Faculty from the Department of Chemistry and Biochemistry participate in several science-related events in the local community. Step into STEM is an event designed to increase interest among high school students in Science, Technology, Engineering, and Mathematics. Faculty organize outreach activities for the Spring semester with high school or middle school students, e.g. May 18, 2012 with St. Dominic's Girls School (Post Falls, ID) and May 17, 2013 with Centennial Middle School (Spokane, WA). Students come to the Gonzaga campus and perform the synthesis of nylon and polyester polymers in the general chemistry laboratories in Hughes Hall.

Science in Action, described in Core Theme 4 Objective 1 Indicator 1 (see page 307), is another outreach program that faculty oversee. The general goals of the program include:
- Increasing scientific literacy in the community and increasing student enthusiasm for science.
- Encouraging science majors to consider science education as a career option
- Helping pre-service teachers to be more confident in their science teaching abilities.
- Building bridges between local public schools and the Gonzaga science departments

The Science in Action program has evolved over the years in consultation with Gonzaga faculty and staff, Spokane Public Schools administration, and local classroom teachers. The timing of classroom visits is based on Gonzaga's schedule of eight weeks of classroom visits during fall semester and eight weeks of classroom visits during spring semester. The school district curricula determines the theme of the science activities done in the classroom. All activities are designed to complement the science curriculum at the particular grade level. The Science Outreach Coordinator at Gonzaga plans and prepares the weekly activities.

The Step into STEM is organized by AmeriCorps and planning occurs outside of Gonzaga. Faculty plan other outreach projects in consultation with local teachers and, when necessary, faculty from Gonzaga's School of Education.

Other faculty community service stems from grant-funded projects. Modern Languages has launched Startalk, an initiative to provide summer Chinese language courses in Spokane for the elementary, middle, and high school levels. This initiative has been the result of grant funding, and has been ongoing for the last four years, during which about 60 middle and high school students have enrolled in summer Chinese courses. In the summer of 2012, the program added an elementary school program that attracted 30 students. 2013 saw the program expand to its target number of 60 participants. In addition to the students served by this program, it has provided a training opportunity for about a dozen Chinese teachers to improve their teaching. It has also been a relationship-building and outreach opportunity that has fostered connections between the university's Modern Languages Department and area schools. Since the initiative is grant-funded, planning for the activity is essentially a function of the grant proposal process. The funders require a detailed description of the proposed program that indicates planning at all levels: marketing and recruitment of students, program administration, curriculum design,

establishment of appropriate learning outcomes, incorporation of best practices, teacher training, and assessment. The initiative, to date, has been a coordinated effort of the Department's Chinese instructor and the Department Chair.

University staff also donate their time to community service. With prior supervisory approval, regular employees who perform community service are granted up to one-half day with pay per calendar year. As with faculty, individual interest determines much of this service. However, staff participate in service activities organized within their specific areas. Athletic Department staff engage in a variety of professional and civic services based on the area of expertise. Many of the opportunities revolve around the National Collegiate Athletic Association, West Coast Conference structure as well as other professional organizations. Campus Public Safety and Security worked with a task force of key stakeholders in an intentional, collaborative, and proactive effort to address safety and other issues in the near Logan Neighborhood. The task force meets twice a year, once in early August to plan for the Fall semester and once in early March to plan for the Spring semester. Staff members from the Center for Community Action and Service Learning serve as members of local organizations that reflect the Center's work in areas such as youth mentoring, environmental issues, and serving people with disabilities. The Staff Assembly, the main staff organization on campus, organizes other service opportunities. The Staff Assembly focuses most of its community outreach through two programs. One is the CARES initiative, which is an internal program designed to assist Gonzaga Staff or Faculty who need help during sickness, family emergencies, etc. The second outreach program is the annual United Way campaign. Gonzaga has participated in this campaign for many years, and the Staff Assembly works to increase participation each year. The Staff Assembly plans for the CARES program through coordination of staffing and volunteers. The goal is to ensure that someone on staff is in charge of the program and that requests are handled in a timely fashion. The Staff Assembly plans for local outreach through the United Way campaign by partnering with United Way staff. Each year, the United Way communicates their timeline to the President of the Staff Assembly who then coordinates the council's efforts to implement the campaign into GU. The United Way communicates their needs through data compared year to year.

The Marketing and Communications area provides numerous and varied opportunities for faculty and staff to engage in professional and civic service primarily through the Community Relations and Media Relations functions. Strategic outreach to the local, regional, and national media brings faculty and staff expertise to the attention of journalists and editors seeking informed perspectives on a wide variety of topics and issues. Community Relations supports a number of community organizations and initiatives through sponsorship of programs, activities, and events. Faculty and staff are invited to represent the University at such programs by attending events and interacting with members of the community. Sponsorships are selected based on a set of criteria that consider whether the organization or cause aligns with the institution's interests. Women Helping Women Fund Benefit Luncheon, Krista Foundation, YWCA, Unity in the Community, Hire Ability Day, and the Mayor's Leadership Prayer Breakfast are among some of the organizations sponsored in the past. Opportunities to engage with community-based programs are also present through partnership initiatives organized through Community Relations. In these instances, Gonzaga's expertise serves a variety of local initiatives and causes. Connected to Gonzaga's 125th Anniversary, the University increased its involvement and presence in high-profile community events, including hosting a booth at Hoopfest (a community 3-on-3 basketball

festival), staffing a water station at the Annual Bloomsday Run, participating in the parade at First Night Spokane, and more. The Community Interaction Report gives additional details of community involvement. Faculty, staff, and students were recruited to volunteer at these events as representatives of the University. These activities are planned through guidelines for sponsorship and partnership activities, which include ways to evaluate existing and new opportunities.

University staff in Alumni Relations work with Alumni Chapters across the nation to coordinate service projects in local chapter areas. While not explicitly staff community involvement itself, these projects would not take place without the efforts of University staff. Chapter projects include Spring Cleaning in Anchorage, Charity Bike rides in Boise, Food Bank work in Las Vegas, and Rebuilding Together in New Orleans. Fall of 2013 completed a fifth year of alumni service work in New Orleans. Plans for service projects are made in collaboration with chapter leaders across the country. Typically, a chapter leader will recognize a need for service in their community and work with the Alumni Office to gather support of fellow alums to enact the service.

Plant Services, in conjunction with University Purchasing, donates surplus University equipment and furnishings to local charities, schools, and other non-profit organizations including Union Gospel Mission, Teen Challenge, Clarkston and Riverside School Districts, Volunteers of America, Pend Oreille Bible Camp, and Mary Queen Parish Church.

While Plant Services does not formally create service opportunities, Plant Services employees donate time and expertise to other entities, such as Habitat for Humanity and neighborhood clean-up projects. Employees serve on City Boards and are involved with Neighborhood Community Development organizations and planning committees, as their interests dictate.

Standard 4A & 4B Assessment and Improvement
While community service is valued and derives from the University's mission, assessment is sporadic, given the individualistic nature of much of the service. Generally, no formal mechanisms are in place to assess the impact of faculty and staff community service. Assessment of faculty community service falls within the guidelines established for Promotion, Reappointment, and Tenure. The *Faculty Handbook* notes "service to the larger community" as an element of evaluation within the category of academic citizenship and service. Individual academic departments and programs determine the specific context for evaluating faculty community service. Evaluation criteria appear in department or school guidelines for Promotion, Reappointment, and Tenure. Recommendations to individual faculty from department or school evaluation committees would shape improvements. Service programs organized within an academic unit are more likely to be assessed. The Foley Center Library assesses its Inland InfoLit and INCOL service activities through program evaluation forms given to those in attendance. Planning committees use the responses to the evaluation forms to plan the next event with regard to speakers, venue, and topics. Detailed evaluations for INCOL can be viewed at the INCOL website. The Inland InfoLit website provides more information on its activities and programs.

The Mathematics Department uses short surveys to assess the effectiveness of many of its community programs and make adjustments to future offerings. Participants in the tutoring program are regularly surveyed. A Parent Survey from Fall 2013 shows general appreciation for the tutoring program. Feedback is used to plan future activities to best serve the students. For example, it was discovered through these surveys that the material was too easy for some and too difficult for others. As a result, students were tested and then split into categories so that each student is grouped with students at a similar level. In 2012, an outside reviewer evaluated the tutoring program, giving it high marks. Student and parent feedback from other activities, such as the FIRST Robotics competition have also served as indicators that it is a valuable program for students.

Assessment of the impact of faculty service in the Department of Chemistry and Biochemistry occurs through surveys given to students who participate in the outreach programs. Surveys contain pre and post questions to judge the level of student self-evaluations related to the specific task. Within the limited parameters of student self-assessment, surveys indicate general success of the outreach programs.

Assessment of the Science in Action Program is discussed under Core Theme 4 Objective 1 Indicator 1 (see pages 311-312). Table 52 shows a general breakdown of participants in the 2012-2013 academic year.

Table 52 Science in Action Program Participants during 2012-2013 Academic Year

	Science in Action! classroom volunteers (science majors + pre-service teachers)	Number of elementary classrooms participating in *Science in Action!* (average class size = 24 students)
Fall semester 2012	28	15
Spring semester 2013	54	19

Grant-funded service programs are more fully assessed. The Modern Language summer Chinese language program undergoes a full assessment. The funders require an explicit assessment plan, including proficiency testing, portfolios, student self-assessment, a site visit by outside observers who are experts in second language acquisition, a student survey, and a focus on continuous improvement. All of these assessments are incorporated into a final report, and the results of assessment must be addressed in subsequent grants in order to secure future funding for the program. In 2012, the site visitors indicated that program instruction wasn't sufficiently differentiated at the middle school and high school levels. As a result, the program for summer 2013 had smaller class sizes, more separation of students by age group, and course themes tailored to the different age groups. The 2013 site visit attested to the overall success of the program with recommendations designed to strengthen the program in future years.

Assessment of staff community service follows a similar pattern as for faculty. Individual service is not regularly assessed, although service may be referenced in staff performance evaluations. Assessment occurs more frequently for service programs developed within a particular area. For example, the Campus Safety and Security Program to address safety and security issues led to a reduction in crime and nuisance issues in 2012-2013 when compared with 2011-2012. The Task Force [Fact Sheet](#) details these reductions. The Center for Community Action and Service Learning measures the success of staff community service through the grant dollars acquired for new partnerships. These grants have enabled CCASL to continue its community work. Marketing and Communications bases its assessment on the fulfillment of specific goals and objectives incorporated into the Marketing & Communications and Community Relations plans and the analysis of the impact of each individual program or project effort. Measurements usually focus on the value of the activity – whether a strong partnership was established or enhanced, or whether the audience was reached or the desired visibility gained? Importantly, assessment also includes evaluation of messages delivered through the activity. Did the activity further understanding of Gonzaga's role and value in the community? Community Relations and other Marketing and Communications staff members meet with on-campus populations involved in the program and conduct a debriefing of each activity, reviewing the essential components of the program, considering whether it provided a good match of staff/faculty interests, and if the needs of partners were attained.

Marketing and Communications program assessment examines the fulfillment of specific goals and objectives incorporated in the Marketing & Communications and Community Relations plans, and analysis of the impact of each individual program or project effort. Assessment considers several areas. Engagement numbers, including such things as numbers of volunteers recruited, number of people who are reached, readership/viewership of media outlets, and the like, help to assess a program's impact. Attendance is tracked at Guild meetings with sign-in sheets. Quality measurements usually focus on the value of the activity – whether a strong partnership was established or enhanced or whether we reached the audience or gained the visibility desired. Assessment also includes evaluation of messages delivered through the activity. Did the activity further understanding of Gonzaga's role and value in the community? How do we know?

Community Relations and other MarCom staff members meet with on-campus populations involved in the program and conduct a de-brief of each activity, reviewing the essential components of the program and considering whether or not it provided a good match of staff/faculty interests and the needs of partners was attained. In an era of shrinking resources, the question at the conclusion of every program becomes – "is this a good use of institutional resources?" Such factors, as the enthusiasm of staff and faculty staff, are significant considerations in every assessment. Because Community Relations is a long-term reputation development strategy, it is expected that repeating the survey of business and civic leaders will occur in 2014 or 2015.

Alumni Chapter service projects are assessed by the organization receiving the service. Chapter leaders and Alumni Relations personnel communicate with the service organization at the conclusion of the service project to determine if the desired work was completed and what can be done to improve future service projects.

Volunteer civic or service activities by Plant Services staff are not tracked by Plant Services, except to the extent that approval is required for time off taken as 'community service' hours. The donation of surplus property is not assessed.

Conclusion Objective 1
The Mission Statement's assertion that Gonzaga educates its students for "service for the common good" reveals the importance the University places on community involvement. However, this attestation toward service requires a practical outlet if it is to have any real significance. Gonzaga's students meet an array of service opportunities. Student participation in community service and/or service-learning is broad, varied, and significant. Whether organized through Student Development or academic units, service activities cast a wide net. Students are able to choose from many different service oriented programs. Assessment occurs more readily in those service events that have a specific sponsor. CCASL programs are an example. To assist students, faculty use Academic Service Learning to complement the in-class experience, and to connect course content to concrete situations of service.

Faculty and staff also contribute to the mission's commitment to service. They give generously of their time in service to the community. Staff are able to use service hours through Human Resources to participate in service activities. For this reason, service data for staff is more reliable. Faculty serve individually or through department sponsored events. However, data on faculty service is not systematically collected across the University. Consequently, results are inconsistent. Given the predominately individual nature of their service, assessment of faculty and staff community involvement is not systematic or well organized. Faculty reappointment, promotion, and tenure procedures offer a form of assessment, but this, too, reflects an individual perspective.

Core Theme 4: Engaged Local and Global Relationships

Objective 2: The University develops and provides opportunities for international engagement on campus and for faculty and students to participate in education abroad programs.

Indicator 1: Gonzaga supports international students and faculty coming to campus.

Rationale: The global reality facing higher education extends beyond the traditional notion of study abroad. As valuable as the study abroad experience is, global awareness also requires an international presence on campus. International students and faculty also contribute to the life of the University.

Standard 3B Planning
The Center for Global Engagement (CGE) is responsible for establishing and operationalizing administrative guidelines that support Gonzaga's students, faculty, and staff around the world. The CGE supports international students and faculty at Gonzaga to assist in providing a meaningful experience during their time in Spokane. The CGE works with campus service providers (housing, security, student recreation, offices within Student Development, etc.) to

both provide specialized support for international students and scholars, as well as enhance how the GU community in Spokane interacts and treats visiting students and scholars. The Center oversees the operation of the Office for International Student and Scholar Services (ISSS) and closely collaborates with its own English Language Center (ELC), and other academic departments that are integral supports for international students and faculty coming to campus. ISSS collaborates with Deans and the Office of Admissions to establish and maintain recruitment goals and processes for international students coming to Gonzaga. ISSS provides a range of services for international students and faculty. These include: transcript and degree evaluation, application processing, immigration documentation, academic advising, housing assistance, and workshops on immigration, employment, and taxes. Since the English Language Center plays an important role in attracting international students to Gonzaga, supporting those who need additional preparation to succeed in the U.S. academic environment before entering a degree program, ISSS works closely with the Center. Together with the English Language Center, the ISSS attracts international students and scholars to Gonzaga, provides the support and guidance necessary to host a community of international scholars and students, and works to integrate them into the daily life of our Spokane campus.

Each spring, the ISSS office consults the academic and student life calendar to schedule fall and spring ISSS events and activities for international students. These include: arrival dates, the international student orientation, Optional Practical Training (OPT) and Curricular Practical Training (CPT) workshops, activities/socials, graduation celebration, employment workshops, advising dates, and the yearly tax workshop. CPT and OPT are workshops for students with F-1 visas who may want to work off campus during their studies or during the one-year period after graduation. Students unable to attend the workshops can schedule an OPT appointment with an ISSS staff member who will take them through the process. ELC activities are planned based on regional activities and occasional surveys of students. In addition to coordinating academic advising for international students with academic departments across Gonzaga, the ISSS also provides specialized advising to departments seeking to improve the retention and recruitment of international students to their programs. ISSS also advises the broader Gonzaga community on how to better integrate international students into the University community to make Gonzaga a welcoming place for students from around the world.

The English Language Center provides pre-arrival information, offers assistance navigating housing options, and offers airport pickup service to help visiting students and scholar arriving to campus. The ELC provides a week-long Orientation that includes assistance with opening bank accounts, obtaining Washington State ID cards, a Spokane tour, and an information on public transportation tour to assist students in transitioning to Spokane. During their first semester, ESL students participate in a Topics in American Culture course that serves as a follow-up orientation, exposing students to expectations in the U.S., American classroom culture, and campus resources. The ELC offers weekly activities designed to increase interactions with Americans and get students involved in the local community. The ELC also coordinates weekly conversation circles where domestic students and English as a Second Language (ESL) students meet and converse in English one hour per week. Finally, the ELC's Tutoring Center is open four days a week to offer academic assistance to language learners.

Seventy-nine international students (59 undergraduate and 20 graduate) were newly enrolled in the University in the fall and spring of 2013. International students accounted for 5% of undergraduate admissions in 2013.

Standard 4A & 4B Assessment and Improvement
ISSS utilizes student feedback from evaluations provided after each event to assess the work of ISSS and find ways to improve. Feedback from workshops is verbally collected, formed into notes, and used to inform other similar workshops in the future. Graduating students take a survey in May. The survey results are utilized to create improved programming for the next year. Assessment also occurs in one-on-one meetings with ISSS staff members to confirm completion of the application packet, evaluate documents, make copies, and ensure students have everything they need to receive OPT approval. During the ISSS re-structuring, current international students were surveyed and asked for suggestions/feedback on what additional services they would like ISSS to provide. One specific finding was that graduate students were not receiving as much support as they would like. For example, students wanted more assistance in finding jobs after they graduate (while on OPT). As a result of this feedback, ISSS created a position dedicated to assisting graduate and PhD students from pre-arrival to graduation. ISSS works closely with the Career Center/GAMP to provide workshops to students on resume building, ways to find jobs, and OPT/CPT workshops throughout the year. In addition, ISSS administers surveys pertaining to interest/needs for the Tutoring Center and monitors clients' interaction with the Center.

The English Language Center employs an in-depth assessment system that tracks variables such as student test scores, attendance, class participation, and other factors that indicate future academic success. The English Language Center also conducts an activities survey to gage student interests. ELC New Student Orientation includes an assessment to ensure that students have retained key immigration and regulatory information. The majority of the Topics in American Culture classes include an assessment activity and the overall course requires students to complete a passport workbook. Student feedback from the Topics in American Culture class has led to the inclusion of different topics and refining presentations.

The Assistant Academic Vice President for Global Engagement is developing an international student marketing strategy to guide Gonzaga's efforts in attracting international students. While still in nascent form, the AAVP for Global Engagement presented an International Marketing Update to the Council of Deans in Dec 2013. The Center for Global Engagement will work with Schools to see which programs could benefit potential international populations, what regions of the world would Schools most like to encourage recruiting efforts, and what strategies would assist in program development for international students.

Core Theme 4: Engaged Local and Global Relationships

Objective 2: The University develops and provides opportunities for international engagement on campus and for faculty and students to participate in education abroad programs.

Indicator 2: Gonzaga sponsors faculty and students to participate in educational experiences abroad, including academic service projects, internships, faculty-led and semester study abroad programs.

Rationale: Study abroad is a critical component of the Gonzaga experience for both students and faculty. Gonzaga's mission statement to foster "intercultural competence" and "global engagement" reinforces the global context of higher education.

Standard 3B Planning
The Center for Global Engagement oversees the operations of the Study Abroad Office, and closely collaborates with academic departments that are integral supports for students participating in educational experiences abroad. Current projects include: the development of an International Travel Policy and Registration process to mitigate risk and track University related international travel for security purposes; working with the Study Abroad Office to create a program policy that will establish clear guidelines through which students will be approved for "sponsored" participation in study abroad programs not run through GU; and developing a Faculty Led Study Abroad Program Proposal and Vetting Process. The CGE advises deans and department chairs on best practices and approaches for integrating these experiences into their curricula.

In 2011-2012, 525 Gonzaga undergraduate students studied abroad, a 20.7% increase over the previous year, and a 111% increase over the past decade. Fifty-eight graduate students and twenty-six Law School students studied abroad during the same period. Italy remains the most popular destination among Gonzaga students due to the Gonzaga-in-Florence program. Celebrating its 50th year in 2104, the Florence program is Gonzaga's flagship study abroad opportunity. Operating from its own campus building, students have access to wireless internet, a full-time Student Development staff, and extensive travel opportunities. Volunteer and internship options are available to Florence students. The Florence program has developed its own set of objectives and goals. However, students have other study abroad choices. Faculty Led Study Abroad programs are indicative of a growing interest in international education. From a small beginning, Gonzaga has offered 17 faculty led programs over the past few years. Students can also choose from Gonzaga's extensive list of sponsored programs.

Perhaps reflecting cost factors, semester and summer Study Abroad Programs at Gonzaga University have increased dramatically over the last ten years while participation in academic year programs has declined. According to the Open Doors 2011 Report on International Education Exchange released on November 14, 2011, among all Master's institutions in the U.S., Gonzaga ranks tenth for the total number of students who studied abroad for the academic year in 2009/10. Internships and service-learning opportunities have recently been added to study abroad. With a newly hired Director of Study Abroad, general planning in Study Abroad began with a needs assessment that investigated countries that students were consistently asking for what interest faculty had in those countries. This review led to the establishment of Study Abroad Country Priorities. The analysis also investigated other universities that offered study abroad in a variety of academic fields to determine if they would meet our academic rigor. Programs were reviewed for housing, risk management, and other needs to determine universities with whom Study Abroad would consider developing partnerships. Additionally

Study Abroad started to select internships and service-learning programs that were being requested during the needs assessment.

Gonzaga offers a direct student [exchange program](#) that allows a Gonzaga student to enroll directly into a foreign university for a semester or full year at the same cost the student would pay at Gonzaga. Currently, students may choose from nine exchange programs. Students from the exchange schools may also enroll at Gonzaga. Data shows that eleven Gonzaga students were in the program in 2010-2011; five in 2011-2012; and nine in 2012-2013. For the same periods, twelve foreign exchange students attended Gonzaga in 2010-2011; seven in 2011-2012; and ten in 2012-2013.

Standard 4A & 4B Assessment and Improvement
While data exists regarding the numbers of Gonzaga students enrolled in global education experiences over the years, formal assessment of courses, internships, and other study abroad opportunities has not been systematically addressed. The new Assistant Academic Vice President for Global Engagement and the new Director of Study Abroad are in the process of designing assessment tools to evaluate student experiences in global education and study abroad programs. A student satisfaction survey is under construction and should be in place for students in Spring 2014 study abroad programs. A Global Engagement Advisory Committee is being organized to assist the CGE. The Committee will:

- Review and make recommendations about proposed Faculty Led Study Abroad Programs
- Ensure that Gonzaga's international programs are well-defined and routinely assessed
- Examine the regional and national diversity of Gonzaga's international programming, and recommend strategies for engaging specific international locations
- Consider and recommend proposals for policy concerning global engagement

The Assistant Academic Vice President for Global Engagement is currently developing a [reorganization plan](#) for the Center for Global Engagement. The plan suggests a more integrative approach to international education across institutional, curricular, and administrative levels. Gonzaga's commitment to international education and study abroad will only deepen as these efforts continue to expand.

Conclusion Objective 2
Building on the foundational work in which the Center for Global Engagement's ISSS and English Language Center engages with international students and faculty, Gonzaga is increasing efforts to "internationalize" the campus. The establishment of the Center for Global Engagement and the hiring of an Assistant Academic Vice President for Global Engagement gives Gonzaga the institutional and administrative capacity to increase international student enrollment, as well as to bring more international faculty to campus, while more intentionally integrating returning study abroad students into the on-campus community. Specific plans are being developed to operationalize a marketing strategy to increase the international presence on campus. The strategy will address recruitment and programmatic issues that affect Gonzaga's ability to bring international students and faculty to campus. In addition to the new position of Assistant Academic Vice President for Global Engagement, the University hired its first professionally trained Director of Study Abroad. This has led to an in-depth analysis of the structure and

operations of the Study Abroad office. Responsibilities have been more clearly defined and efforts are underway to systematize many of the policies and procedures of Study Abroad. As the importance of students' desire for a study abroad experience becomes more apparent, Gonzaga is working to increase these opportunities for students. One goal is to integrate more fully a student's plans for study abroad with his or her academic needs. As a work in progress, the University hopes to improve its study abroad offerings and program assessment.

An additional recognition of Gonzaga's global efforts and capacities is the invitation from the Opus Prize Foundation for Gonzaga to host its 2014 prize. The Foundation identifies, honors, and supports the work of faith-based, entrepreneurial, sustainable humanitarian leadership globally. This event, in October 2014, will be an opportunity for the University and the Spokane community to connect with global leaders and their work and to potentially carry those connections into the heart of our internationalization efforts.
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Chapter Five
Mission Fulfillment, Adaptation, and Sustainability

Executive Summary of Eligibility Requirement 24

24. *SCALE AND SUSTAINABILITY: The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.*

Gonzaga University's ability to fulfill its mission and achieve its Core Themes relies on a continuing level of operational scale consistent with the University's expectations. Gonzaga welcomed its largest ever first-year class in the fall of 2009, the year when undergraduate population reached a level that has been maintained for the past four years. With the increased and now steady undergraduate enrollment, and strategic management of its graduate programs to meet targets for credit hour production, Gonzaga has improved its institutional capacity to meet its present and future needs. Additional faculty and staff have been hired. New residence halls have been built and a new student center is under construction. Diligent financial planning and budget preparation sustain these efforts. Sufficient resources exist to address mission fulfillment and achievement of Core Themes.

Standard 5A: Mission Fulfillment

5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

Building on the goals expressed in the University's most recent Strategic Plan, *Vision 2012*, and recognizing the need for continuous improvement, Gonzaga University is implementing more systematic methods of assessment. Assessment establishes a context that allows for the integration of Mission Values, Baccalaureate Goals, and Core Themes into the practical life of the University. The holistic interconnection between the newly revised Mission Statement, Baccalaureate Goals, and Core Themes guides the University's efforts to fulfill its educational mission. The development of a new Strategic Plan rests upon this web of interconnected relationships as do current approaches to assessment.

As assessment with ensuing improvements complete an iterative reflective cycle, the University's planning has become increasingly attuned to the importance of assessment and the need to foster evidence-based decisions. Thus, areas within the University have worked to tie together their efforts at planning, assessment, and improvement. This work should not imply that assessment is a new concept or that the University has never developed assessable outcomes. Rather, the University has become more deliberate in seeking to understand and evaluate its efforts to align mission and performance with identifiable outcomes. The new strategic planning process utilizes a balanced scorecard approach to assist in planning and to ensure that the University's operations are aligned with the mission. The Core Themes guides this process. In

addition, the balanced scorecard includes performance measures or metrics that connect actions to outcomes, which can be used in assessment. In addition to assessment's role in strategic planning, other areas of the University have initiated well-defined assessment methods to evaluate program or learning outcomes.

Academic units have developed program level student learning outcomes for which they have an annual assessment plan. Yearly assessment reports provide an evidence-based focus for programs to evaluate curriculum, pedagogy, and requirements. Human Resources employs a management system that facilitates regular assessments of personnel in annual performance evaluations. The various offices in the Division of Student Development have established [assessment plans](#) and program outcomes that seek to determine effectiveness across areas such as: Housing and Residence Life, the Parent and Family Office, Campus Safety and Security, Student Activities, and Service Learning. These examples indicate the value placed on assessment and the need to engage in reflective analysis of the information assessment provides. The University continues to monitor and improve its assessment practices in light of the expectation of mission fulfillment.

5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

The Core Themes, in relation to their objectives and indicators, shape the contours of mission fulfillment. They constitute the structure that supports and directs assessment. The benchmarks associated with each indicator of achievement serve as the concrete formulation of mission fulfillment that assists the University in evaluating quality and effectiveness. The summaries below of each Core Theme attest to the University's commitment to assessment and the willingness to examine the challenges assessment reveals.

Core Theme 1: Exemplary Teaching, Learning, and Scholarship

Exemplary teaching, learning, and scholarship presuppose one of the central aspects of the University's life– the relation between students and faculty. Each element of this Core Theme exists in tandem with the others; they are not and cannot be disconnected. Teaching, scholarship, and learning form an interlocking relationship between students and faculty in which the three elements of this Core Theme belong to both partners.

Assessment of Core Theme 1 shows that most benchmarks were attained. The University Core diverges from this pattern. The assessment of the University Core in 2012-2013 indicates a decline in achievement from 2011-2012 in the areas of written communication and critical thinking. Although the decline was significant, the 2013-2014 University Core assessment may offer additional information to interpret the results. The divergence may have arisen due to differences in norming faculty evaluators in the use of the rubric or from the student artifacts themselves. The University Core Director and the Faculty Director of Assessment have examined these results, which were also presented to the faculty at the LeAD conference in October 2013. The Core Director will work with faculty to suggest ways to improve student learning in these two core outcomes, and will set up structures to collect and publish faculty

responses to this inquiry. In those instances where individual academic unit program benchmarks for student learning outcomes were not met, assessment reports for 2012-2013 show that most program faculty have met to discuss the results and develop plans for improving student learning. The explicit alignment of student learning outcomes with assessment methods and results gives faculty direct insight into their program. Thus faculty are able to "close the loop" in addressing improvements to increase student learning. Data for courses with interfaith, interreligious, and intercultural content is not clearly delineated. Thus the benchmark was not met with a degree of specificity that would allow for some clarity on how many courses are offered in these areas. Remaining benchmarks for Core Theme 1 show a faculty engaged in teaching and presentation of their scholarship. In addition to the regularly scheduled reappointment reviews that address teaching, faculty participate in activities related to teaching. Significant numbers of faculty publish and present at professional conferences. Students also benefit from the focus on learning as they are able to assist faculty in research and to take advantage of internships. Although the benchmarks for student participation were met, the University recognizes the importance of research and internship opportunities for student success. Efforts need to be undertaken to improve student access to research and internships.

Table 53 shows all the objectives, indicator, benchmarks, results, and assessment for Core Theme 1.

Table 53 Core Theme 1: Exemplary Teaching, Learning, and Scholarship

Objectives	Indicators of achievement	Benchmarks	Results	Assessment
Objective 1 Undergraduates achieve the Baccalaureate Learning Goals	1) Students demonstrate the knowledge, skills and abilities identified in the learning objectives for the university core	70% of graduating seniors will be able to meet or exceed Milestone 3 on the AAC&U VALUE Rubrics for Oral Communication and Written Communication.	2011-2012 Results from Written Communication rubric: **72.4%** of students met overall expectations at either Milestone 3 or Capstone 4 standards.	Benchmark attained
			2011-2012 Results from Oral Communication rubric: **87.8%** of students met expectations at either Milestone 3 or Capstone 4 standards.	Benchmark attained
			2012-2013 Results from Written Communication rubric: **50.8%** of students met overall expectations at	Benchmark not attained

Objectives	Indicators of achievement	Benchmarks	Results	Assessment
			either Milestone 3 or Capstone 4 standards.	
		70% of graduating seniors will be able to meet or exceed Milestone 3 on the AAC&U VALUE Rubric for Reading and for Critical Thinking.	2011-2012 Results from Critical Thinking rubric: **69.4%** of students met overall expectations at Milestone 3 or Capstone 4 standards.	Benchmark attained
			2012-2013 Results from Critical Thinking rubric: **50.7%** of students met overall expectations at Milestone 3 or Capstone 4 standards.	Benchmark not attained
	2) Students achieve the learning outcomes for their chosen major or professional degree program	Programs or departments determine benchmarks in conjunction with student learning outcomes	Reports available in TracDat	Most benchmarks attained
Objective 2 Graduate students achieve specialized knowledge and skill as defined by each program	1) Students demonstrate the knowledge, skills, and attitudes identified in the learning objectives for each graduate program	Programs or departments determine benchmarks in conjunction with student learning outcomes.	Reports available in TracDat	Most benchmarks attained
Objective 3 Students bring disciplinary knowledge, methods, and practice to bear on local and global issues.	1) Students participate in faculty-student research, internships, and international opportunities developed around real world problems	40% of students participate in any given year	Data from CIRP Profile 2013: 49.3% had an internship 19.6% participated in faculty-student research	Benchmark attained

Objectives	Indicators of achievement	Benchmarks	Results	Assessment
Objective 4 Students engage in interreligious/interfaith and intercultural dialogue and communication	1) Student coursework exhibits interreligious/interfaith and intercultural content	15% of courses in any given semester provide interreligious/interfaith or intercultural content	Fall 2012: 9.1% of courses; 11.9% of sections Spring 2013: 9% of courses; 11% of sections Fall 2013: 8.9% of courses; 11.4% of sections	Benchmark not attained
Objective 5 Faculty develop as teachers across the career span	1) Faculty engage in ongoing reflection, conversation and research aimed at improving their teaching and student learning	10-30% of the faculty annually participate in specific events related to teaching	20% of Full-time faculty participated in 2012-2013. University-wide events such as Fall and Spring faculty conferences and LeAD are not included.	Benchmark attained
Objective 6 Faculty engage in scholarly, professional, and creative/artistic production across the career span	1) Faculty present their scholarship in the context of its relation to the university mission and with connection to larger conversations, impact, and overall significance to their discipline.	40% of faculty present or publish in any given year or three-year period	66% of faculty published or presented for the 2012-2013 academic year	Benchmark attained

Core Theme 2: Enriched Campus Community

Academics alone cannot sustain Gonzaga's mission to develop the whole person. While students, staff, and faculty have different roles and obligations within the University, they also unite in a common purpose to create a campus community that allows the imperative of *cura personalis* to flourish. An enriched campus community provides the foundation that sustains the University's holistic vision. To that end, Core Theme 2 examines two crucial areas: orientation and integration. Each supports students, faculty, and staff as they enter into the life of the University. Orientation for students and their families is comprehensive and mission centered. The various offices within the Division of Student Development have created an orientation process that begins upon a student's acceptance and culminates in the Fall orientation experience. An important part of that orientation involves collaborating with the Office of the Academic Vice President in identifying and incorporating the academic elements that are essential to an orientation program for new students. The University introduces students and their families to the Jesuit, Catholic, and Humanistic traditions that have shaped the University's identity. Assessment of orientation drives the planning process. All the offices within the Division of Student Development have developed program outcomes that form the basis of assessment for individual programs including orientation. Each year, changes in orientation reflect previous assessments and suggestions for improvements. Although Student Development oversees the majority of orientation activities, some academic units hold an orientation program for their

students. These vary in scope and formality, which affects the level of assessment. Most academic orientation assessment is unstructured and informal.

Faculty and staff also participate in programs that orient them to the mission and purpose of the University. Human Resources offers an extensive orientation program for new employees. The Office of the Vice President for Mission introduces staff and faculty to the Mission and how it shapes Jesuit education. The Center for Teaching and Advising is the main conduit for orientation of new faculty. Human Resources assessment follows each orientation event. The Mission Office and the CTA are working to improve assessment practices.

Once orientation opens the University's door, students move into the campus community. The Mission Statement's emphasis on community guides Gonzaga's relationship to its students. Consequently, the University is deliberately conscious of the need to integrate students into the life of the University. As a practical matter, the department of Housing and Residence Life undertakes much of this effort. Students can also participate in community building extracurricular and co-curricular activities. Formal leadership programs offer students an additional way to share in community and contribute to the University. Assessment of integrative programs is a reflection of their structure. Ad-hoc events are rarely assessed. Assessment is more likely in formal events and programs. For example, Housing and Residence Life has developed a multi-year assessment plan that examines a range of outcomes. The Leadership Resource Center uses the Multi-Institutional Study of Leadership to aid its assessment process.

Table 54 shows all the objectives, indicators, benchmarks, results, and assessment for Core Theme 2.

Table 54 Core Theme 2: Enriched Campus Community

Objectives	Indicators of Achievement	Benchmarks	Results	Assessment
Objective 1 The University provides orientation opportunities to students, faculty and staff that promote an understanding of shared mission.	1) The University orients students and their families to the campus community	75 % of first-year students will attend orientation activities	81% of all new students and 90% of new freshmen participated	Benchmark attained
		90% of first-year families will attend parent and family orientation	2,200 parents/families participated	Benchmark attained
	2) The University orients new faculty and staff to the campus community	95% of all new faculty and staff will attend employee orientation	Staff participation validated at 95%; and at least 95% of new full-time faculty attend orientation	Benchmark attained

Objectives	Indicators of Achievement	Benchmarks	Results	Assessment
Objective 2 The University integrates students into the campus community.	1) Housing and Residence Life build student relationships in residential communities both on and off campus.	95% of first year students and 85% of sophomore students will participate in residential communities	96.9% freshmen and 90.9% sophomores participate in residential communities	Benchmark attained
	2) The University provides extracurricular and co-curricular activities and programs that build community.	60% of the student body will participate in extracurricular and co-curricular programs prior to graduation	2013 CIRP data indicated that 63.3% of graduating seniors participated in an on-campus student organization or activity	Benchmark attained
	3) Students engage in leadership programs.	45% of student undergraduate seniors will have participated in a leadership program prior to graduation.	2013 CIRP data indicates that 57% of graduating seniors were leaders in an organization	Benchmark attained

Core Theme 3: Exceptional Stewardship

Exceptional Stewardship might best be seen as one concrete expression of how *cura personalis* applies to the University. If stewardship reflects a responsibility to the University as a whole, then efforts to address its financial, human, physical, and environmental aspects must be undertaken. The health of the University, the well-being of its personnel, the maintenance of the physical plant, and the concern for environmental quality necessitate an overall obligation of care.

A careful and cautious approach to the University's budget has led to a general financial stability, even in the face of funding pressures and the recent economic crisis. While improvements in constructing the budget are continually sought, a rigorous and detailed process directs preparations toward the achievement of an annual balanced budget. The balanced budget implies difficult choices, as not all funding requests can be honored. However, the attention given to the budget has maintained the University's A3 credit rating and led to successful fiscal year-end audits. In economic hard-times, financial reserves often suffer. The University has taken steps to improve its reserve capacity to respond to unanticipated needs and challenges and to plan for replacement needs. Endowment management and fund-raising are crucial components of financial stability. The University has succeeded in meeting benchmarks for both endowment and annual giving. Financial assessments are made on a regular basis and reported to appropriate constituencies.

The University's ability to fulfill the mission rests on the talents and abilities of those who enable the University to function. Faculty, staff, and administrators work to achieve the mission on a

daily basis. Stewardship engenders a responsibility to develop and nurture their potential. While not necessarily developmental constructs, benefits and compensation represent key factors in how the University relates to its employees. Gonzaga strives to have fair and adequate benefit and compensation levels for employees. The University provides many opportunities for professional development. Human Resources holds a variety of training sessions on topics related to job skills, performance, and management. Faculty are able to take advantage of these sessions in addition to their regular sabbaticals. Faculty professional development underlies the work of The Center for Teaching and Advising. Assessment occurs through annual staff performance reviews and the faculty evaluation process outlined in the *Faculty Handbook*.

The physical capital of the University is critical to mission fulfillment. Educational success is just as much a function of the physical plant as it is of academic quality. Each is essential. The University Master Plan guides decisions regarding buildings and grounds. Plans reflect the need to develop adequate schedules for maintenance, replacement, and new construction to improve the physical plant. Assessment, often with the assistance of professional consultants, regularly occurs to develop a set of priorities that are communicated to the President, Vice Presidents, and the Board of Trustees.

In addition to the emphasis on financial, human, and physical well-being, stewardship must address the University's environmental awareness in terms of both curricular needs and direct impact on the community. Although the creation of a Sustainability Across the Curriculum Program is still in the planning stages, many of Gonzaga's academic offerings include an environmental focus. The formal adoption of a Climate Action Plan commits the University to examine and plan for the environmental impact of decisions. The University has put into place an emissions reduction plan. New construction since 2011 meets LEED standards. The Advisory Council on Stewardship and Sustainability was formed to oversee the implementation of the Climate Action Plan. The move toward full implementation will improve with the creation of an Office of Sustainability and the hiring of a Director.

Table 55 shows all the objectives, indicator, benchmarks, results, and assessment for Core Theme 3.

Table 55 Core Theme 3: Exceptional Stewardship

Objectives	Indicators of Achievement	Benchmarks	Results	Assessment
Objective 1 Build resources to strengthen the institution financially	1) Annual balanced budget, prepared in the context of multi-year enrollment, pricing, and expense management modeling	Annual balanced budget	FY 2013/14 annual balanced budget was approved by the Board of Trustees on April 12, 2013. FY 2014-2015 is still in development	Benchmark attained
		Preparation of US GAAP based audited financial statements within 90 days of fiscal year end with no major findings, significant deficiencies or material weaknesses.	The FY 2012/13 audited financial statements were finalized on August 30, 2013, within 90 days of May 31, 2013 (fiscal year end). No reported significant deficiencies or material weaknesses	Benchmark attained

Objectives	Indicators of Achievement	Benchmarks	Results	Assessment
	2) The University attempts to achieve targets for operating margin in order to build financial capacity and to maintain its credit rating.	Targeted multi-year projections have a 3-5% margin (measured on a US GAAP basis as the increase in unrestricted net assets from operations as a percentage of unrestricted operating revenues).	Targeted multi-year projections, as evidenced in the December 2013 FuturePerfect summary, currently show slightly less than 3-5% margin.	Benchmark attained
		Maintain current credit rating (Moody's A3 Stable)	The University has maintained its A3 Stable Credit rating with Moody's Investors Service	Benchmark attained
	3) Within the annual budget process, increase funding for reserves for contingencies, internal debt, and other significant strategic matters.	Increase in reserves each year (viewed in aggregate) in balancing the budget at a rate in excess of the rate of growth in total revenue	The University anticipates increasing its annual budget for the renewal and replacement reserve by $365K to approximately $2M for FY 2014/15, consistent with the multi-year plan towards a $4.2M funding level.	Benchmark attained
	4) Manage endowment investment policies, risk and spending to maintain the purchasing power of the endowment.	Exceed or be no more than 50 basis points behind pooled endowment policy index on both a three and five year basis	As of December 31, 2013, the total fund three year return was 10% versus a policy index of 9.9% (above policy index by 10 basis points) and the five year return was 12.1% versus a policy index of 12.3% (below policy index by 20 basis points).	Benchmark attained
	5) Target new resources in support of annual and long range goals	Previous FY Year total in annual fundraising goals Achieve annual goals for number of solicits and number of donors	FY 2013 Goal $18.5 M; Actual $22.1 M FY 2012 Goal $16 M; Actual $16.5 M	Benchmark attained
Objective 2 Strengthen the human capital of the University	1) Manage annual contributions towards employee total compensation	Employer contribution of benefits is targeted between 24% - 28%.	GU actual is 26% to date.	Benchmark attained
		Target 40% - 50% of operating budget that is used towards benefits and compensation.	GU actual is 45% for FY 13/14.	Benchmark attained

Objectives	Indicators of Achievement	Benchmarks	Results	Assessment
	2) Provide opportunities for faculty, staff, and administrators to develop their talents and expertise.	HR training and development programs are updated annually and offered throughout the year	HR offers numerous training and development program	Benchmark attained
		Provide for sabbaticals	Sabbaticals are offered	Benchmark attained
	3) Enhance processes to better manage human capital with greater transparency and efficiency through a talent management system	Pilot an online performance appraisal system that will allow for more robust and efficient management	Pilot program is in place	Benchmark attained
Objective 3 Strengthen the physical capital of the University	1) Improve annual contribution towards renewal and replacement	Multi-year plan for improved renewal and replacement reserves, with seven-year plan to achieve annual funding of $4.2M	The University anticipates increasing its annual budget for the renewal and replacement reserve by $365K to approximately $2M for FY 2014/15, consistent with the multi-year plan towards a $4.2M funding level.	Benchmark attained
	2) Completion of the Campus Master Plan, including finalization of principles and strategies	Progression and completion of the Campus Master Plan by July 2014	Master Plan on track for completion by July 2104	Benchmark attained
	3) Stabilization of deferred maintenance backlog and improvement of Net Asset Value for selected facilities portfolios	Maintain or reduce current backlog levels as reported in annual or semi-annual Sightlines reports.	Backlog has been reduced over the past three years.	Benchmark attained
		Increase Net Asset Value (NAV) of facilities portfolios deemed to be in need of improvement and stabilize NAV of facilities portfolios deemed to be at appropriate levels.	According to the most recent Sightlines report, the Net Asset Value (NAV) of the 6 facilities portfolios all increased from prior years. Increase ranged from 1 to 6% depending on the portfolio.	Benchmark attained
Objective 4 Actively take steps towards environmental responsibility	1) Deepen a Sustainability Across the Curriculum	Initiate a Sustainability Across the Curriculum Program	In progress. Some programs and courses exist. Forming sustainability faculty learning community.	Benchmark partially attained
		Support the creation of a Sustainable Business Concentration	TBD	Benchmark not attained
		Increase students' engagement with faculty research on sustainability	In progress	Benchmark partially attained

Objectives	Indicators of Achievement	Benchmarks	Results	Assessment
	2) Increase sustainability related co-curricular programs	Create a "Green Fund" to support student initiated sustainability projects	Approved by Board of Trustees	Benchmark attained
		Expand sustainability related service-learning and place-based learning opportunities	TBD	Benchmark not attained
	3) Expand sustainable practices in University operations	20% reduction in CO2e emissions by 2020 and 50% reduction by 2035	10% reduction in CO2e net emissions relative to 2009 levels	Benchmark partially attained; in progress
		LEED Silver or higher certification for all new construction	All new construction since 2011 meets benchmark	Benchmark attained
	4) Coordinate and facilitate implementation of the Gonzaga Climate Action Plan	Task a university-wide committee with the creation and implementation of the CAP	Committee (ACSS) has been created and mandated to pursue this work	Benchmark attained
		Create an Office of Sustainability and Hire a Director of the Office of Sustainability	Position has been created; search is underway	Benchmark partially attained

Core Theme Four: Engaged Local and Global Relationships

Local and global engagement are essential components of mission fulfillment. As traditional markers of Jesuit education, service and intercultural awareness shape the life of the University and influence the actions of students, staff, and faculty. Through various programs and events, the University provides an extensive array of opportunities for local service. Students may assist the community on their own initiative, in conjunction with their academic program, or in concert with organized service activities planned by various offices on campus. Staff are able to utilize community service hours to contribute their time. Faculty also serve the community based on their areas of expertise and interest. Assessment varies in accordance with the formal nature of the service. Student service is generally assessed, while that of staff and faculty remains more informal and unstructured. Sponsoring organizations can monitor student service. Staff report community service hours to Human Resources. Faculty statistics are more difficult to obtain, as their service has no formal reporting structure. Faculty can note community service to fulfill the requirement of academic citizenship. However, this is done on an individual basis.

Global engagement, also a hallmark of the Jesuit tradition, has assumed a greater presence at the University through the recently established Center for Global Engagement and the hiring of an Assistant Academic Vice President for Global Engagement. Study Abroad and the English Language Center have been reorganized under the CGE. This re-structuring will continue to develop through the academic year. The Center's task is two-fold: first, to attract and support international students and faculty who come to Gonzaga, and second, to develop educational experiences abroad for students and faculty that are academically relevant. Although the University attained the benchmark for numbers of international faculty coming to campus, a more deliberate effort by the CGE should lead to an increasing presence of international faculty. Gonzaga also brings one Fulbright Language Teaching Assistant (FLTA) to campus each year (Arabic instructor), as well as a United Board on Christian Higher Education in Asia (UBCHEA) scholar each fall and spring. In addition, the CGE hopes to get involved with the International Scholar Rescue Program through the Institute of International Education (IIE), which would allow the University to host an international professor who has faced persecution in his/her country to teach for up to one academic year. There are also several initiatives in various schools across campus interested in bringing international faculty to campus as research scholars and professors. The numbers of international students attending the University has declined in the past few years mainly due to a drop in the number of students in the ESL program. Other international student numbers have remained relatively constant. The CGE is developing a marketing strategy to bring more international students to campus. Study abroad programs have become more academically centered, especially the Faculty Led Study Abroad programs. The Director of Study Abroad has created formal application procedures and is working to develop assessment tools that address the goals of study abroad. The Opus Prize Foundation, in recognition of the University's effort to improve international education, has selected Gonzaga to host its 1.2 million dollar 2014 prize. The prize is awarded to faith-based entrepreneurial, sustainable humanitarian leaders identified by Gonzaga in a global search. The Center for Teaching and Advising will assist faculty in incorporating the principles of the Opus Prize into classes they are teaching in Fall 2014, to help foster the next generation of men and women with and for others.

Table 56 shows all the objectives, indicator, benchmarks, results, and assessment for Core Theme 4.

Table 56 Core Theme 4: Engaged Local and Global Relationships

Objectives	Indicators of Achievement	Benchmarks	Results	Assessment
Objective 1 Develop and provide opportunities for service within the local community and regional area	1) Students participate in community service and/or service learning opportunities	50% of undergraduate students participating in CCASL programs	52.63% of undergraduates participated in CCASL programs during the 2012-2013 academic year	Benchmark attained
	2) Faculty and staff engage in professional and civic service in	15% of faculty and staff participate in service related activities	16% of staff used their community service hours in calendar year 2013.Faculty data not	Benchmark attained for staff

Objectives	Indicators of Achievement	Benchmarks	Results	Assessment
	alignment with their areas of expertise and community interest		systematically collected.	
Objective 2 Develops and provide opportunities for international engagement on campus and for faculty and students to participate in education abroad programs.	1) Gonzaga supports international students and faculty coming to campus.	Increase the overall main campus international student enrollment to 4% by AY 2014 (315 students), 5% by AY 2015 (390 students)	2011-2012: 420 International Students 2012-2013: 315 International Students 2013-2014: 240 International Students	Benchmark not attained
	2) Gonzaga sponsors faculty and students to participate in educational experiences abroad, including academic service projects, internships, faculty-led and semester study abroad programs.	The University welcomes 3-6 international faculty/scholars each year	2010: 4 International Scholars 2011: 3 International Scholars 2012: 7 International Scholars 2013: 4 International Scholars	Benchmark attained
		50% of students will study abroad by the time they graduate	46% of 2013 graduating seniors reported having a study abroad experience	Benchmark close to attainment
		Manage 5-10 exchange programs annually, sending/receiving total of 25-30 students each year	9 current exchange programs; 9 outgoing exchange students 2012-2013; 10 inbound exchange students 2012-2013	Benchmark attained
		Annually manage 14-18 faculty-led study abroad programs	14 FLSA programs in summer 2013	Benchmark attained

Standard 5B: Adaptation and Sustainability

5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

After enrolling its largest Freshmen class in 2009, Fall 2013 saw the second largest Freshmen class enter the University. Student enrollment has increased from 5,826 in Fall 2003 to 7,605 in Fall 2013. Construction of the John J Hemmingson Center dominates the campus. The $60 million, 167,726 square foot Hemmingson Center will transform the campus uniting student clubs, student government, dining services, and multiple offices of Student Development into a

single home. A new School of Nursing and Human Physiology has been formed. Additional programs have been established. Fundraising continues to surpass stated goals. This growth would not have been possible without the regular and consistent evaluation of the University's financial and personnel resources. Beginning from a conservative budget base, funding priorities are determined and aligned with revenue expectations. These expectations are regularly assessed and evaluated to attain a balanced budget. The Board of Trustees receives budget updates throughout the year. The Financial Vice President's Office consistently monitors the economic health of the University. As capacity building necessitates adequate staffing levels to meet growth, personnel needs have not gone unattended. Faculty and staff numbers have increased to accommodate changes in enrollment and the demands additional students place upon the University. Full-time faculty numbers have risen from 306 in 2003 to 421 in 2013. Fifty-four percent of the full-time faculty arrived at the University in the past 10 years. Staff employment has increased from 565 in 2003 to 804 in 2013. Of the current staff, 72% have been hired in the last 10 years.

Adaptation and sustainability extend beyond financial and personnel matters. Operational effectiveness also contributes to mission fulfillment. The Office of the Executive Vice President oversees many of the operational structures of the University. The creation of the Office itself was in response to the need to address operational efficiencies and consolidation of departments. The EVP evaluates operational effectiveness through metrics framed in the balanced scorecard system. EVP departments have developed outcomes to determine effectiveness and provide a basis for assessment. This process aligns higher-level strategic goals to department level outcomes. The Academic Vice President's Office coordinates the evaluation of academic units. Each unit has developed an assessment plan to address student learning and make improvements where needed. In addition, some schools in the University conduct evaluations under the auspices of specialized accreditation agencies. These regular evaluations provide the evidence by which the University is able to document whether the goals and outcomes of programs and services are being met. All departments, including those with specialized accreditation are subject to a regular process of program review that occurs on a seven-year cycle.

5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

The strategic planning process shapes and directs the evaluation of planning, resource allocation, and capacity on the institutional level. Building upon the previous strategic plan, *Vision 2012*, the University's new strategic planning process aligns the day-to-day work of the University with the fundamental values of the Mission Statement. The new strategic plan will connect the mission with the Core Themes and align performance with objectives and specific indicators or outcomes that reflect the mission. A strategy map directs this effort by relating strategic objectives to specific areas of the University. These connections reverberate into the practical concerns of resource allocation and assessment. Thus the new plan will adhere to evidence-based processes to inform decision-making and efforts at improvement. In order to gather the data necessary to examine the linkage between institutional strategic objectives and the daily activities of the University, Gonzaga has significantly expanded the Office of Institutional

Research. Information on enrollment, retention, graduation rates, survey results, and more rigorous data analysis will be more readily available. This enhanced research capability, and the ability to produce consistent, reliable reports over time, will strengthen assessment and guide actions for improvement.

Planning, however, cannot be restricted to high-level institutional efforts alone. The examination of Core Theme planning in Standard 4 shows the broad nature of planning in connection with the Core Theme indicators throughout the various offices, programs, and departments of the University. These plans, although informed by the Mission Statement and larger strategic objectives, reflect specific needs and goals. This somewhat fluid relationship has enabled units of the University to undertake evaluations and adjust plans, if needed, to allocate resources more effectively. For example, offices within the Division of Student Development have developed plans to assess their programs and activities. These plans include outcomes, assessment cycles, and methods of assessment. Assessments will be formally tracked and designed to provide information relevant to making improvements. Past assessments tended to examine student affective responses to programs. This new approach gives Student Development an outcomes based perspective capable of informing program planning and assisting with the implementation of changes. Similarly, academic units have created assessment plans to evaluate student learning. Learning outcomes, cycles of assessment, methods of assessment, and desired results frame the assessment plans. Assessment plans are subject to yearly analysis. Evaluations have led to changes in course content, teaching methods, curriculum design, and program goals. The utilization of TracDat to enter, collect, and compile assessment information gives the University greater insight into student learning.

5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

Gonzaga University monitors its internal environment through a variety of sources. The completion of the Master Plan will define the University's development over the next ten years. Working from a set of planning principles that reflect the values of the Mission Statement, the draft Master Plan offers an analysis of current facilities in anticipation of future needs for space and expansion. The Plan provides for a sense of place by strengthening the relationship between open space and buildings. This interaction will allow for the coherent development of priorities for future capital projects and funding streams. The new strategic planning process also conveys an additional focus on the internal environment. Key performance indicators will monitor progress toward goals and objectives within the broader areas of students, organizational processes, human and institutional capacity, and financial stability. Regular financial reports monitor budgets and provide information that allows units of the University to assess their compliance with the overall University budget. The Office of Institutional Research provides reports that monitor key variables within the University. IR also produces ad hoc peer analysis, as requested, to review how Gonzaga is positioned in comparison to like institutions.

A number of formal and informal channels direct the sharing of information among offices and members of the University community. Matters related to budget and finance are disseminated through budget and performance reports, ad hoc analysis, budget officer access to information in the Banner ERP system, intranet websites, committee meetings, and other means to help communicate information, updates, processes, and procedures. The Staff Assembly has regular meetings (approximately 3 times per year) to communicate information that affects the staff. The Staff Assembly regularly hosts invited guests such as the President, Human Resources, or other University leaders to comment on matters of relevance to the staff. Similarly, the Faculty Senate hosts meetings to begin each semester to create a forum for conversation, information sharing, and updates from University and academic leadership. Information is also shared at regularly scheduled Faculty Senate meetings as requested. Internal news publications, such as the Spirit Newsletter for faculty and staff, daily Morning Mail announcements, general email, and other communications among departments occur as needed to distribute information.

Information from external sources assists the University in strategic planning and assessment. Relationships with outside consultants, organizations, and associations assist the University in monitoring its external environment. In partnership with the University's internal processes, these connections give Gonzaga a wider lens from which to view trends and patterns in higher education. The University monitors the external environment through a number of channels and sources. Broadly speaking, given the mission of higher education, the University remains in tune with various networks, publications, consultants, and other sources to remain abreast of those forces that impact higher education. Networks, most notably, include the Association of Jesuit Colleges and Universities (AJCU), the National Association of College and University Business Officers (NACUBO) and connections with other peer school colleagues in our region and throughout the United States. The AJCU works to support Jesuit education and assists member schools in collaboration and program development. Documents on Jesuit higher education are important external resources for the examination of institutional mission and identity. Consultants assist with major projects such as the Master Plan, audit preparation, and the construction of the Hemmingson Center. Plant Services relies on Sightlines to aid in the management of the physical plant. Publications are also a means by which to monitor the external environment. These include *Business Officer* (NACUBO), *The Chronicle of Higher Education*, and academic-specific journals. Consulting relationships include broad industry trend consulting such as the Education Advisory Board (EAB), specific enrollment strategy consulting such as Applied Policy Research, financial consulting such as Prager and Company, benefits consulting such as Mercer, and retirement consulting such as Camache LaRhette, among others. As a specific example, Mercer provides HR and the Benefits Advisory Committee (BAC), detailed analysis summarizing benefit utilization and cost projections in relation to benchmarked data. The data is current and cost comparisons are provided for benchmarked categories. Reflective of the data, evolving compliance requirements, and with an awareness of our Mission, Mercer conducts a series of educational sessions to review the data and provide a range of plan design options. Ultimately, a benefit plan is developed, authorized, and extended to our employees as part of the total compensation package provided by the University. Additionally, the President, Vice-Presidents, Deans, and other university leadership maintain broad networks and relationships and draw upon a number of sources to be responsive to the short-term and long-term demands of their respective leadership responsibilities at the University. Further, the University draws upon the broad perspective of the Board of Trustees.

The confluence of internal and external factors helps to shape the University's decisions. Monitoring the external and internal environments together stimulates ideas, projects, initiatives, and strategies that take shape within the spirit of the University's Mission, Core Themes, and overall strategic planning efforts. Depending on the level of need, reports are available to appropriate levels in the University. These may include: the Board of Trustees, the President, Vice Presidents, faculty, and staff. Given the often volatile nature of the issues surrounding higher education today, plans and programs must be able to adjust and adapt in order to remain viable. Enrollment strategies may change. Outcomes may shift. Goals may be redefined. In light of shifting realities, Gonzaga is committed to ongoing review of its policies, programs, and objectives.

Conclusion

Gonzaga's mission statement begins with the claim that we are "an exemplary learning community that educates students for lives of leadership and service for the common good." In responding to the Northwest Commission on Colleges and Universities new standards, the University has endeavored to show its progress toward fulfilling that statement. The centrality of the University's mission, in conjunction with the development of Core Themes, objectives, and indicators, has guided our efforts to ensure that we maintain our focus on the task we have set before us. The new standards presented the University with the opportunity to complete the revision of its Mission Statement, to move toward implementing a new University Core Curriculum, and to re-examine its assessment practices. One major consequence of our efforts to meet the new accreditation standards has been the development and, in some cases, the continuation of outcomes-based processes across many areas of the University. Planning, assessment, and improvement have become more concretely integrated into how the various University units understand their work. Taking a wider perspective, the development of Core Themes has focused attention on what we value and seek to uphold and how outcomes align with these values. The accreditation process has heightened the interrelationship between mission, strategic planning, and Core Themes. The University's four Core Themes support and guide our efforts at mission fulfillment. The indicators that we have established become the practical manifestation of how we attempt to achieve our goals. However, this work remains unfinished. As ideals, the Core Themes also demand a self-critical, self-conscious evaluation of our work, and even of the Core Themes themselves. Questions arise. Are the Core Themes an adequate expression of the University's collective efforts to say what we value? Do the objectives, indicators, and benchmarks provide sufficient scope to express the Core Themes? Is the data we collect relevant for the decisions we need to make? If accountability and improvement are expected results of accreditation, then these questions demand an ongoing dialogue. This Year Seven Self-Study opens the University to that conversation.