

baccalaureate degrees or entry-level master's degrees. Because of this, the tables reflect the nuances of health science programs. Data portfolios for each school will demonstrate disaggregated data for their individual programs. This information will be provided in the Evidence Room.

**Faculty (4.1).** Over the five-year reporting period there has been a steady increase in full-time faculty with slightly increasing female percentages. Our faculty diversity has slightly increased in Blacks and Asians; our Hispanic faculty, however, remain steady. Similar patterns were observed with part-time faculty, with overall slight increases with non-White faculty.

**Information and Computing Resources (5.2).** Expenditures for library and computing resources have significantly increased during the five-year reporting period. Library collections, all categories, have increased 11% and computing information systems have increased 52%. The number of student, faculty, and staff information computing users has also substantially increased over the past five years.

**Fiscal Resources (5.3, 5.4, 5.5, 5.6, 5.7).** Loma Linda University has had some of its best years financially over the past five years. This is reflected in our overall increase in net assets of \$198 million during this time period. We have also seen unqualified opinions on each of our audited financial statements during the same period.

The strength of LLU is in its students and alumni. Enrollment has steadily increased over the past 10 years providing the financial base needed to support the stability of the University. The giving of our alumni in support of buildings, equipment, scholarships, and many other areas too long to list, is significant. Our endowments have benefited from this giving as well, with an over \$50 million dollar increase in value. This increase will provide the long-term viability needed to sustain the University for many years to come.

Financial planning plays an important roll in the University processes. The process begins each October with the approval of the next year's tuition. Tuition rates are set by the Financial Operations Committee of the University and then approved by the Board of Trustees. Following this approval the Operations Committee prepares the annual budget with input from the various schools and departments across campus. The final document also receives approval by the Board of Trustees in May of the following year. Each school is responsible for

monitoring their budgets for proper use of funds. However, it is the Senior Vice Chancellor for Financial Affairs and the University Controller who are responsible for the overall management of the University budget.

## REFLECTIVE ESSAY: CFR FOCI

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The following analysis of the CFRs presents a self-reflection on capacity issues (strengths and challenges) that have affected our *mission-focused learning* (MFL), our commitment to academic excellence, and our continued drive to expand our research capacity. This exercise supports our transition from "silos of excellence" to an expanded "community of shared excellence." (Appendix – CFR Self-Review)

**CFR 1.2: The Educational Effectiveness Committee (EEC) will engage faculty to refine the component parts of the University mission and stated student learning outcomes (SLOs).** A number of activities have assisted in furthering LLU's understanding and appreciation of the University's mission and its relationship to SLOs. The mission of *wholeness* continues to be understood and embedded in the personal and professional lives of students. Data available from the Wholeness Inventory provide nearly 10 years of information to demonstrate that students continue to have a deep appreciation for the University's mission. Students indicated that instructors showing them respect were one of the most important ways they experience the integration of wholeness at LLU (mean score = 4.59 on a 5 point scale). Other ways that students reported the integration of wholeness included comfort when working with persons from racial/ethnic groups other than their own (mean score= 4.38). (Appendix – Supplemental Materials: Wholeness Inventory Preliminary Results)<sup>8</sup> The 2008 climate survey also illustrated that students' appreciation for the value and conceptual integration of *wholeness* in their personal and professional lives has increased when compared to data collected during the 1998 WASC self-study. (Appendix – Supplemental Materials: Student Climate Survey 1998-2008 Comparison)

To deepen students' understanding of the University's mission of wholeness (including the University's core values) the new wholeness curriculum was initiated in the Fall quarter of 2007-08 during the weekly Campus Worship experience. Data from the Wholeness Inventory indicate that students have been satisfied with Campus Worship. However, this

yearlong series of mission-focused speakers and topics was enthusiastically received by students, faculty, and administration. A comparative climate survey that looked at the difference between students' view of Campus Worship during 1998 and 2008 found that students' appreciation for Campus Worship remains strong. Anecdotal comments indicate they appreciate improved worship experience, including music, presentations, and emphases on core values and MFL.

Discussions on the University's core values have also progressed over the past two years. At the beginning of this process it was discovered that awareness of the institution's seven core values varied considerably from individual to individual. Faculty discussions in the Interschool Faculty Advisory Council (IFAC),<sup>9</sup> Deans Council, University Academic Affairs Committee (UAAC),<sup>10</sup> Educational Effectiveness Committee (EEC), Spiritual Life and Wholeness Committee, school-specific committees (strategic planning, spiritual life and *wholeness*, and academic standards), University Leadership Council (ULC), Third Thursday LLU Faculty Discussions, and the University Campus Worship Committee, have facilitated the increased knowledge regarding the core values. As a result of this engagement one faculty member coined the acronym "J CHIEFS" (Justice, Compassion, Humility, Integrity, Excellence, Freedom, Self Control/Purity) to facilitate ready recall. Presentations on the University's values were included in the University Campus Worship's *wholeness* curriculum as part of our educational strategy to foster professional development and life-long learning.<sup>11</sup>

Refinement and alignment of the values identified by each of LLU's corporate entities will be necessary as we continue the process to grow synergistically as a health sciences enterprise. Essential to this process will be our expanded focus on system-wide strategic planning to include all aspects of Loma Linda University Adventist Health Sciences Center (LLUAHSC). This will be a critical step in our institution-wide strategic plan to sustain our *normative culture*. Committee actions and strategic plans give evidence that we are well underway toward making this a corporate reality. (Appendix – Supplemental Materials: LLUAHSC Strategic Planning)

Finally, a considerable effort has been given to revising the 17 LLU SLOs created in 1998. In April 2007, it was determined that these outcomes were

appropriate aspirational statements of our corporate culture but were not readily measurable. To address this, we developed eight measurable SLOs that were fully vetted and approved. A more detailed discussion of the development of the SLOs is provided in a Reflective Essay.<sup>12 13</sup>

***CFR 1.4: The University will continue to provide for faculty input through existing Interschool Faculty Advisory Council and the newly formed Faculty of Graduate Studies (FGS).*** Stated in LLU's core values are the principles of justice, integrity, and freedom. All constituents are expected to model forthrightness and conviction of ideas in a way that pursues truth and furthers the enrichment of society while fulfilling the University's mission. Therefore, LLU encourages academic freedom in its rich and positive tradition of open discovery. It is believed that such faculty voice is essential to the principles and sustainability of higher education. LLU promotes faculty input in all academic matters. Faculty, guided by standards and competencies required by professional accrediting bodies and by current advances in research, develop lectures, courses, and programs that are approved by school-specific and faculty-administered curriculum committees. Faculty are included on all University-wide academic and campus life committees. Senior faculty are invited to chair school-specific rank and tenure committees, and populate the University Rank and Tenure Committee. FGS continues to provide a model system for interschool faculty participation. Similar structures for the faculty of undergraduate programs and those teaching in professional programs are being considered. (Appendix – Supplemental Materials: LLU Faculty Handbook - 3.1.0, pp. 93-4; 3.49, p. 128)

IFAC has served as the campus-wide instrument for faculty input since the LLU Board of Trustees approved it in April 1990. Policies that address academic freedom are included in the Faculty Handbook.<sup>14</sup> Faculty elected representatives from each school and the Library Faculty meet monthly, host faculty leadership retreats, conduct faculty development workshops, sponsor educational fairs, and organize the annual Fall faculty colloquia which features speakers who promote scholarship, research, wholeness, and effective communication and learning skills. IFAC, through its monthly meetings and its subcommittees, vets all faculty-related policies and responds to requests from administration to participate in campus-wide problem solving and visioning for the purpose of improving and sustaining the learning environment and more fully develop a

campus-wide understanding of wholeness, core values, and MFL. The Chair of IFAC, a faculty member, meets with the Chancellor's Committee for final approval of items sent to the LLU Board of Trustees and is an invitee of the Board in regular session. The accomplishments of IFAC over the years have been many and have resulted in significant institutional quality improvement. However, in recent years faculty's interest in IFAC has appeared to wane and concerns exist as to the purpose and value of IFAC. Although faculty are deeply involved in guiding their academic and professional lives within programs and schools, there seems to be less time for dealing with issues and topics that span the diverse needs of the eight LLU schools. The impact of strong academic and fiscal autonomy of the schools appears to have greater value to faculty than shared governance campus-wide.

Because of this, IFAC is re-evaluating its faculty governance role for the campus. Recently, IFAC reaffirmed its commitment to promoting effective shared governance between faculty and administration, advancing faculty development and leadership skills, and improving campus-wide communication between schools and among disciplines. University administration encourages this open discussion. As our institution matures its understanding of a "shared community of excellence" it will need to discover the most effective ways to encourage and reward faculty for participating in shared governance. (Appendix – Supplemental Materials: IFAC Self-review; Former IFAC Chairs Focus Group)

***CFR 1.5a: Strategic planning to strengthen the linkage between mission-focused learning and institutional progress towards globalization (Interschool Faculty Advisory Council, Deans Council, Officers Committee, Learning & Technology Subcommittee, Strategic Planning in Schools and University, University Leadership Council).*** Since the last accreditation, the institution has continued to demonstrate its commitment to MFL. This has resulted in an expansion of the institution's global and community outreach, evidenced not only through the increased number of service-learning opportunities (Appendix – Supplemental Materials: Community Partnerships) but also through the development of institutional and administrative infrastructures, policies and guidelines (e.g., application for international programs), and University-wide financial support for graduates who desire to go into international mission service

appointments. The University continues to develop and refine policies to guide the integration of academic programs and address the complexities of blending MFL with the institution's global and community outreach. The University has modified the functions of the Office of Diversity and its administrator to now include community outreach. The office has been re-established as the Office of Community Partnerships and Diversity.<sup>15</sup> The position of director has been changed to that of Vice Chancellor for Community Partnerships and Diversity, and an associate director position has been added to facilitate the expanded focus on partnerships. The Office of Community Partnerships and Diversity was recently elevated to encompass the entire LLUAHSC enterprise.

One of the logical extensions of LLU's commitment to MFL and *wholeness* (intellectual, physical, social-relational and spiritual) is evidenced in a unique partnership between the School of Medicine (SM) and the School of Public Health (SPH). Both entities had a long-standing commitment to addressing chronic disease health disparities in the local community from their own perspectives. The SM basic science research group did this through laboratory research seeking to better understand how high levels of overall stress result in oxidated cellular stress or "an augmented state of cellular oxidative stress" (ASCOS), by weakening cells and making them more vulnerable to a number of chronic diseases and as a result contributing to the overall pattern of health disparities. (Appendix – Supplemental Materials: Oxidative Stress and Health Disparities) The SPH research group on the other hand had a long history of doing community involved participatory research to address issues of practice and translation. Both groups had longstanding federal funding histories and through this collaboration were able to receive funding from the National Institute of Health Center for Health Disparities Research. The LLU Center for Health Disparities and Molecular Medicine<sup>16</sup> is now in its fourth year of funding and has been successful in all three focus areas: (a) research, (b) training and community partnership, and (c) outreach. Since its inception the core collaborative group has expanded to a total of six of the eight LLU schools on campus (School of Allied Health Professions [SAHP], School of Nursing [SN], School of Pharmacy [SP], and School of Science and Technology [SST] are now affiliated with the Center); research is progressing and has resulted in a number of groundbreaking findings. An annual average of 55 students from underrepresented groups and disadvantaged

backgrounds (high school N=15; undergraduate N=15; medical N=10; graduate students N=15) participate in summer and/or year around training opportunities, and many translational community research projects have reached hundreds of community partners every year. This effort as an outgrowth of LLU's commitment to service and wholeness has in turn helped us as a university to bridge existing silos between schools and more effectively reach out to the local community at the same time.

Furthering this integration of MFL has been the creation of three new LLUAHSC institutes: (a) Global Health, (b) Community Partnerships, and (c) Lifestyle Medicine; that facilitate both horizontal and vertical relationships among and between LLU's larger institutional system. In addition to providing a more intentional way of unifying institutional purposes, these institutes also serve to address challenges that occur as our comprehensive institution continues to grow and to diversify its specialized services and academic departments. The development of these institutes has engaged numerous formal and *ad hoc* task groups including IFAC, ULC, UAAC, Deans Council, Academic Deans Council, University Officers, Learning and Technology Subcommittee, and representatives from existing Centers, research, academic, and clinical areas.

In recent months, the new senior leadership has broadened and invigorated the institution's approach to strategic planning. Now, instead of LLUAHSC providing the overarching linkage to primarily independent strategic plans developed by each of its entities, the new approach to strategic planning will begin with MFL as the unifying conceptual foundation. In this way, MFL will be the starting point from which relationships within and across all segments of the institution (35 corporate entities) will be examined and enhanced. It is anticipated that this approach will enable the entire LLU corporate enterprise to more cohesively pursue a unified vision and plan for the future of University and all its member groups (e.g., Medical Center and Physician Practice Plans). Also illustrating the integration between MFL and the priority given to respecting human diversity, the University has developed new SLOs that are infused throughout all programs. Knowledge of, and appreciation for, human diversity is a learning outcome expected of all LLU graduates.<sup>17 18</sup>

***CFR 1.5.b: Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, and its administrative and organizational practices.*** The University's Nondiscrimination and Affirmative Action Policy articulates its stance against discrimination based on race, color, religion, creed, gender, ethnic or national origin, disability, or age.<sup>19</sup> The University is also in compliance with the requirements of the Americans with Disabilities Act (ADA).<sup>20</sup> The dissemination of University policies addressing nondiscrimination, affirmative action, and support for persons with disabilities is achieved through multiple approaches, including policy statements found in faculty, staff, and student handbooks, related personnel manuals, employee information bulletins, and other relevant University publications. In addition, they are included in the University Standardized Online Syllabus Template.<sup>21</sup> It is further the responsibility of the LLU Department of Human Resource Management to increase the awareness of employees regarding their rights, responsibilities, and opportunities. This awareness is accomplished in new employee orientations, regularly scheduled workshops, and information programs that provide personnel with the opportunity for increased understanding of University policies, relevant laws, and their implications. LLU educates managers and supervisors to ensure increased awareness, understanding, and handling of problems experienced by females, minorities, and individuals with disabilities. A special effort is made to inform prospective employees of equal employment opportunities by including statements from the University's Nondiscrimination and Affirmative Action Policy in orientation packets.

In addition to institutional policies and practices, the learning and social environment that supports all LLU programs is guided by the University's mission of *wholeness*, which places priority on providing a framework for maximizing the scholarship opportunities for all members of the University. A respect for human diversity is embedded in the principles of *wholeness*, our institutional core values, and the quality education that the University achieves. "At Loma Linda University, where more than 80 countries are represented, respect for diversity refers to the attitudes, actions, and values that are demonstrated through the importance and time given to building relationships and sustaining cooperation among the various groups on campus. It means that all groups—regardless of their ethnicity, culture,

gender, religion, and physical condition—are valued.”<sup>22</sup> (Appendix – Supplemental Materials: LLU Official Enrollment by Country of Citizenship) To further its commitment, the University’s Office of Community Partnerships and Diversity is a key part of the University’s commitment to constructing a social and learning environment in which academic excellence thrives. At the May 2008 meeting of the LLUAHSC Board, the Institute for Community Partnerships was approved. This Institute will serve to further our commitment and response to an increasingly diverse society.

***CFR 1.7: Educational Effectiveness Committee to continue review processes to insure that all published program materials are consistent with actual program requirements (e.g., time to completion, pre-requisite and co-requisite requirements are correctly stated).*** Motivated by the University’s core values of justice, integrity, and excellence, the EEC works closely with other University committees to highlight concerns that impact the University’s capacity for educational effectiveness. Implementation of a new system is underway to insure that in the future all University publications that include policies and procedures will be updated frequently and systematically, and will be accurate, searchable, and aligned with Board-approved policies. This system will be completed by 2010.

One of the initial steps toward developing a community of shared excellence was to combine all the school-specific bulletins into a single University Catalog.<sup>23</sup> While significant progress has been made in the last few years toward a University-wide standardization of campus processes, publications and policies have historically reflected our desire to have strong and independent LLU schools. This long-standing independence has contributed to a decentralization of numerous academic processes, a significant one being the publication of individual bulletins and catalogs by each school until 2006-07. During this time, the consistency of language describing various processes had been drifting—a drift that has now been halted.<sup>24</sup>

The University Policy Committee, working with the Vice Chancellor for Information Systems and library personnel, has put in place a system that will insure consistency and accuracy across all LLU’s publications dealing with policies and procedures. The first step in this new process has been the creation of a complete index. The University Catalog

and all handbooks and policy manuals have been electronically “tagged,” paragraph-by-paragraph according to content, and have been placed into a content management system. In step two of this process, all University publications have been topically reviewed across all paragraphs in every published document to insure accuracy and consistency. In step three, all appropriate University publications, policy and procedure statements will be automatically populated for print using the official language found in the Administrative Handbook. With the new system in place, all changes to policy and academic programs approved by the Board of Trustees will be automatically reflected in all University publications. Step four involves a systematic review and update of all LLU publications that contain policies and procedures for content, style, and clarity. Steps one and two are well underway, and it is estimated that all steps will be completed by 2010. The unification of a Catalog has required a substantial level of involvement by all academic program directors in every school, their faculty, and the various student service and finance offices. The University Catalog is now reviewed and updated annually.

For the past five years the UAAC has improved its new program approval process by developing a template and guidelines that schools follow when seeking approval of new academic programs. This format, which anticipated the template now used in WASC LiveText™, has significantly enhanced quality improvement measures in evaluating new programs. Curricular maps, assessment matrices, and attention to LLU’s SLOs and core values have provided valuable guidance to our new program review process.<sup>25</sup> (Appendix – Supplemental Materials: Institutional Processes for the Development and Approval of New Programs)

***CFR 2.1-2.14: Educational Effectiveness Committee and Faculty of Graduate Studies will exercise oversight responsibilities to prioritize and review all academic programs for compliance with CFRs.*** With the development of FGS and the EEC, procedures were put in place to revise the institution’s program review process in order to make it more systematic and equivalent between professionally accredited programs and those without specialized accreditation. Shortly after this process was established it became apparent that a more systematic approach to assessment would be required. The approach should inform all programs prior to their involvement in the EEC/FGS program review process (i.e., assurance

that all programs, regardless of specialized accreditation, had learning outcomes, assessment matrices, performance indicators, and curriculum maps). As part of this review process, other conclusions were reached that led the Office of Assessment and Institutional Learning (OA) to conduct a campus-wide program review that was completed on June 16, 2008. In examining a snapshot of the program review data as of this date, we are impressed with the commitment of our colleagues and their engagement in completing the web-based program review portfolios that addressed baseline issues. Program reviews can be continually updated online as part of our commitment to continuous quality improvement (CQI). The OA will review and analyze the responses and will identify, based on program responses, areas that merit focused attention.

Working with the Vice Chancellor for Information Systems, a more comprehensive template for systematic program review was created that is part of an integrated web-based Academic Management System. (Appendix – Supplemental Materials: Academic Management System 2.0 Diagram) This Program Review System allows schools to see a summary of all of their respective program review portfolios through the University program review dashboard. The system will also allow University administration to select and analyze specified elements for further review. The WASC Visiting Team will have access to the University's Program Review System to evaluate our progress at the time of their visit.

Additionally, a timeline has been implemented for systematic review of all campus programs that are aligned with professional accreditation requirements where appropriate. (Appendix – Required Data: Tables 7.1 and 8.1) To support this, all programs, regardless of specialized accreditation, have provided, or are in the process of developing, program SLOs with performance indicators, assessment protocols, and curriculum maps. All of these items are presented by each program in an assessment matrix that reflects ongoing assessment plans that are linked to strategic and action plans, thereby closing the assessment loop. The nature of this program information supports the infusion of this content into school assessment plans that will dynamically inform the University's assessment plan as part of the larger institutional strategic plan.

Finally, LLU has accelerated the timeline for implementation of the revised program review

processes as presented in the 2006 Institutional Proposal. Two departments that do not have specialized accreditation have agreed to complete the institution's systematic program review cycle. These departments include, Basic Sciences (School of Medicine) and Earth and Biological Sciences (School of Science and Technology). As a result of this collaborative support for the new program review processes, a total of 7 Doctor of Philosophy (Ph.D.) degree programs, 13 Master of Science (M.S.) degree programs, and 2 Bachelor of Science (B.S.) degree programs are currently being reviewed. These programs are on track to complete the in-depth program review process during the 2008-09 academic year.

***CFR 2.7: There will be University-wide dissemination and sharing of results from specialized accreditation agencies.*** EEC and FGS serve to review and disseminate institutional learning generated by systematic program review. Enhancing this process, and specific to program assessment, is the OA that supports programs, departments, and schools in the assessment of the SLOs. The University Assessment Committee is supported by the OA in this effort.<sup>26</sup> IFAC and ULC provide institutional venues and heighten the collective appreciation in regards to the integration of sustainable capacity and educational effectiveness, as well as the efforts of colleagues to provide world-class education. Each entity has broad representation from across the academic and service segments of the institution, and offers significant opportunities for the infusion of shared institutional learning.

***CFR 2.9; 2.11: All programs will be reviewed for inclusion of mission-focused learning, student outcomes, and indicators of educational effectiveness.*** As part of our overall programmatic and institutional assessment plan, all degree programs engage with processes that promote CQI. We have the capacity to identify the inclusion of SLOs in existing curricula, and develop new learning experiences if gaps are found. We also recognize that SLOs may need to be modified as we continue to reflect on our educational effectiveness.

Four of the eight University SLOs capture the essential elements of MFL:

- Outcome 1: Students understand and apply the University philosophy of *wholeness* into their personal and professional lives.

- Outcome 2: Students understand the importance of integrating LLU's Christ-centered values in their personal and professional lives.
- Outcome 7: Students understand the importance of embracing and serving a diverse world.
- Outcome 8: Students demonstrate the importance of collaborating with others within and across disciplines.

Curriculum maps developed by each program reflect the educational strategies of the University and demonstrate the multiple ways that MFL is integrated within courses, co-curricular, and extracurricular activities.<sup>27</sup> The Student Climate Survey results showed opportunities for "service" to others (Question 14 in the Student Satisfaction Survey), was scored 4.2 on a 5-point scale over a 10-year comparison. It is also noteworthy that "service learning opportunities" and "ample opportunities to practice *wholeness* at LLU" are ranked in the top six responses (tied for second and third respectively out of 27 essential questions). (Appendix – Supplemental Materials: Student Climate Survey 1998-2008 Comparison).

Our newly developed web-based standardized course syllabi template further insures that information is presented to students in a consistent manner. The new system allows standard presentation of important right-to-know information regarding students' standards of conduct, rights, services, appeal processes, grading standards, schedules, as well as expected student outcomes and measures of assessment. The new system generates curricular program maps for learning outcomes and professional competencies.

***CFR 2.2: General Studies and Transfer Education Subcommittee (GE) of UAAC will give attention to resolving issues surrounding the increased numbers of general education/undergraduate academic variances at the time of degree completion.*** The number of variances submitted by students and their advisors has been a subject of concern. Several factors contribute to the problem at the undergraduate level. First, students transferring to LLU often submit numerous official transcripts. As our number of undergraduate students increase, the demands on central admissions and records services have grown significantly. The need for additional highly trained academic advisors has also increased. Second, "misguided compassion," albeit for worthy reasons, has further challenged our capacity in that while trying to help one student, others have been caught in

a system stalled by exceptions. Third, our historic silo approach has allowed for school-specific systems of admissions and records to function without a standard, and synergistic connection to central processes. For example, in the not to distant past the University's central offices of admissions and records dealt with over 119 non-standard academic terms annually; all done in response to the perceived unique needs of our professional programs. These have been reduced to approximately 50 academic terms per year. This non-standard term accommodation alone reduced the efficiency of central services and added to delays in processing Degree Compliance Reports (DCRs) and variances. Fourth, there have been rapid changes, both completed and in progress, placing many of our processes online. These rapid changes have made it difficult to keep up with systematically educating academic advisors. To fully implement these changes we need to train our faculty advisors, and monitor staff-levels in admissions and records offices. Reflections on these challenges have resulted in significant changes with the goal of reducing the number of unnecessary variances. Those changes include:

- A new online Admissions System that has a dynamic capacity to reflect articulated courses.
- Newly developed software to track variances assisting schools in meeting degree compliance criteria.
- Campus-wide availability to access DCRs online by both students and faculty, critical to insure timely completion of degree requirements.
- The creation of the Vice Chancellor for Academic Affairs Advisory Council, for the purpose of considering variances unresolved via established processes, has improved understanding between the Office of University Records and the Schools.
- A Task Force (to include external consultants) to evaluate quality improvement and capacity expansion of services in the Offices of University Records and Admissions has been recommended, and a go-forward plan has been approved by University Officers.
- Improved education of academic advisors, and the school-specific "manuals" that they use. The learning from these experiences will be shared campus-wide.
- Transfer articulation tables are now available online to assist advisors.<sup>28</sup>
- The publication of a new academic advisors manual. (LLU Advisors Manual: Will be available in the Evidence Room)



- The creation of a new Department of Humanities, housed in the School of Religion, will work with GE to develop an academic strategic plan for expanding services to our undergraduate students.

Recent policy changes (e.g., In Progress/Unofficial Withdrawal and religion transfer credits), and the deployment of the first stages of our campus workflow management system have resulted in fewer variances being submitted to the Office of University Records and GE. As we move purposefully from school structures to a more standardized centralized system, the promise of continued capacity improvement is assured.

***CFR 2.13: Integration of strategic planning and development of the new Centennial Complex will continue to advance opportunities for mission-focused learning within the “Global Gateway.”*** The Centennial Complex, one of our most significant recent campus projects, embodies three themes developed over our history and evidenced in our institutional planning and strategic directions.

(Appendix – Supplemental Materials: LLU Strategic Plan) These are the themes of growth, innovation, and globalization. For many institutions, the first two themes of growth and innovation are "engines" of progress and serve to help define success. Throughout our 100 years of commitment to excellence in education and health care our vision has always included ideas, concerns, and activities that support global opportunities.<sup>29</sup> The Centennial Complex enhances this global orientation for our students, faculty, and graduates. Technologically, its reach will be extensive and it will become a powerful tool to fulfill both the educational and service dimensions of our University. The opportunities to use emerging communication technologies to facilitate MFL are exciting, and open a wealth of possibilities for LLU to fulfill its mission. The following descriptions of each of the four levels of the Centennial Complex give evidence of its “Global Gateway” capacity.<sup>30</sup>

Level One houses the Anatomical Sciences Center—a cluster of state-of-the-art anatomy laboratories serving primarily the Schools of Allied Health Professions, Dentistry and Medicine. Together, the laboratories contain 108 advanced technology anatomy workstations, each able to accommodate up to six students. Faculty and staff support offices surround the laboratories. Accompanying the traditional hands-on facility is a wealth of electronic technology that permits virtual anatomy dissections and related procedures. Also on Level One is the Amphitheater Center Lobby and Exhibition Hall,

areas for the display of student research, education, and outreach projects.

On Level Two, students, faculty, and visitors enter the Complex's south atrium leading to the Clinical Skills and Assessment Center, which will provide unique approaches to health care skills development through the use of "patient" actors. Level Two is also the site of five of the Complex's "smart" classrooms. Each of these classrooms utilizes the latest audiovisual and computer technology for effective and successful teaching and learning. Educational content can be sent live via Internet Protocol (IP) anywhere in the world or archived for later retrieval. Group study areas will be available for students to engage in discussion and information exchange. In addition to the Division of Anatomy faculty offices, Level Two is home to the Educational Technology Center with equipment, production resources, and staff facilities that will enable global communication as well as communication between a myriad of networks within the Complex. Two large teaching amphitheaters, one with 250 seats and another with 350 seats, are located on this level. These large venues are also "smart" and will be equipped with superior presentation facilities and wireless network access.

Level Three will house the School of Religion faculty offices, large and small group study areas, classrooms, an ethics library, and the Centers for Spiritual Life and Wholeness and Christian Bioethics. The School of Public Health is represented in the Centennial Complex by the Geographic Information Systems (GIS) laboratory. This high-tech facility houses one of health care's latest and most comprehensive technologies and blends satellites, computers, and highly specialized computer software to advance the institution's global reach to promote health and wellness. Two 100-seat teaching amphitheaters are a central feature of Level Three, which will be shared by all eight Schools.

The Fourth Level is highlighted by the Medical Simulation Center (MSC) that offers skills development through practice on lifelike, computer controlled, hi-fidelity mannequins ("smarties"). A series of specialized training areas provide opportunity for skills training to nurses, physicians, first-responders, and other health professionals. Areas of specialty in the MSC include pediatrics, surgery, anesthesia, emergency medicine, and many more including a full functioning pharmacy.



It is also noteworthy that with intentionality and funding, the new Centennial Complex expands the emergency response capacity of LLU as part of the Inland Empire's disaster response infrastructure. The CURE Project (Convertible Use Rapidly Expandable) has been included into the design features and allows for the rapid conversion and deployment of a 27-bed emergency hospital in the MSC.

***CFR 3.1-3.3; 3.5: The Educational Effectiveness Committee and the Office of Assessment and Institutional Research are tasked to review and monitor respectively the instructional staffing of all programs. Selected new programs are also reviewed by the Graduate Council of the Faculty of Graduate Studies and the University Academic Affairs Committee.*** The majority of programs at LLU are accountable to external professional accrediting agencies which determine the requirements for instructional and support staffing for their respective programs. Compliance with established criteria occurs during the regular reaccreditation review cycles. In the past, programs engaged in intensive evaluation of their needs. However, these early reviews were done within school-specific programs and were prompted by choice and/or the need to restructure the sequence and content of courses. As a result, the process did not produce the campus-wide systematic approach that we now desire. We welcome the opportunity to develop a community of shared learning and a systematic program review process developed by EEC in conjunction with FGS. This joint process puts into place a structure for systematic program review that essentially parallels those used by professional accrediting bodies. As such, LLU is on target with the timeline for implementation of the revised program review processes presented in the 2006 Institutional Proposal. Note: since the proposal was submitted, the University has established an Office of Assessment and Institutional Learning that now includes the Office of Institutional Research. (Appendix – Supplemental Materials: EEC and FGS policies; Appendix – Required Data: Tables 7.1 and 8.1; Current Status of Institutional Outcomes Included in the Institutional Proposal)

The initial step toward implementing this process has been to have all programs, regardless of professional accreditation, complete an online program review template, which includes reporting of instructional staffing as part of this review process. The baseline data that emerges will assist LLU in conducting comparative analyses of how programs calculate faculty Full-time Equivalents (FTEs). The results will

assist us in making comparative recommendations to programs without external accreditation.

Schools proposing new academic programs are required to use the New Program Proposal Template, fashioned after WASC guidelines. (Appendix – Supplemental Materials: New Program Templates) The completed template is submitted to the UAAC for review, and requires that all aspects of capacity, including faculty-student ratios and faculty workloads, be well thought out when giving consideration to the development of a new program. Faculty workload is monitored to assure that faculty are neither overextended nor taken advantage of in spite of their commitment to mission.

Schools and programs with professional accreditation are required to maintain appropriate numbers of faculty with the required qualifications to assure academic quality. Processes exist for departments to work with their respective school administration to address both temporary and continuing program issues that require the adjustment of personnel sufficient to meet academic needs.

The University continues to develop the capacity of central services to provide the necessary support to meet students' needs and serve them better. Among the areas that continue to be addressed include the timely turnaround of Degree Compliance Reports, academic variances, admission of students, and final release of diplomas. All of these areas are currently being reviewed to insure that sufficient personnel are available and are adequately prepared to provide the necessary capacity to meet current needs and support future growth of the University.

All new programs are required to demonstrate that sufficient resources are available in a manner that does not jeopardize the quality of existing programs. The revised program review process has assisted in establishing a baseline understanding of program definitions and highlighted additional discussions on how to accurately count faculty FTEs. Although we determined that degree granting programs have adequate faculty resources, we discovered through our program review baseline the inconsistent use of terms, such as: (a) program, (b) track, (c) major, and (d) concentration. Awareness of this situation led to changes in the current 2008-09 University Catalog. Further refinement of program definitions will continue.

***CFR 3.3: Faculty and staff recruitment, orientation, workload, incentive, and evaluation practices are***

***aligned with institutional purposes and educational objectives. Evaluation processes are systematic, include appropriate peer review, and, for instructional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluations of instruction.*** To support the quality of education, recruitment, orientation, workload, incentive programs, and evaluations are guided by University policies. School policies must be consistent with, but can exceed, University policies. All schools are involved with the evaluation of their respective faculty, guided by professional accreditation requirements when applicable. Instructor and course evaluations are systematically required. Evaluation data are used in promotional activities and contract renewal. Methods of how peer review is implemented and used vary across the schools. Peer review is consistently required for rank and tenure evaluation. Programs that do not have professional accreditation follow standards that are closely aligned with the professional accrediting body of their respective school or department. For those programs that do not have professional accrediting bodies, LLU has insured that there are workload policies that appropriately address all elements of a culture of scholarship.

Faculty orientation consists of three elements. First, there is a general orientation sponsored by Human Resource Management (HRM) that covers institutional policies, rights, and benefits. Second, on an annual basis the University sponsors the Fall Faculty Colloquium; a venue with a mission-focused emphasis to orient new faculty and to rededicate all faculty to the highest aspirations of the University. Also, faculty, staff, and students are oriented to the University's mission through a dedication segment during the Fall Convocation service. University Campus Worship services provide additional opportunities for all faculty and staff to understand the foundations of our *normative culture*. Third, the Schools provide faculty orientations that focus on: (a) policies and procedures; (b) teaching effectiveness; (c) teaching strategies; (d) student discipline; (e) classroom decorum; (f) faculty responsibilities in academe, rank, and tenure promotion processes; and (g) a general orientation to the University's culture of *wholeness* and navigation of the institution's organizational landscape.

The institution has maintained a long history of fiscal stability and resources in place to insure the University's viability. Resource planning and

development include realistic budgeting, enrollment management, and diversification of revenue sources. Independent audits are conducted in compliance with required standards and have demonstrated fiscal strength and solvency as evidenced by external audits, bond ratings, endowments and fund raising successes. To support the quality of education, schools work with their departments and programs to address financial stability and insure that programs will thrive in today's competitive market. Furthering this process, the University administration provides assistance in addressing resource planning and development, including consultation and resource support for special initiatives. Central services are supported by a 10.5% flat-rate contribution by schools. (Appendix – Required Data: Section 5, Information, Physical, and Fiscal Resources)

***CFR 3.4; 3.6; 3.7: University Faculty Development Committee and Educational Support Services provide faculty development resources and instructional technology resources.*** As part of our approach to engage faculty, staff, and administration and prepare them for the CPR visit, a series of video podcasts were made available. These podcasts were designed to familiarize University constituents with consistent, timely, and convenient access to all elements necessary to insure CQI for programs. All video podcasts are linked to ancillary materials that include handouts and additional resources. The areas addressed using this method are available at the OA web site.<sup>31</sup> A list of school-specific faculty development activities can be found in Appendix – Supplemental Materials: Faculty Development Activities by Schools.

***CFR 3.7: Learning and Technology Subcommittee facilitates global access using appropriate technology-based infrastructures to support learning.*** Since 1999, LLU has submitted 23 degree programs for review by the WASC Substantive Change panel. All new programs are developed within the context of LLU's Philosophy of Distance Education. The University's capacity to successfully support online and off-campus programs has resulted in WASC granting the institution Fast Track Review status. There are four noteworthy components that contribute to our success in offering online and off-campus programs. First, Program Directors and/or Department Chairs are required to complete the template for new program proposals. The University's New Program Proposal Template is submitted for review to the UAAC. New program proposals that involve online or other forms of technology-mediated

instruction or off-campus delivery (synchronous or asynchronous) are also reviewed by the Learning and Technology Subcommittee of UAAC who then gives appropriate recommendations to UAAC. In addition, the International Program Review Subcommittee of UAAC reviews all off-campus programs, international and domestic. (Appendix – Supplemental Materials: Philosophy of Distance Education)

Second, a robust infrastructure that includes a Course Management System is utilized (Blackboard™ Academic Suite 7.1).<sup>32</sup> Each term approximately 1,000 courses are uploaded and ready in our Course Management System for faculty to activate. Only about 25% of those courses are activated by faculty—a use that ranges from 100% online to web-enhanced classes. LLU’s Blackboard™ web site receives over 17,000 hits per day. Technical support is provided both centrally through a dedicated helpdesk available at phone extension IT611 and also via web support.<sup>33</sup> Additionally, the University’s Department of Educational Support Services is ready to provide technical support to all constituents. Many schools have their own staff (e.g., online course developers) that complement central services. Recent upgrades to LLUAHSC connectivity provide a sufficient dedicated bandwidth of over 100Mb/s to connect the University to the worldwide web. Instructional technologies are appropriately shared with the Learning and Technology Subcommittee of UAAC, thereby providing a forum for review of best practices.

Third, faculty development activities such as courses, online tutorials, and one-on-one peer assistance are used to educate faculty and related support personnel in the use of technology mediated instruction, Course Management System, videoconferencing, and off-campus delivery. In addition, there are school-specific faculty development activities that focus on curricular design and delivery as warranted in professional programs. (Appendix – Supplemental Materials: Faculty Development Activities by Schools)

Fourth, assessment of online and off-campus programs is focused on institutional and program outcomes, as well as the appropriate use of technology mediated instruction. Results from these assessment activities are shared at the course, program, school, and institutional levels to insure CQI. Best practices, as gleaned from program assessment analyses, are shared with the Learning and

Technology Subcommittee of UAAC, and reported to the UAAC.

A new aspect to our capacity to deliver educational content worldwide is found in the Centennial Complex. This building has been designed to function as a “Global Gateway” to share with the world the education, research, and service content of LLU. Until recently, preparing health care professionals in many parts of the world has almost always involved an individual’s physical presence on our campus or faculty traveling to distant locations. New technologies now allow a “virtual presence” that exponentially expands the possibilities for MFL. While we may never wish to abandon the ideal of live, in-person relationships, communication technologies of many types expand the scope of what is globally achievable. As these technologies become more sophisticated, the potential for broadening the scope and quality of the learning experiences expands.

Adding the dimension of experience through the technological resources of the Complex will assist students in developing a high level of clinical and relational skills that are difficult to achieve in actual patient care situations. Students and faculty will have the capability for on-campus and global communication via a variety of media resources (i.e., computers, television, interactive videoconferencing, and audio systems). These will be adaptable for the needs of both lay and professional audiences and designed for establishing communication with remote sites, including those where connectivity is minimal. The ways in which this capability could be employed continue to expand. Among the possibilities are: (a) to enable education for off-campus students and other health care professionals in rural and foreign sites where such training is otherwise unavailable, (b) to demonstrate a new surgical procedure being performed in an LLU Medical Center operating room to physicians at distant locations, and (c) to consult on patient diagnosis and treatment with health care professionals in locations far from conventional patient care resources. All of these activities provide MFL experiences that enhance the awareness of global service for LLU students.

Finally, prompted by the LLU Telehealth Initiative, an infrastructure was deployed in late 2007 to facilitate seamless videoconferencing throughout the LLU enterprise and at off-campus locations. A video data center has the capacity to manage up to 20 simultaneous videoconference sessions that may be

used for clinical, educational, and research activities and connect LLU to remote sites as well as between numerous sites on our campus.<sup>34</sup>

**CFR 3.8; 3.11: *Emphasis will continue to be placed on clarifying divisions of responsibility as related to recent organizational changes, including the Faculty of Graduate Studies, the Educational Effectiveness Committee, and the relationship to school-based decision-making processes.*** The University has welcomed new paradigms to promote effective learning and has developed a much needed administrative focus to insure CQI. Many key changes in our infrastructure, both at the senior administrative and school levels, provide evidence of our commitment to institutional learning, including the creation of the following positions and offices:

- Chancellor
- Vice Chancellor for Academic Affairs, with the recent addition of the Office of Assessment and Institutional Learning
- Vice Chancellor for Research Affairs, and an Office of Sponsored Research for the entire campus
- Vice Chancellor for Information Systems, with the Department of Educational Support Services,<sup>35</sup> Data Management Applications, University Network Administration, and University Computing
- Assistant Vice Chancellor for Student Services, with multiple coordinating relationships across the University in the areas of student life, central student services, and marketing and admissions<sup>36</sup>
- Vice Chancellor for Community Partnerships and Diversity, and Assistant Vice Chancellor for Community Partnerships and Diversity
- Senior Vice Chancellor for Financial Affairs

**CFR 4.1; 4.2: *Strategic planning processes will continue to emphasize infusion of mission-focused learning and efforts to sustain LLU's normative culture in the midst of virtual globalization.*** Within LLUAHSC there continues to be a high priority on placing our shared values at the core of corporate operations. LLUAHSC leadership is committed to uphold and support the philosophy of the Seventh-day Adventist Church in the overall mission and activities of the organization. They further recognize the importance of strategic planning that is guided by foundational commitments to insure institutional integrity— indeed for the first time, strategic planning fully incorporates health care delivery as an integrated function of our campus culture.

Strategic planning is guided by LLUAHSC to insure that all corporate entities, including LLU, plan for a future that embraces and sustains our *normative culture*. LLU, including its Board of Trustees and Officers, is aware that strategic planning must be driven by assessment data. The new OA is fully engaged to support strategic planning with dashboard metrics and research queries to assure that plans for the future are responding to real needs as identified by assessment analytics. Schools have already responded to the heightened focus on assessment and strategic planning linkages in higher education by creating and staffing new positions that are committed to institutional learning, such as the School of Pharmacy's newly created position of Associate Dean for Assessment and Professional Affairs. In Human Resources there is a new focus on core institutional values in the hiring process, when providing new employee orientation, and in conducting employee evaluations. Additionally, school-specific orientations provide a venue to present and clarify the *normative culture* at LLU. We have identified a need to further support a University-wide new faculty orientation. This process was initiated in the Fall of 2004 when Deans selected and ranked topics to be presented to new faculty, including the clarification of the University's mission, vision, and values.

The newly structured systematic program review process provides the oversight to both monitor and facilitate the infusion of MFL. The review process gives an opportunity for programs to be evaluated on their inclusion of MFL through the examination and reflection on the program's mission, outcomes, curriculum maps, and assessment protocols. Co-curricular opportunities to infuse MFL are evident in a newly developed educational strategy that intentionally addresses aspects of *wholeness*, such as Campus Worship, the *wholeness* portal, school portfolios, and required religion classes in three categories—relational, theological, and ethical—for all students.<sup>37</sup>

A special challenge has been our capacity to sustain what we value about the institution as we offer degrees both online and off-campus. To this end, we have adopted a Philosophy of Distance Education to keep at the forefront “the how” of transmitting our values to students who may never have the opportunity to experience the traditional face-to-face interactions that have for over 100 years been at the heart of what makes LLU distinctive. (Appendix – Supplemental Materials: Philosophy of Distance Education)

Through focused-planning, opportunities to elevate and define MFL can be found from the initial student application process through graduation. As applicants enter the admissions portal we engage them with questions that highlight our values. Applicants are required to write an essay on how their personal philosophy relates to the mission and values of LLU. At graduation, the baccalaureate services feature presentations during which students share their life-changing experiences while on campus. In between these initial and capstone experiences are curricular, co-curricular, and extracurricular educational strategies that intentionally put MFL at the center of academic life for students at LLU.

**CFR 4.3: Selected themes for the self-study process will be used to identify qualitative data sources that can be integrated into the University's and LLUAHSC's decision-making systems which facilitate measuring, sustaining, and improving educational effectiveness.** As part of our movement toward improving educational effectiveness through both qualitative and quantitative research, we engaged in a number of processes intended to guide our decision-making. The first was to explore our formative research themes. Second, was to develop processes to directly and indirectly measure the effectiveness of educational programs. Third, and integral, was to establish processes to strengthen our capacity through campus-wide feedback.

As stated in the Institutional Proposal we chose to engage in institutional research regarding two themes: (a) *Bible-based faith*, and (b) our *normative culture*. A focus group process was used to collect data for both of these research themes. The results of this extensive process revealed the depth and embeddedness of *wholeness* and the University's core values in all aspects of campus life. Subsequently, we now have more clarity in how to support the integration of students' *wholeness* and MFL in their curricular, co-curricular, and extra-curricular experiences while enrolled at LLU and later as alumni. Among the initiatives which have supported this, Information Systems (IS) and the Center for Spiritual Life and Wholeness have developed a *Wholeness Portal* which will serve as a virtual pathway to a synergism of information, tools, and resources that support achieving a balanced lifestyle. Ultimately, the *Wholeness Portal* will provide the University with a source of usable data to track the growth and development of students toward integrating the principles of *wholeness* and MFL in their lives. It is anticipated that the *Wholeness Portal*

will be implemented for student use as of the fall of 2008.

Because of the strong support for the community dialogue, this approach will continue to be used to support the implementation of the University's new SLOs, assessment of our educational effectiveness, and to further align assessment with institutional strategic planning. Other opportunities to further interdisciplinary dialogue will also be explored at the request of the focus group participants. (See Research Theme Essays, p. 22.)

**CFR 4.4: Existing (i.e., University Academic Affairs Committee and school-based structures) and new organizational structures (i.e., Faculty of Graduate Studies, the Educational Effectiveness Committee, and school-based educational effectiveness committees) will continue to understand and integrate systematic evaluation processes to address continuous curricular renewal and improvement.** A recent recognition of our over dependence on professional accreditation has led us to a campus-wide assessment commitment including the alignment of our strategic planning with our commitment to assessment and MFL.

The goal of connecting campus-wide assessment and strategic planning prompted the development of the new OA. (See Capacity Building through Assessment, p. 5.) Both existing and new University committees focus their efforts on empowering LLU toward becoming an even stronger learning organization by way of encouraging assessment for the purpose of informed strategic planning. To this end, the UAAC, EEC (subcommittee of the UAAC), OA, and FGS all work together to oversee and coordinate campus-wide assessment. (Appendix – Organizational Charts: Institutional Learning and Capacity Building for Educational Effectiveness Chart) The University's new Assessment Plan provides a framework for these efforts. (Appendix – Supplemental Materials: LLU Assessment Plan)

In the past two years we have grown in our understanding and valuing of assessment-driven CQI. The LLU Board of Trustees requested that the Schools present assessment measures to them on an annual basis in the form of summative performance dashboards. Most importantly, LLUAHSC is developing a strategic plan that is driven by assessment analytics, and includes the assessment of educational effectiveness.

**CFR 4.5-4.8: University and school administration, faculty, and appropriate stakeholders will continue to develop and disseminate information regarding institutional policies and practices which facilitate the review and improvement of the institution's capacity for institutional research and the systematic utilization of both quantitative and qualitative data for assessing and improving the educational effectiveness.** Although many assessment systems have been developed, we continue to build our communication capacity among the academically sound programs that draw their identity from their distinctive disciplines. There has been progress through the use of electronic and committee structures to promote communication. At the core of electronic communications has been the development of a field-driven database that facilitates search features and insures alignment of all University publications dealing with policies and procedures with new information. This has been possible with a newly developed Information Technology infrastructure that is not just “webification” of existing hard copy content, but through a well thought-out plan for information data entry and management developed by the Vice Chancellor for Information Systems. (Appendix – Supplemental Materials: Academic Management System)

## RESEARCH THEMES

***Achieving Mission-Focused Learning (MFL).*** As noted earlier, a desire to insure that MFL remains a core element was prompted in part by our centennial celebrations that highlighted our rich history of embedding service into the education of health care professionals. Seeing the larger picture of the last 100 years of community engaged scholarship and service left us feeling connected and empowered. Representative of this reflection is a statement made by a senior faculty member during her orientation of a group of junior faculty:

*“You can't be value neutral and be happy at Loma Linda University. If you are value neutral you will not like it here and you'll leave. You'll leave because Loma Linda expects more of you and that's why you came here, because you want to be part of the more. Loma Linda University requires that you engage in emotional transference with it, and you are here because you want to experience emotional transference with Loma Linda University (Simon, 2006).”*

Examples like this one, led us to dedicate time to contemplating the “process at work in extraordinary moments” (Senge, et al., 2004), to consider the differences that exist between the past and present nature of LLU, and to imagine the possibilities of things to come. This dialogue resulted in the need to better understand the factors that sustained, and could significantly alter, the mission and educational philosophy of LLU that we cherish.

Two research themes were chosen to engage LLU constituents in the examination of issues that define and impact the intentional inclusion of MFL in the education of students at LLU. It is believed that the results of these two research efforts, as presented in the following reflective essays, inform and strengthen our institutional commitment to our *normative culture* and make MFL a continuing reality that will be part of LLU for the next 100 years.

**Theme 1: Understanding LLU's Normative Culture.** Many in higher education believe that a shared identity and purpose are critical to the continued success of a University. Most American universities began as religious institutions with the mission of integrating faith and learning. However, few have maintained their religious roots. Many speculate that a mix of striving for outside academic validation and the subsequent recruitment of faculty and enrollment of students from religious communities other than the institution's auspices, have led to identity shifts of these institutions, albeit intentional in some cases and inadvertent in others. As LLU finds itself at an important juncture of substantial institutional growth and change (Appendix – Supplemental Materials: “Organizational Change: From Silos to Community?” Report) the constituents—leadership, faculty, students, and staff—engaged in a discussion about the past, present, and future direction of LLU in light of the shared desire to sustain what is loved about LLU. The goal was to examine our shared understanding of our current *normative culture*, and provide an assessment of its strengths and/or weaknesses, including an examination of the likelihood of an identify shift as LLU intentionally expands its curricular offerings, clinical services, and MFL opportunities locally and around the world. As such, this essay describes the process and results of a six-month qualitative study to explore and better understand the *normative culture* of LLU.

*The Philosophical Drift of Universities with Religious Auspices.* Most universities define