



## *The Lewis & Clark 2006 Strategic Plan: A Final Progress Report, September 28, 2011*

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In September 2005 President Thomas Hochstettler charged a planning task force with the development of a strategic plan for the College. The result of that effort was an April 27, 2006 “Report from the Planning Task Force” that articulated five core values for the College and six goals, supported by thirty-four recommendations. Notably, this was the first time in their common history that all three schools of the College were able to come to a shared expression of the mission, identity, and concomitant goals of the institution as a whole.

In 2007 and 2008 President Thomas Hochstettler gave extensive reports on the progress achieved in acting on the thirty-four recommendations (see attached), and in 2009 and 2010 the Executive Council undertook briefer, oral reviews of progress. This document provides the 2011 review of the College’s progress on achieving the goals set out in the 2006 report. Because a new planning process is currently underway, this document, commissioned by the Executive Council on September 21, 2011, also serves as the final report on the plan. The report does not aim to be exhaustive in its review—see President Hochstettler’s earlier reports for considerable detail through 2008—but only to highlight the chief and most recent efforts to attend to the 2006 plan’s recommendations as a marker of the College’s successes and of the areas in which we continue to strive to improve the ways in which we meet the higher education needs of our students.

### I. Five Core Values and Identity of Lewis & Clark College + Two Recommendations.

Intellectual rigor in a supportive environment.

Northwest heritage, expansive horizons.

A passion for global engagement.

Community engagement.

Wisdom and leadership.

1. Embrace the five core values.
2. Encourage ongoing discussions about our core values.

Evidence that the two recommendations inform the College culture came in March 2011 when the Institutional Planning and Effectiveness Committee, responding to the requirements for the first phase of a multi-year institution-wide accreditation process, adopted four “Core Themes” for the College that resonate with and extend the core values expressed by the 2006 plan (save the emphasis on “Northwest heritage”). They include:

- Be a community of scholars vigorously engaged in learning, teaching, research and creative inquiry.
- Be a community that integrates theory and practice within the overall educational experience.

- Be a community that commits itself to diversity and sustainability as dimensions of a just society.
- Be a community that cultivates leadership and engagement in a complex and interdependent world.

Additionally, the Public Affairs and Communications Office of the College has consistently lifted up the core values in its public presentation of the news about Lewis & Clark, implementing a general communications strategy for doing so.

## II. Goal #1, Grow and wisely use our financial resources.

### 3. Commit to a capital campaign.

The economy has posed significant challenges for fund raising over the past several years. Nevertheless, Institutional Advancement has made steady progress in strengthening and bolstering our alumni and development programs. In fiscal 2006, total gift income tallied \$6 million. Since that time, total gift income has averaged \$9.5 million annually over the past five years, and the alumni (CAS) donor participation rate has grown from 19.7 percent to 23.3 percent. Also, in the general spirit of the goal some other actions have been taken: the College's long-term debt has been restructured at an advantageous rate, the 2010 VESP led to some cost reductions, and other cost-saving measures have been taken to more wisely steward the College's financial resources.

## III. Goal #2: Enhance the Lewis & Clark College community.

4. Foster communication and cooperation among the three schools.
5. Enhance community among staff and faculty.
6. Improve students' sense of belonging to the College.
7. Expand/support alumni relations and services.
8. Improve diversity of students, faculty, and staff.

A great deal of effort was devoted to implementing the recommendations associated with this goal over the course of the plan's lifespan, resulting in a much improved campus atmosphere and community. In achieving this goal President Hochstettler's leadership was particularly significant.

With respect to Recommendations 4 and 5, a College-wide Operations Council was established to facilitate better communication among institutional units, the Common Services Budget was reworked to reflect a more equitable distribution of cost burdens, and a subcommittee of the Operations Council was established to improve campus culture and operational interaction across sectors. *The Source* began publication as a campus-wide communication tool, the Strategic Initiative Fund was initiated by Carl Vance, an Information Technology Strategic Advisory Council was established, Administrative Assembly was made a stronger vehicle for communication across campus, the deans of the three schools initiated some programs to increase cooperative programming (see especially the HHMI grant that involved CAS and GSEC cooperation), and a number of events within schools were re-engineered to bring staff and faculty together (e.g., the annual CAS fall retreat).

A variety of initiatives have been directed at satisfying Recommendation 5, and if one measures success by the amount of "spirit gear" on campus and the number of faculty, staff, and students demonstrating school spirit through attendance at various events, especially athletic competitions, the initiatives have succeeded. Among them are the annual PioFair held early in the fall semester, the phenomenal growth in the numbers of students involved in and the quality of the College's choral music programs under the directorship of Kathy Fitzgibbon, various improvements in the Resident Assistant system, improved relations between Campus Safety and the student population under the leadership of Tim Dwyer, increased participation in student government, revisions in the operation of the Student Senate, the introduction of the Great Expectations program for potentially at-risk first-year students, the development of language communities and faculty presence in the residence halls, and the construction of a new residence hall to increase on-campus housing for students.

Under Andrew McPheeters' direction of the Alumni Office and Amelia Wilcox's leadership of the Board of Alumni efforts to respond to Recommendation 7 have been very successful. Alumni giving has increased at historically high rates over the past few years, the budget for alumni programming has been increased, events for alumni across the country have been expanded and enhanced, staffing in the Alumni Office has been upgraded, the Albany Society has been infused with new significance, cooperation across the three schools on alumni affairs has increased, cooperation with the Admissions Office has been added and enhanced, Orange and Black parties are taking place across the country, the CAS and the Law School have developed special programs for recent graduates as they move into the work and post-graduation world, the Institutional Planning and Effectiveness Committee features building better relations between the College and its alumni in its core themes, and alumni surveying has been vastly improved. Additionally, the Student Alumni Association has developed substantially in recent years, establishing greater connections between alumni and "pre-alumni" (e.g., "Careers for Pioneers" brings alumni to campus twice a year to provide career advising and networking).

While much work remains, some advances have been made in satisfying Recommendation 8. The Board approved a statement of educational benefits of diversity, quite broadly defined, that speaks to the recognition at the highest levels of College governance that this is fundamental to the education we offer. The diversity of the student population has increased in past years to 19% in CAS, 22.4% in the LS, and 13% in the GSEC in 2011/12, and the diversity of the student body as a whole has correspondingly gone up. The College's senior leadership has also increased in diversity, the College has instituted programming intended to create a more intentionally welcoming environment for various underrepresented racial, ethnic, and socioeconomic groups on campus (e.g., Great Expectations in the CAS, the Academic Enhancement program in the LS), a Chief Diversity Officer position was created, and school-specific efforts have focused in various ways on enhancing diversity (e.g., the Faculty Diversity Committee in the GSEC). Also, in the Law School there has been a very successful emphasis on hiring ethnically diverse faculty members, and many new staff hires have been diverse candidates.

#### IV. Goal #3: Strengthen our academic programs.

9. Cultivate intellectual skills for a life of analysis/engagement.
10. Support a reciprocal teacher/scholar model for faculty.
11. Further support international scholarship and education.
12. Further support environmental scholarship and education.
13. Integrate information resources/technology into learning.
14. Lower the student-faculty ratio at the CAS.
15. Support the CAS faculty as academic advisers.
16. Enhance science programs at the CAS.

It goes without saying that satisfying most of the recommendations associated with Goal 3 constitutes the day-to-day activity of an academic institution. As such no detailed account of what we do and have done with regard to most of these recommendations is necessary. Some highlights, however, do merit mention. In the CAS the implementation of the Exploration & Discovery program was an important moment in attending to Recommendation 9. The HHMI grant that served the CAS and the GSEC and the Mellon Grant for Mid-Career Faculty in CAS have been important in promoting the teacher-scholar model. The Law School's development of cooperative programs with institutions in China, India, Lichtenstein, and Korea and the addition of a Global Law program with a position in the area are significant indication of the seriousness with which the College takes Recommendation 11, as is the establishment of the Dinah Dodds Scholarship for International Study in the CAS. The addition of a Sustainability Manager, Amy Dvorak, to the facilities staff, the work of the Sustainability Task Force in 2010/2011, the Mellon Grant for the CAS Environmental Studies Program, and, of course, the Law School's continued national leadership among environmental law programs all signal the College's

commitment to satisfying Recommendation 12. To improve our access to developments in technology and higher education the College maintains a membership in NITLE. CAS faculty members have received added support in their role as advisers with the establishment of a faculty-led Office of Advising. And an HHMI grant has enhanced science programming in CAS, as have several other initiatives (e.g., the Science Without Limits program, increased gender balance in science faculty representation, a new position in Environmental Studies), prompting in part a surge in graduates receiving NSF doctoral study funding.

It is important to acknowledge some notable instances where the College has fallen short in implementing the recommendations associated with Goal 3. While some efforts have been made to improve the integration of technology and learning, a forthcoming report on our IT structure from the Pappas Group will point out that Lewis & Clark lacks an academic vision and goals for technology and learning. While efforts were made to lower our student-faculty ratio in CAS to 11:1 from 12.6:1, we have reduced it only to 12:1. And although an Office of Advising is improving delivery of services in CAS, advising load imbalances remain troublesome.

V. Goal #4: Attract and retain well-qualified student body.

17. Increase endowment-funded scholarships.

18. Enhance student services.

19. Strengthen career advising, internship, and job placement services.

20. Support diverse opportunities for physical activities/sports.

21. Affirm primacy of student academic preparedness at CAS.

22. Increase admission of international students at the CAS.

23. Give CAS students appropriate responsibility for decisions.

Like those linked to Goal 3, attending to the recommendations associated with Goal 4 is simply the business of a higher education institution and should be evident in many ways in the institution's life. And so again, some highlights and acknowledgement of where we have struggled will perhaps suffice.

On recommendations to increase endowment-related scholarships the Board instituted a Students First Initiative which has already produced 4.4 million in endowed and expendable scholarships since 2010, and some smaller programs for endowed scholarships have also been implemented (see, for example, the Dinah Dodds Scholarship noted above, as well as at least two endowed scholarships in the Law School, with as many as five more anticipated).

While the percentage of international students admitted to CAS declined from 6% in 2010 to 5% in 2011 the international students the college receives through the United World College program have been an outstanding addition to the College community.

Successes in implementing other recommendations associated with this goal are also in evidence. Student services have been expanded considerably in the past few years, first under the leadership of Dean Houston Dougharty and later Dean Celestino Limas. 3CE on the CAS campus was established and expanded, the Center for Community Engagement in the GSEC has enhanced the student experience, and the Law School has implemented innovative programs for incoming *and* graduating students meant to ease their passage into law school and from it into the legal world. On the CAS campus, the Fowler/Levin scholarship fund to support students in unpaid summer internships has been a significant boon to giving students opportunities to develop experience in various kinds of professional and community service. Counseling and Health Services have also been able to serve larger number of students. Intramural athletic programs have grown and the College's Division III athletic teams have earned increased respect and won more competitions. And in the CAS admissions standards have held steady or have been raised in recent years, we have welcomed an outstanding

new Dean of Admissions and Financial Aid, Lisa Meyer, and there have also been vigorous and successful efforts to increase student retention.

VI. Goal #5: Promote organizational effectiveness.

24. Review/improve our administrative and organizational functions.
25. Commit to fair and competitive employee compensation.
26. Develop consistent, effective internal communication.
27. Evaluate progress on these recommendations annually.

A wide variety of efforts have been made to act on the recommendations associated with Goal 5. The administration has conducted reviews of services from Admissions to Facilities to IT, and of structures from executive organization to overseas program administration to registrar office reviews. Changes have been made in organizational structure, staffing levels, and administration. The addition of the Operations Council, noted above, has been critical to many of these endeavors. The budget process has been overhauled and improved for the sake of greater transparency and coherence, and a CAS budget managers group has been established to add further transparency and coherence in CAS budget planning and implementation. *The Source*, Administrative Assembly, and the Operations Council have helped improve internal communication, as have the implementation of a strategic communications plan, the redesign and relaunch of the website, and the development of a consistent message platform. And the administration has conducted external reviews of services including CAS Admissions, Facilities, Information Technology, Overseas and Off-Campus Studies, and the three Registrars Offices as well as the institution's executive structure. Informed by these reviews, changes have been made in administration, organization, and staffing levels.

VII. Goal #6: Improve the campus infrastructure.

28. Build new science facilities at the CAS.
29. Complete plans for Phase 2 at the Law School.
30. Support/implement Graduate School planning for facilities needs.
31. Continue to improve and increase on-campus student housing.
32. Construct a center for the performing arts.
33. Renovate/replace the Student Center.
34. Provide improved parking and transportation options.

Efforts to respond to the recommendations associated with Goal 6 have been hamstrung in recent years by the poor economy and the transitions in leadership positions key to fundraising noted above. Yet one new building has been added on campus in this period, the Diane Gregg Pavilion adjacent to the Agnes Flanagan Chapel, and another is underway, the new residence hall to the east of Hartzfeld Residence Hall, with a scheduled completion date of Summer 2012. Additionally, other buildings have undergone varying degrees of various degrees of renovation, including, among others, the South Chapel Annex, the Agnes Flanagan Chapel, and the Templeton Student Center. Also since the 2006 plan was announced the College's Vice President for Business and Finance has completed a "right-sizing" study that has allowed a more finely calibrated plan for facilities expansion and renewal that will inform new planning efforts in the future.

VIII. Conclusion

We close by expressing our gratitude to the Planning Task Force of 2005/2006 and all those who have implemented its recommendations over the past five years. Their work is impressive and has succeeded in bringing significant positive changes to the life of Lewis & Clark College. And most importantly, their efforts have laid a solid foundation for the work of the College—its administrative leadership, faculties, staff, students, trustees, and alumni—as it moves forward into the second decade of the 21<sup>st</sup> century.