

Year Three Self-Evaluation Report Lewis & Clark College March 3, 2014



TABLE OF CONTENTS

INSTITUTIONAL OVERVIEW4
BASIC INSTITUTIONAL DATA FORM5
Preface
RESPONSE TO RECOMMENDATION FROM THE COMMISSION:
CHAPTER ONE: MISSSION, CORE THEMES, AND EXPECTATIONS15
EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 2 AND 3
Standard 1.A Mission
1.A.1 Mission Statement
1.A.2 Interpretation of Mission Fulfillment
1.A.3 Articulation of an acceptable threshold of mission fulfillment
Standard 1.B Core Themes
Core Theme One: Be a community of scholars vigorously engaged in learning, teaching, research, and creative inquiry
Core Theme Two: Be a community that integrates theory and practice within the overall educational experience.
Core Theme Three: Be a community that commits itself to diversity and sustainability as dimensions of a just society
CHAPTER TWO: RESOURCES AND CAPACITY33
EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 4-21
STANDARD TWO: RESOURCES AND CAPACITY
2.A Governance 36
2.B Human Resources
2 C Education Resources 60

	2.D Student Support Resources	72
	2.E Library and Information Resources	84
	2.F Financial Resources	90
	2.G Physical and Technological Infrastructure	95
C	CONCLUSION	100

INSTITUTIONAL OVERVIEW

Lewis & Clark College was founded in 1867 as Albany Collegiate Institute by a group of Presbyterian pioneers in the Willamette Valley town of Albany, 60 miles south of Portland. From its beginning, the College was a coeducational institution, enrolling 43 women and 43 men by 1869. The first class graduated in 1873. In 1942 the Albany College trustees acquired through a gift-sale the Lloyd Frank "Fir Acres" estate in southwest Portland, selected Morgan Odell as the president for the new campus, and adopted the name Lewis & Clark College as a "symbol of the pioneering spirit that had made and maintained the College."

The College of Arts and Sciences (CAS) enrolls approximately 2,120 undergraduate students. Over 88% come from outside Oregon, and 6% are international students. The student-to-faculty ratio is 12:1. The CAS awards the Bachelor of Arts degree in 21 disciplinary and four interdisciplinary majors. The largest majors numerically are Psychology, Sociology/Anthropology, International Affairs, English, and Biology, in that order.

Lewis & Clark Law School was established as Oregon's Law School in 1884, and is the state's oldest school of law. It was reorganized as a private institution in 1915, and merged with Lewis & Clark College in 1965. It remains the only law school in Portland, and enrolls approximately 685 students in three degree programs, a three year full time J.D. program offered during the day, a four year evening part time J.D. program, and an LL.M. degree in environmental and natural resources law. A master's degree in environmental law has been added in the past year. The Graduate School of Education and Counseling was formed in 1984 and enrolls approximately 750 students in the following degrees and programs: Master of Arts in Teaching, Master of Education, Master of Arts in Counseling Psychology, Education Specialist in School Psychology, and the Doctor of Education in Leadership.

The three schools of the College occupy a campus of 137 acres. Separately and together, they embrace and promote the values expressed in the College's motto: Explorare, Discere, Sociare ("to explore, to learn, to work together").



NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA FORM

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

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms. Institution: Lewis & Clark College Address: 0615 SW Palatine Hill Road City, State, ZIP: 97219 Degree Levels Offered: X Doctorate X Masters X Baccalaureate Associate Other If part of a multi-institution system, name of system: Type of Institution: X Comprehensive Specialized Health-centered Religious-based Native/Tribal Other (specify) Institutional control: Public City County State Federal Tribal X Private/Independent (X Non-profit For Profit) Institutional calendar: Quarter X Semester Trimester 4-1-4 Continuous Term Other (specify) **Specialized/Programmatic accreditation:** List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Law School	J.D., LL.M., M.S.L.	American Bar Association	June 2010
GSEC-Professional Mental Health Counseling (formerly Community Counseling) and Professional Mental Health Counseling—	Master of Arts Master of Science	Council for Accreditation of Counseling & Related Educational Programs CACREP	2010

Addictions (formerly Addiction Studies) programs, which are currently accredited under the 2001 standards for Community			
Counseling Programs. GSEC-MCFT	Master of Arts Master of Science	Commission on Accreditation for Marriage & Family Therapy Education COAMFTE	2009
GSEC School Psychology	Educational Specialist Degree	National Association of School Psychologists NASP	2013
GSEC-All school-based programs: Teacher Education EC/EL and ML/HS, SPED/ESOL, READ, CAL, IAL, EdLL, SCED, SPSY	Master of Arts in Teaching- EC/EL or ML/HS, Master of Education, Curriculum and Instruction, Master of Education: Special Education, Educational Specialist Degree, Doctor of Education in Leadership	National Council for Accreditation of Teacher Education NCATE (now Council for the Accreditation of Educator Preparation CAEP)	2012
GSEC-all school-based programs: Teacher education EC/EL and ML/HS, SPED/ESOL, READ, CAL, IAL, EdLL, SCED, SPSY	Master of Arts in Teaching- EC/EL or ML/HS, Master of Education, Curriculum and Instruction, Master of Education: Special Education, Educational Specialist Degree, Doctor of Education in Leadership	Oregon Teacher Standards and Practices Commission TSPC	2013

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: for CAS- total credits divided by 12, which is considered full time; for GSEC- total number of credits divided by 6, which is considered full time; For Law- number of part time students times .67).

Official Fall 2013 (most recent year) FTE Student Enrollments

Classification	Current Year Dates: Aug 13- Dec 13	One Year Prior Dates: Aug 12- Dec 12	Two Years Prior Dates: Aug 11- Dec 11
Undergraduate	2099	2133	2129
Graduate	566	590	623
Professional	593	688	676
Unclassified			
Total all levels	3258	3411	3428

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

Official Fall 2012 (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: Aug 11- Jul 12	One Year Prior Dates: Aug 10- Jul 11	Two Years Prior Dates: Aug 9- Jul 10
Undergraduate	2334	2285	2116
Graduate	1224	1360	1430
Professional	817	805	811
Unclassified			
Total all levels	4373	4450	4357

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

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

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	65	16						
Associate				DY EA	GE NOTE I			
Professor	78	3		l I	PLEASE NOTE: This information is presently not available, as we are currently			
Assistant Professor	52	3		converting our HR records system.				
Instructor	8	11				•		
Lecturer and								
Teaching Assistant	4							
Research Staff and								
Research Assistant								
Undesignated								
Rank	4	1						

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

Rank	Mean Salary (per year)	Mean Years of Service
Professor	\$ 111,978	20.9
Associate Professor	\$ 80,424	12.2
Assistant Professor	\$ 62,361	3.6
Instructor	\$ 47,727	7.1
Lecturer and Teaching Assistant	\$ 63,873	21.5
Research Staff and Research		
Assistant	\$ 45,016	
Undesignated Rank		6.8

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

Fiscal year of the institution:	June 1 through May 31			
Reporting of income:	Accrual Basis	Y	Accrual Basis	
Reporting of expenses:	Accrual Basis	Y	Accrual Basis	

BALANCE SHEET DATA- PLEASE SEE APPENDIX A

ASSETS	Last Completed FY Dates:	One Year Prior to Last Completed FY Dates:	Two Years Prior to Last Completed FY Dates:
CURRENT FUNDS		Please see attach	
Unrestricted			
Cash			
Investments			
Accounts receivable gross			
Less allowance for bad debts			
Inventories			
Prepaid expenses and deferred			
charges			
Other (identify)			
Due from			
Total Unrestricted			
Restricted			
Cash			
Investments			
Other (identify)			
Due from			
Total Restricted			
TOTAL CURRENT FUNDS			
ENDOWMENT AND SIMILAR FUNDS			
Cash			
Investments			
Other (identify)			
Due from			
TOTAL ENDOWMENT AND SIMILAR			
FUNDS			
PLANT FUND			
Unexpended			
Cash			
Investments			
Other (identify)			
Total unexpended			
Investment in Plant			
Land			
Land improvements			
Buildings			
Equipment			
Library resources			
Other (identify)			

Total investments in plant		
Due from		
Other plant funds (identify)		
TOTAL PLANT FUNDS		
OTHER ASSETS (IDENTIFY)		
TOTAL OTHER ASSETS		
TOTAL ASSETS		

BALANCE SHEET DATA (continued)

Liabilities	Last Completed FY Dates:	One Year Prior to Last Completed FY Dates:	Two Years Prior to Last Completed FY Dates:
CURRENT FUNDS		Please see attach	ed
Unrestricted			
Accounts payable			
Accrued liabilities			
Students' deposits			
Deferred credits			
Other liabilities (identify)			
Due to			
Fund balance			
Total Unrestricted			
Restricted			
Accounts payable			
Other (identify)			
Due to			
Fund balance			
Total Restricted			
TOTAL CURRENT FUNDS			
ENDOWMENT AND SIMILAR FUNDS			
Restricted			
Quasi-endowed			
Due to			
Fund balance			
TOTAL ENDOWMENT AND SIMILAR FUNDS			
PLANT FUND			
Unexpended			
Accounts payable			
Notes payable			
Bonds payable			
Other liabilities (identify)			
Due to			

Fund balance		
Total unexpended		
Investment in Plant		
Notes payable		
Bonds payable		
Mortgage payable		
Other liabilities (identify)		
Due to		
Other plant fund liabilities (identify)		
TOTAL INVESTMENTS IN PLANT		
FUND		
OTHER LIABILITIES (IDENTIFY)		
TOTAL OTHER LIABILITIES		
TOTAL LIABILITIES		
FUND BALANCE		

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY Dates:	One Year Prior to Last Completed FY Dates:	Two Years Prior to Last Completed FY Dates:
Tuition and fees			
Federal appropriations			
State appropriations			
Local appropriations			
Grants and contracts			
Endowment income			
Auxiliary enterprises			
Other (identify)			
EXPENDITURE & MANDATORY			
Transfers		Please see attache	ed
Educational and General			
Instruction			
Research			
Public services			
Academic support			
Student services			
Institutional support			
Operation and maintenance of			
plant Scholarships and fellowships			

Other (identify)		
Mandatory transfers for:		
Principal and interest		
Renewal and replacements		
Loan fund matching grants		
Other (identify)		
Total Educational and General		
Auxiliary Enterprises		
Expenditures		
Mandatory transfers for:		
Principal and interest		
Renewals and replacements		
Total Auxiliary Enterprises		
TOTAL EXPENDITURE &		
MANDATORY TRANSFERS		
OTHER TRANSFERS AND		
ADDITIONS/DELETIONS		
(identify)		
EXCESS [deficiency of revenues		
over expenditures and mandatory		
transfers (net change in fund		
balances)]		

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates:	One Year Prior to Last Completed FY Dates:	Two Years Prior to Last Completed FY Dates:
For Capital Outlay			
For Operations			

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

Degree Programs – list the <u>names</u> of degree programs that can be completed at the site. **Academic Credit Courses** – report the <u>total number</u> of academic credit courses offered at the site.

Student Headcount – report the <u>total number (unduplicated headcount)</u> of students currently enrolled in programs at the site.

Faculty Headcount – report the <u>total number (unduplicated headcount)</u> of faculty (full-time and part-time) teaching at the site.

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

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Not Applicable				

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

Degree Programs – list the <u>names</u> of degree programs that can be completed at the site. **Academic Credit Courses** – report the <u>total number</u> of academic credit courses offered at the site.

Student Headcount – report the <u>total number (unduplicated headcount)</u> of students currently enrolled in programs at the site.

Faculty Headcount – report the <u>total number (unduplicated headcount)</u> of faculty (full-time and part-time) teaching at the site.

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

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
FULL YEAR PROGRAMS				
Chile: Santiago			1	
France: Nancy			1	
France: Strasbourg GC/LI			3	
Germany: Munich			18	
Japan: Osaka CET			2	
Spain: Alicante			2	
FALL SEMESTER PROGRAMS				
Chile: Santiago			4	
Chile: Valparaiso			9	
China: Beijing GC			4	
China: Beijing LI			3	
DR: Santiago			1	
East Africa			16	2
France: Nancy			4	
France: Strasbourg GC/LI			4	
Russia: St. Ptrsbg Lang./ Area Studies			5	
Russia: Vladivostok			3	

Scotland	24	1			
SPRING SEMESTER PROGRAMS					
Australia	13	1			
Border Studies	1				
Chile: Santiago	1				
Chile: Valparaiso	8				
China: Beijing LI	6				
DR: Santo Domingo	2				
DR: Santiago	2				
Ecuador: Cuenca	14				
England: Social Sciences	26	1			
France: Strasbourg GC/LI	8				
Italy: Siena	22	1			
Japan: Kansai Gaidai	2				
Japan: Sapporo	2				
Morocco	18	1			
Russia: St. Ptrsbg Lang./ Area Studies	1				
Senegal	2				
Spain: Alicante	9				
Spain: Seville	13	1			
SUMMER PROGRAMS					
Australia Summer Psychology	10	1			
Ecuador	1				
Swaziland	10	1			

PREFACE

The work of developing the Year Three Report was initially undertaken by the Institutional Planning and Effectiveness Committee (IPEC), which had led the effort to develop the Core Themes in 2010-2011. This group had been comprised of staff, faculty, students, alumni, and trustees from across the institution. The work then shifted to a group of administrators for two reasons. The first had to do with the nature of Standard Two, which requires the involvement of vice presidents, deans, associate vice presidents, and directors who oversee relevant functional areas of the institution. The second had to do with significant change in our senior administration and the need to involve our new leadership in the accreditation process. Thus Tuajuanda Jordan, Dean of the College of Arts and Science; Anna Gonzalez, Dean of Students; Lisa Meyer, Dean for Enrollment and Communications; Adam Buchwald, Associate Vice President and Chief Information Officer; and Michel George, Associate Vice President for Facilities, have joined with administrative members of the previous committee to continue work on the completion of the Year Three report. This effort has been led by Mark Figueroa, Associate Provost for Institutional Research and Planning, who assumed the role of Accreditation Liaison Officer, with the retirement of Mervyn Brockett, who had held that post for more than two decades.

RESPONSE TO RECOMMENDATION FROM THE COMMISSION:

Lewis & Clark's Year One evaluation resulted in one recommendation:

The Commission recommends that planning and systemic, ongoing assessment activities need greater integration to demonstrate the connection of the mission statement, core themes, strategic plan, and mission fulfillment (Standard I.A.2, I.B.2).

During the past 18 months, the College has been working to enhance its assessment capacity and efforts to develop a culture of evidence. With the adoption of *The Journey Forward: A Lewis & Clark Strategic Plan for 2020*, adopted unanimously by the Board of Trustees on October 26, 2012, the College has developed a roadmap for the future of the institution. Efforts have been made and work continues to align the outcomes of the strategic plan with the institutional Core Themes, as guided by the mission statement. Specific measures are also being developed to demonstrate mission fulfillment.

The Graduate School of Education and Counseling has already established a rigorous assessment program developed in response to the expectations of its varied external accreditation bodies. The College of Arts and Sciences (CAS) and the Law School continue to develop similarly rigorous assessment programs. Recent work within the CAS has been directed toward developing a more comprehensive and systematic approach by establishing learning outcomes from each academic department, which are posted on each of their respective departmental webpages, as well as learning outcomes for each course. The Law School is following a similar development, based on newly revised requirements from the American Bar Association.

UPDATED CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS

EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 2 AND 3

Eligibility Requirement 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.

Lewis & Clark College is a private, not for profit institution of higher education governed by a self-perpetuating voluntary Board of Trustees ("the Board"). The powers of the Board derive from the Articles of Incorporation, the Bylaws of the College, and from Oregon state law. Lewis & Clark College is authorized to offer degrees by the State of Oregon, and accredited by the NWCCU and other accrediting bodies relevant to its programs.

Eligibility Requirement 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.

Lewis & Clark College has an institutional mission that was approved by the Board in May, 1997 and core themes that were approved in February, 2012. The mission and core themes express our identity and values as an institution committed to excellence in undergraduate liberal arts education and graduate level preparation in the fields of counseling, education, and law.

Standard 1.A Mission

1.A.1 Mission Statement

Lewis & Clark's current institutional mission statement was adopted by resolution of the Board of Trustees in May, 1997:

The mission of Lewis & Clark College is to know the traditions of the liberal arts, to test their boundaries through ongoing Exploration, and to hand on to successive generations the tools and discoveries of this quest. By these means the College pursues the aims of all liberal learning: to seek knowledge for its own sake and to prepare for civic leadership.

The College carries out this mission through undergraduate programs in the arts and sciences and postgraduate programs in the closely related professions of

education, counseling, and law. The College mounts these programs as both separately valid and mutually supportive enterprises. In all its endeavors it seeks to be a community of scholars who are alive to inquiry, open to diversity, and disciplined to work in an interdependent world.

The text resulted from two years of discussion among faculty, staff and trustees and reflected important structural and academic changes in the identity of the College since it moved to its present campus in Portland in 1942. It was designed to achieve two purposes. The first was to place Lewis & Clark within the long classical tradition that holds liberal education to be the fundamental preparation for society's future leaders. The second was to affirm that Lewis & Clark's two professional schools belong within the scope of that same tradition, and out of this intellectual affinity to seek to develop a special academic community of scholars and practitioners.

The language of the mission statement draws on a rhetoric of idealism and inspiration. It speaks of education in terms of quest, exploration and endeavor that continue across generations; of learning and scholarship as worthy ends in themselves as well as the foundation of leadership; and of discipline, diversity, and community as enduring educational values that will shape a connected and interdependent global society. The sense of mission implied by this statement looks toward future horizons through a wide angle lens rather than focusing on clearly defined markers in the foreground. "Mission accomplished" is a concept that fits awkwardly with this vision.

However, the need to test feasible ambitions against identifiable results has led to a number of initiatives designed to articulate aspects of the institutional mission statement in formulations relevant to more specific contexts. Two of these have been "supplementary" mission statements adopted by each of Lewis & Clark's professional schools.

The Law School revised and approved the most recent iteration of its mission statement in December, 2008:

We strive to maintain and enhance a rich intellectual environment that contributes to legal knowledge through teaching, scholarship, and public service; that fosters innovation and new ideas; and that educates, supports and challenges our students in developing the knowledge, analytical and practical skills, and professional values that they need to excel in a diverse and dynamic world. We support all members of our community as they engage the legal world through advocacy, counseling, scholarship, and public service.

Here the references in the earlier institutional mission statement to "the traditions of the liberal arts," "ongoing exploration," and "discoveries of this quest" are conveyed in the more conventional terms of teaching, scholarship, public service, and innovation; preparing "for civic leadership" involves acquiring competence in legal knowledge, analytical and practical skills and professional values in order to excel in a diverse and dynamic world.

In a similar spirit, the faculty of the Graduate School of Education and Counseling developed a mission statement that highlights the priorities informing their own pre-professional programs:

The Lewis & Clark Graduate School of Education and Counseling is a community that values the rich diversity of voices and perspectives in a complex world. We reach out to those around us, explore new ideas, and pursue the best practice of education and counseling. We promote open dialogue, inquiry, respect, and social action to enhance the learning of adults and children.

The statement underscores the importance attributed to diversity, open dialogue, inquiry, respect and social action as the means to enhance learning.

A third initiative was in response to the new evaluation and reporting structure adopted by the Northwest Commission on Colleges and Universities (NWCCU) in January, 2010. Here the task was to articulate a set of core themes congruent with the institutional mission statement that would express the distinctive identity of the College and define its intentions and purposes for the current decade and beyond. This project, which began in the fall of 2010, drew on the insights of an Institutional Planning and Effectiveness Committee (IPEC) whose membership included trustees, alumni, faculty, students and staff from across the institution. The committee was chaired by Dr. Jane Atkinson, Vice President and Provost, and met for a number of half day working sessions during the fall and winter 2010. Between plenary meetings, smaller ad hoc groups worked to frame or refine proposals that had originated with the full committee. A first draft of the core themes and associated objectives was sent to the Lewis & Clark community in December, 2010 with a request for comments via an online survey. Approximately 1,200 people completed the survey, and some 200 respondents answered the open ended questions with individual comments and suggestions. The response rate for faculty and staff was over 50% and for students was 22%. The IPEC modified the content and wording of the core themes in order to incorporate suggestions from the survey, and there was a further round of community fora to review the revised draft before it was considered and approved by the Board of Trustees in February, 2012.

The four Core Themes of Lewis & Clark College are:

- 1. Be a community of scholars vigorously engaged in learning, teaching, research and creative inquiry
- 2. Be a community that integrates theory and practice within the overall educational experience.
- 3. Be a community that commits itself to diversity and sustainability as dimensions of a just society.
- 4. Be a community that cultivates leadership and engagement in a complex and interdependent world.

In summary, the four core themes are closely tied to a set of goals – intellectual, practical, moral and social – that are either explicitly or implicitly articulated in the institutional mission statement. Lewis & Clark is to be a community defined by its commitment to the advancement of wisdom and understanding, to the application of knowledge and skill in the world of work and service, to the enhancement and preservation of cultural and environmental diversity, and to

active engagement with, and responsibility for, the wider human community that transcends national boundaries.

1.A.2 Interpretation of Mission Fulfillment

The text of the Revised Accreditation Standards adopted by the NWCCU in January, 2010 defines a core theme as "a manifestation of a fundamental aspect of institutional mission..." and then adds, "Collectively, the core themes represent the institution's interpretation of its mission and translation of that interpretation into practice." For Lewis & Clark, this explanation is helpful because setting a standard for mission fulfillment using the vision and terminology of the 1997 mission statement on its own could prove challenging, because they do not easily lend themselves to measurement. Working to fulfill the intentions and purposes expressed in the core themes does present a more amenable context for assessment of mission fulfillment.

Core Theme 1 - *Be a community of scholars vigorously engaged in learning, teaching, research and creative inquiry.*

The commitment to the advance of learning expressed in the institutional mission statement through phrases such as "being alive to inquiry," "testing the boundaries of knowledge through ongoing exploration," and "passing on the tools and discoveries of the quest," is the intention underlying the first core theme, where the language more closely follows that used in the mission statements of the two professional schools.

Core Theme 2 - *Be a community that integrates theory and practice within the overall educational experience.*

The second core theme is a counterpoint to the first: the pursuit of knowledge can be seen as an end in itself, but learning the ways to apply that knowledge is of equal importance. This kind of learning is implicit in what the mission statement identifies as the historical goals of all liberal education: "preparing for civic leadership," and being "disciplined to work in an interdependent world."

Core Theme 3 - *Be a community that commits itself to diversity and sustainability as dimensions of a just society.*

The third core theme provides a succinct interpretation of the ideas embedded in institutional aspirations. The institutional mission statement affirms the moral imperative of being "open to diversity," in "an interdependent world," and of "handing on to successive generations" the skills and knowledge acquired through scholarship, research and practice.

Core Theme 4 - *Be a community that cultivates leadership and engagement in a complex and interdependent world.*

The fourth core theme derives from the mission statement's understanding that liberal education confers on this academic community the privilege and responsibility to be actively involved in promoting social and global responsibility.

Fulfilling the mission requires interpretation and implementation of the values of a liberal education. The indicators of mission fulfillment for the core theme objectives have been identified to allow the College to develop a framework for systematic assessment. These objectives correspond with strategic priorities outlined in "*The Journey Forward: A Lewis & Clark Strategic Plan for 2020*" approved by the Board of Trustees in October, 2012:

- 1. Be an institution to which people across the nation and the globe look for distinctive quality in higher education.
- 2. Educate people for life and leadership in an interdependent global and environmental context.
- 3. Make Lewis & Clark known to an ever-growing circle of prospective students and their families and supporters.

At some point in the future, Lewis & Clark may be ready to revise the mission statement to state in plainer terms all that it implies. For the moment, however, consensus still favors the current phrasing. Through the process of enacting and assessing the Core Themes in the coming years, we anticipate the campus will become more fluent in its ability to articulate our shared values and goals. With that fluency may come new language for restating our overarching commitments as part of the iterative cycles of assessment and institutional improvement. Such an approach seems preferable to forcing a mission revision before the campus is ready.

1.A.3 Articulation of an acceptable threshold of mission fulfillment

An acceptable level of mission fulfillment for Lewis & Clark includes the following elements: First, the four core themes encompass the principal dimensions of the institutional mission and are closely linked to the mission statements of the two professional schools. Second, fulfillment represents progress toward desired ends rather than their definitive accomplishment. Third, progress will be measured against established benchmark data. These may be in the form of existing or past internal performance results, or in the form of external comparison data from peer or aspirant institutions. Fourth, performance measures may be direct, such as those obtained from standardized tests, or indirect, such as those inferred from related outcomes or self-reported assessments. Fifth, there will be differences among the three schools in the weighting of priorities encompassed by the core themes.

The pursuit of academic excellence through learning, teaching, research and creative inquiry is the intention of the first core theme. Outcomes will be measured through end of program assessments (direct and indirect), pass rates in professional certification exams, admissions to graduate and professional programs, course evaluations, scholarly accomplishments and recognition for students and faculty. A minimum threshold for fulfillment of this aspect of the mission will be demonstrated improvements from initial benchmark indicators over a five-year cycle.

Ensuring that educational and co-curricular programs are relevant to real world issues and to students' careers, vocation, and service is the essential substance of the second core theme. For the professional schools, key assessment data come from internships, externships, practica, meeting licensure requirements, and appropriate career placements. Indirect measures include information gathered through alumni and employer surveys. In a broader sense, enhanced skills

in critical and creative thinking and in problem solving are evidence for the link between theory and practice, and represent common objectives across all three schools. At the undergraduate level, the analysis of outcomes with respect to this core theme will include direct measures such as the data provided through senior theses or projects, and indirect measures such as student and alumni surveys. Progress toward fulfillment of this aspect of the mission will be evident from steady improvement from established benchmarks and external comparative data.

Core Theme Three speaks to the importance of diversity and sustainability. Members of the Lewis & Clark community recognize the value of human diversity in its many dimensions – political, geographic, socio-economic, religious, ethnic, and sexual identity and orientation – and the importance these differences carry for achieving a sustainable and just society. This was demonstrated in survey responses from the campus community regarding the core themes, and similar sentiments have been a consistent feature of student surveys over the past decade. Lower rates of satisfaction are expressed when it comes to the extent to which students say that they have experienced the benefits of diversity, and in particular ethnic diversity, as part of life on campus.

Lewis & Clark has been working, like many of its regional peers, to recruit and retain more domestic students, faculty, and staff of color. Some progress has been made in diversifying the ranks of tenure-line faculty. Currently, the senior leadership ranks are more diverse than at any previous time. A major software conversion in Human Resources has prevented us from obtaining an accurate longitudinal record of employee diversity for this report. Student enrollment data from the three schools reflect the impact of several initiatives aimed at improving admission and graduation rates for underrepresented students. The Law School has had the greatest success in diversifying its student body; this year's entering class was 27% domestic students of color. The comparable figures for the College of Arts and Sciences and the Graduate School were 20% and 17% respectively. There is a strong desire in these two schools to achieve greater diversity in their student bodies.

The goal of preparing students for lives of active citizenship and ethical leadership in an interdependent world (Core Theme Four) is one that informs curricular and co-curricular programs in all three schools. Volunteer service in the community and participation in campus life involve almost all students in leadership roles of various kinds. Lewis & Clark has a strong tradition of educating American students who go on to serve with distinction in foreign countries, and international students who return to positions of leadership and responsibility in their home countries. It also has alumni throughout the United States who are recognized for their contributions to society at the national, regional and local levels. Beyond the celebrities and star performers, however, Lewis & Clark's vision is to instill in all graduates a responsibility to serve their communities. Recent surveys point to the high proportion of Lewis & Clark graduates who work in the non-profit sector, particularly in education, health care, and public interest law. We also collect data about the extent and variety of alumni involvement in volunteer activities. Progress in fulfilling this core theme will rely on tracking indirect outcome measures such as the ones mentioned above.

Developing a culture of evidence has become an overarching priority for the College. In order to fulfill our mission, we realize the importance of being data-informed and the need to provide

hard evidence to demonstrate we are achieving our stated goals as outlined in our Core Themes and Strategic Priorities. Indicators for each Core Theme have been developed, and moving forward we will measure our performance by comparing progress against established baselines. Regular reporting out of results will be a necessary component of this process of continuous improvement.

Standard 1.B Core Themes

Core Theme One: Be a community of scholars vigorously engaged in learning, teaching, research, and creative inquiry.

The first theme speaks to Lewis & Clark's primary role as an academic institution that is committed to and intensively engaged in the acquisition, understanding, dissemination, and creation of knowledge. The four activities mentioned in the theme – learning, teaching, research and creative inquiry – are mutually supportive and common to all programs. Their synergism leads to what the mission statement refers to as "ongoing exploration" and to the transmission of knowledge to successive generations. The choice of words is intentional: as a "community" we are inclusive and encouraging of each other in this endeavor, and as "scholars" we strive for the highest intellectual standards but also acknowledge that we are still in school.

a.	Attract, develop, and retain high quality students, faculty, and staff.	graduation ra Benchmark a	dent retention & tes; gainst peer ational trends	Rationale Achievement of this objective requires attention to recruitment, to opportunities for intellectual and professional growth, and to retention and program completion. These measures have been chosen because they address the objective and are measurable.
b.	Commit to continuous improvement in learning, teaching, research and creative inquiry.	and specialize in GSEC and	tisfaction EE, FSSE, aculty mprove State sults; gram-specific ed accreditation Law School; rrtmental self-	Achievement of this objective requires particular attention to outcomes assessment. These indicators allow Lewis & Clark to measure our growth internally as well as to benchmark against our peers. All three schools make extensive use of course and faculty evaluations and use the results for curricular and pedagogical improvements. Evaluations give guidance on how teachers can

		Work with appropriate offices across campus to establish baselines for number of students participating in research with faculty; Work with appropriate offices across campus to establish baseline participation rates in internships, externships, practica and volunteer service hours.	improve, and are used in determining retention and promotion of faculty, including adjunct faculty.
c. Promote collaborati research ar teaching ac roles and disciplines	ve od in	Establish baselines for enrollment in interdisciplinary courses, majors, and minors; Establish baselines for cross registration between the Law School, GSEC, and CAS; Work with appropriate offices across campus to establish baselines for number of students participating in research with faculty.	One of the rewards for teaching and studying at a relatively small institution like Lewis & Clark is the opportunity for faculty, students and staff to work together as partners in learning and research, and to move across disciplinary boundaries and specializations within the curriculum. This kind of "vertical" and "horizontal" cooperation is a hallmark of liberal education and is fundamental to the College's mission. This objective is already being met in a number of ways, but baseline data needs to be established in order to measure success.
d. Prepare stuthrough acco-curricul professiona engagemen lifelong lea	ademic, ar, and al at for arning.	Registration data for specific courses and programs; Increased involvement in entrepreneurship courses and competition; Maintain or increase participation in overseas programs; Work with appropriate offices across campus to establish baselines for number of students	Successful completion of Lewis & Clark's degree programs requires high levels of student engagement inside and outside the classroom. This objective is already being met in a number of ways, but baseline data needs to be established in order to measure success in growing this part of the curriculum and LC experience.

	participating in research with faculty; • Work with appropriate offices across campus to establish baseline participation rates in internships, externships, practica, and volunteer service hours.	
e. Foster independent and critical thinking.	 Increased participation in entrepreneurship competition; Work with appropriate offices across campus to establish baselines for number of students participating in research with faculty; Course evaluations/faculty review of Exploration and Discovery outcomes (CAS); Students' portfolios, work samples, theses, and dissertations; NSSE. 	All three schools share a commitment to pursuing the primary purpose of liberal learning: to foster independent and critical thinking. Course evaluations and student projects provide qualitative evidence for the ways that independent and critical thinking can be brought to address real world problems; it is also important to measure this objective quantitatively. In order to do so, baselines must be set.

Core Theme Two: Be a community that integrates theory and practice within the overall educational experience.

The second theme elaborates a key principle expressed in the mission statement that the pursuit of knowledge is both an intrinsic good and also a means to contributing to the welfare of society. Preparing students who are "disciplined to work in an interdependent world" means providing them with the academic and intellectual skills necessary to be successful practitioners in a wide range of occupations. While this is a clear focus for the programs offered by the professional schools, it is also true at the undergraduate level. In some disciplines curricular- and in all cases, co-curricular- opportunities for learning through practice and service are designed to complement the theoretical and analytical skills acquired through academic coursework. For example, the Catalog for the College of Arts and Sciences (p.11) lists among the essential elements of a liberal arts education the "application of theory and knowledge developed in the liberal arts to the search for informed, thoughtful, and responsible solutions to important human problems."

Тŀ	neme 2 Objectives	Indicators of Achievement	Rationale
a.	Seek connections between one's education, values, and aspirations for the future.	 Increase retention and graduation rates; Benchmark against peer schools on satisfaction surveys (NSSE, LSSE); Establish baseline numbers for graduate school and law school alumni entering careers in public service. 	Incoming freshmen at Lewis & Clark consistently accord a much higher rating to "developing a meaningful philosophy of life" as an important reason for going to college than do their national peers. They are motivated more by ideals of service and by opportunities for learning than by prospects of higher income. Law School and the Graduate School alumni consistently choose careers that serve the public interest in the non-profit sector. Continuing to benchmark via national satisfaction surveys is appropriate; baseline data needs to be established in order to measure improvement.
b.	Engage students as active participants in the practices of their disciplines.	 Work with appropriate offices across campus to establish baseline participation rates in internships, externships, practica and volunteer service hours; Maintain or increase participation in overseas programs; Maintain or improve State Bar Exam results; Maintain current level of participation and hours served for Law School probono programs; Supervisor and clinical practitioner evaluations (Law, Grad); Evaluation of capstone projects (CAS). 	Implicit in the integration of theory and practice stated by this core theme is that students learn how to utilize the methods of inquiry and practice from their chosen discipline. Measuring the participation in practical applications is an appropriate means of evaluating this objective. Additional qualitative measures provide data for assessing the extent to which students are engaged in the practice of their disciplines.
c.	Test and develop skills through practice, feedback,	Supervisor and clinical faculty evaluations;	This objective speaks to the ways that Lewis & Clark seeks to increase students' competence and

	and reflection, inside and outside the classroom.	•	Maintain or improve State Bar exam results; Develop co-curricular assessment plan.	confidence through opportunities to experiment, to take risks, and to learn through trial and error, in a context oriented toward personal development and growth. Nationally administered questionnaires will provide benchmark comparisons and other indicators provide qualitative information to help illustrate quantitative findings.
d.	Promote students' active participation in institutional governance and community life on and beyond the campus.	•	Continued existence of and contributions from Associated Students of LC, Student Bar Association and Graduate Student Union Network; Continued participation of LC students on College committees; Work with appropriate offices across campus to establish baseline participation rates in internships, externships, practica and volunteer service hours; Develop a system to track and set a baseline for participation in alternative Spring Break programs; Maintain current level of participation and hours served for Law School probono programs.	The first two indicators listed are an appropriate measure of student participation in institutional governance; the other three are an indicator of involvement beyond campus. The College has been inconsistent about keeping records and evaluating the outcomes of this important dimension of college education. We are currently developing a data collection process to capture more precise information about students' co-curricular experiences. Analysis of these data will provide a clearer picture of how well the schools are promoting this active kind of engagement, how it correlates with the enhancement of students' practical skills, and help to establish baseline data in order to measure progress.

Core Theme Three: Be a community that commits itself to diversity and sustainability as dimensions of a just society.

The third theme asserts that the long term health and survival of society are closely tied to the value of human diversity and the pursuit of justice. Understanding and promoting all three priorities remains a central focus for Lewis & Clark. This theme derives from, and expands on, references in the mission statement that underline the importance of diversity and

interdependence. It also reflects a recent restatement of these principles by the Board of Trustees (May, 2007):

"Therefore, the College explicitly acknowledges and affirms its conviction that diversity with respect to race, ethnicity, national origin, socio-economic background, religious orientation or spirituality, physical or sensory disability, gender, and sexual orientation, on the Lewis & Clark campus provides an educational benefit for all students that can be realized only by enhancing and preserving the presence of students and education professionals from diverse backgrounds within our learning community. In creating and sustaining such a community, we engage to the extent possible, in practices that will ensure a high degree of diversity on our campus, simultaneously meeting the highest standards of academic excellence of which we are capable."

Lewis & Clark has struggled, like many of its regional peers, to recruit domestic students of color and faculty of color. However, there has been modest progress over the last decade and there have been several initiatives aimed at improving admission and graduation rates for underrepresented students. The College realizes that changing the campus culture so that discussions of issues surrounding diversity and inclusion is a long-term process. In February, 2014, Dean Tuajuanda Jordan was appointed chair of a committee charged with identifying and assessing the impact/effectiveness of diversity-related initiatives and policies on campus and to develop initiatives and policies that more effectively address our campus needs. The committee is to report its findings by the end of the current academic year and to resume its work in Fall 2014.

Because of the proximity to an urban center, it has been Lewis & Clark's good fortune to have an edge in recruiting students who wish both to be part of a small academic community and to be engaged in the life of the city and the larger world beyond. Opportunities abound for students to complete internships or other kinds of volunteer service with schools, community clinics and non-profit agencies. Funding and scholarships have been designated to support these activities and recognize the students who participate in them.

Further, the College of Arts and Sciences has achieved national recognition for the quality and scope of its overseas programs, most of which are led or directed by Lewis & Clark faculty or staff and many of which take students to non-traditional Third World sites. Nearly two-thirds of graduates from the College of Arts and Sciences spend at least one semester studying abroad in programs spanning six of the seven continents, most of them designed and led by Lewis & Clark faculty and staff. The Graduate School has developed connections with programs in Latin America, Africa, and South Asia.

Additionally, the Law School has provided opportunities for students to take courses in Chinese law at Peking University and has launched an international exchange and collaborative research program with India's three leading law schools. Pioneering an ambitious educational program, the partnership sponsors student exchanges, externships in both countries, and faculty and student research collaborations. This is the first joint venture of this kind and will put Lewis & Clark at the forefront of US law schools teaching global law. For many years the Law School has

provided externships at sites all over the world, providing a semester-long experience for a student in a placement specifically suited to that student's academic and professional goals.

The affirmation that diversity is fundamental to the future of Lewis & Clark has been accompanied by recent moves to clarify the significance of sustainability within its mission. The College has a long tradition of environmental advocacy and "green" initiatives on campus. In the fall of 2010 a Sustainability Taskforce with faculty, staff, and student representation was commissioned to examine the scope of the College's responsibility for sustainability and to recommend how this understanding should shape its study and practice.

The Taskforce has drafted a statement defining Lewis & Clark's commitment to sustainability as follows:

"Lewis & Clark College is committed to learning, innovation, and principled action on matters related to sustainability, as grounded in our educational mission to cultivate global thinkers and leaders. Our approach to sustainability will build on the best available scholarship and practice; recognize the importance and interrelatedness of ecology, economy, and equity; and operate on scales stretching from our campus to the world."

The scope of sustainability at Lewis & Clark is broader than environmental conservation, and it encompasses thought and action on social issues such as economic fairness, access to employment, the long term health of human communities, and the survival of ecological systems. Informed debate on these issues occurs in courses offered at all three schools and at the student run symposia mentioned earlier. Action occurs on the campus, in the Portland and regional communities, and, increasingly, in other countries as students from all three schools participate in projects overseas. The Law School's environmental program looks at these issues very specifically, and the institution as a whole works on campus sustainability through cross-campus committees.

a.	strive for diversity of perspective, background, and experience among students, faculty, and staff to achieve greater breadth and depth in the education we offer.	 Indicators of Achievement Increase diversity rates of students, faculty, and staff; Maintain or increase participation in overseas programs; Benchmark against peer schools on satisfaction surveys (NSSE, LSSE). 	Rationale These measures have been chosen because they address the objective and are measurable.
b.	Provide opportunities for all members of our campus	Work with appropriate offices across campus to establish baseline participation rates in	Participation in overseas programs, internships, practica, etc. provide a means for students to meet this objective; the College

	community to understand, experience, and work effectively and collaboratively in a diverse society.	•	internships, externships, practica and volunteer service hours; Maintain or increase participation in overseas programs; Diversity and Inclusion Committee reports.	needs to set baseline data to assess how well we are meeting the objective. The Diversity and Inclusion Committee is active in exploring opportunities for student and staff development around issues of equity and diversity. Annual reports of the Committee's work will provide a source of data for measuring outcomes related to the institutional objectives.
c.	Explore and question ideas and ideals of the just society.	•	Maintain broad spectrum of symposia, lectures, performing- and creative arts opportunities; Maintain current level of participation and hours served for Law School <i>probono</i> programs; Course/Program enrollments.	This objective recognizes that an important purpose of liberal education is to lead students to question dogma and challenge intellectual uniformity. Opportunities to do so already exist; maintaining the opportunities for students to participate in and run such activities will ensure the objective is met. Enrollment data in courses which ask students to grapple with ultimate questions of justice and fairness represent another kind of indicator for how this objective is being pursued.
d.	Engage with our internal and external communities to explore and address issues in the service of justice.	•	Maintain current level of participation and hours served for Law School <i>probono</i> programs; Maintain or increase number of graduates who serve in the Peace Corps, Teach for America, AmeriCorps and other forms of public service; Annual Program Reports (Grad School);	Participation rates are an appropriate measure of meeting the stated objective, whether it's the number of alumni entering public service or the number of hours served through the Law School's <i>pro bono</i> program. Each of the programs in the Graduate School prepares an annual report with specific data related to contributions by faculty and students to the social justice

		Work with appropriate offices across campus to establish baseline participation rates in internships, externships, practica and volunteer service hours.	mission of the school. This, too, is an appropriate measure of meeting the objective. Although data exist, they have not been consistently collected and reported. Thus, the need to establish baseline data.
e.	Promote investigation, debate and action on local, national and global issues effecting ecological, social and economic sustainability.	 Develop a system to track and set a baseline for participation in alternative Spring Break programs; Maintain current level of participation and hours served for Law School <i>probono</i> programs; Maintain or increase participation in overseas programs; Monitor progress and rankings on national surveys (Sierra Club, AASHE). 	This objective illustrates that at Lewis & Clark, sustainability encompasses more than environmental conservation. These measures have been chosen because they address the full expanse of the objective and are measurable.
f.	Pursue, test, and apply innovative ideas and approaches in sustainable planning, policies, and practices.	Annual Sustainability Reports.	The Sustainability Taskforce is currently engaged in a conversation with the community intended to demonstrate that sustainability, broadly construed, is integral to the College's educational mission. The Task Force is identifying methods to assess sustainability initiatives within campus planning, institutional decision making and resource allocation, public communications, student life programs, off-campus and overseas education, teaching, research and professional service, as well as by tracking participation in activities promoting sustainability that range in scope from the surrounding neighborhood to international contexts.

Core Theme Four: Be a community that cultivates leadership and engagement in a complex and interdependent world.

This core theme speaks to the privilege of working and studying at Lewis & Clark, and to the responsibility that flows from this lifelong association. It derives from principles articulated in the mission statement regarding the duty to pass on the benefits of education to succeeding generations, to lead by action as well as word, and to recognize our obligations as citizens of the world.

Internationalism is a hallmark of Lewis & Clark's identity. In addition to the programs mentioned above (in Core Theme Three), Lewis & Clark also enrolls a contingent of international students – both foreign nationals and US citizens who have lived much of their lives abroad. These students are referred to as TCKs – Third Culture Kids. It has built an active alumni base outside the U.S. numbering more than 1,100 graduates living in over 90 foreign countries. Over the past decade, Lewis & Clark has consistently outranked most of its peer schools for the number of graduates who have been awarded Fulbright scholarships and for the number accepted into the Peace Corps.

The College is continuing to build on these achievements through new initiatives and opportunities. A recent example has been our success in recruiting, retaining and graduating international students, and particularly African students, from schools belonging to the network of United World Colleges (UWC). In this current academic year, there are 42 UWC students from 10 different schools, representing 28 countries around the world enrolled in the College of Arts and Sciences. All three schools have an impressive record of recruiting and graduating foreign nationals, and the results in a worldwide circle of alumni who support Lewis & Clark.

In the College of Arts and Sciences, the Career Development Center has special responsibility for helping students discover their goals and interests, connect to opportunities in the community for service and leadership, and prepare for successful lives beyond college.

The Graduate School maintains numerous partnerships with local schools and agencies, and programs are required to report on their community activities in their annual reports. The Graduate School's Center for Community Engagement sponsors professional development opportunities for professionals working in local and regional schools and counseling agencies.

The Law School has a strong pro bono program that allows law students to serve as volunteers with agencies doing public interest work, in preparation for becoming a member of a profession where pro bono work by attorneys in all fields is expected and encouraged.

There are many other ways that the College seeks to support leadership and service: awarding scholarships to new students who have shown leadership in their local communities, allocating work study funds for non-profit organizations to employ Lewis & Clark students (the Law School directs all its work study funds to this purpose), honoring distinguished community service through named awards and scholarships, and providing leadership training to students who hold positions in student government or as resident advisors in the dormitories.

Lewis & Clark recognizes the need to build strong and lasting relationships with its alumni, which is an area where the College has fallen short of desired expectations. There are exceptions to this general situation with respect to particular affinity groups such as students who participated together in a particular overseas program, but otherwise there is much ground to be made up. Alumni provide remarkable opportunities for current students in all disciplines to have mentors who can assist students in terms of career advising, internships and networking, and the College is seeking to extend similar networking and professional and academic benefits to alumni.

T	eme 4 Objectives	Indicators of Achievement	Rationale
a.	Build upon Lewis & Clark's distinctive achievements as a leader in global and international education and involvement.	 Maintain or increase international and TCK enrollment; Maintain or increase participation in overseas programs. 	It is appropriate and vital to continue assessing this objective via the number of students who participate in and are impacted by such programs. These indicators address the objective and are measurable.
b.	Support leadership, innovation, service, and community engagement.	 Increased participation in entrepreneurship courses and competition; Maintain current level of participation and hours served for Law School <i>probono</i> programs; Work with appropriate offices across campus to establish baseline participation rates in internships, externships, practica and volunteer service hours. 	These measures have been chosen because they address the objective and are measurable. Establishing baseline data will enable the College to evaluate how well we're meeting our objective.
c.	Strengthen relationships with alumni for the mutual benefit of both the institution and its graduates.	 Increased alumni participation rates in the following: Annual giving, on-campus programs, off campus events and outreach, survey responses; Increased rates of current students taking advantage of the alumni network and programs. 	These measures have been chosen because they address the objective and are measurable. Establishing baseline data will enable the College to evaluate how well we're meeting our objective.

Over the last two years, the College has worked to improve and systematize its assessment efforts. Many areas across the College are quite sophisticated and developed regular assessment cycles. Others are quite new to the systematic approach to assessment. Moving forward, we will continue to build upon our strengths while we seek opportunities to develop internal capacity for assessment. The GSEC and Law School, through their accreditation efforts, provide a model for the CAS to build upon. The CAS Dean and the Dean of Students have made it clear that assessment is a priority and that it will be done well. The indicators we have established will serve as a road map for our efforts to plan, measure, assess, report, and improve.

CHAPTER TWO: RESOURCES AND CAPACITY

EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 4-21

4. Operational Focus and Independence

Lewis & Clark College is a private, not for profit institution of higher education governed by a self-perpetuating voluntary <u>Board of Trustees</u>. The powers of the Board derive from the Articles of Incorporation, the <u>Bylaws of the College</u>, and from Oregon state law. Lewis & Clark has sufficient independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.

5. Non-Discrimination

Lewis & Clark College has a published <u>non-Discrimination and Harassment Policy</u> that covers students, faculty and staff. This policy, along with the <u>Equal Employment Opportunity</u> policy, opposes all conduct which has the purpose or effect of creating an intimidating, hostile, or offensive working, campus living or academic experience, including conduct that is based upon actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, gender expression, or any other basis protected by applicable local, state, or federal law. The College also has a policy prohibiting hate and bias motivated conduct: <u>Hate and Bias Motivated Conduct policy</u>.

As an institution, Lewis & Clark has been taking steps to ensure a sex discrimination-free environment and to have effective and just remedies available when such discrimination does occur. Over the past 18 months, a committee of Student Life staff members worked with students and outside consultants to review our Sexual Misconduct Policies and Procedures with an eye to making them more accessible to members of our community, and to align them with the ever-changing legal climate. Sexual Misconduct Policy and Procedures link: https://www.lclark.edu/offices/human_resources/employee_resources/policies/institutional/employee_conduct/sexual_misconduct.php.

6. Institutional Integrity

The College has a published <u>Code of Ethics</u> which commits Lewis & Clark to the highest ethical standards in the conduct of its programs and business. All officers and employees are expected to adhere to the principles set for in the Code.

7. Governing Board

The <u>Board of Trustees</u> of Lewis & Clark College oversees the creation of the educational, financial, and operating policies of the College and develops the financial and community support necessary to carry out those policies. Trustees at Lewis & Clark come from varied professional backgrounds and areas throughout the United States and the world. They share a common commitment to the College and its place in the global higher education community.

8. Chief Executive Officer

Lewis & Clark College employs a Chief Executive Officer (President) who is appointed and evaluated by the Board of Trustees and whose full-time responsibility is to the institution. Dr.

<u>Barry Glassner</u> was appointed by the Board in October, 2010. The President is responsible to the Board for the management of the institution. He is supported in this role by four vice presidents and three school deans, each of whom is supported in turn by a team of highly qualified administrators.

9. Administration

The president of the College is the chief executive officer of the College and the official advisor to and executive agent of the Board of Trustees and its executive committee. As academic and administrative head of the College, the president exercises a general superintendence over the affairs of the institution and prepares a written report to the Board of Trustees at the close of each fiscal year.

Assisting the president are the secretary of the College, the treasurer of the College, and one or more vice presidents. Currently there are four: the vice president and provost, the vice president and general counsel (who also serves as secretary of the College), the vice president for finance (who also serves as treasurer of the College), and the vice president for institutional advancement. In the president's absence, the vice president and provost serves as administrative head of the College.

In an environment of shared governance, the President has assembled a <u>Leadership Team</u> representative of the students, faculty and staff of the institution. Faculty and student representatives to the Board and its committees ensure transparency and two-way communication among the Board, the faculties, and the students of the College's three schools.

10. Faculty

The institution employs approximately 240 full-time and 180 part-time faculty, 73% of whom hold terminal degrees. Faculty are part of the shared governance of the institution and are responsible for the academic policies and curriculum as outlined in the <u>Faculty Handbook</u> and <u>Appendices</u>.

11. Educational Programs

Lewis & Clark's College of Arts and Sciences offers 29 <u>majors and 26 minors</u>. The Graduate School of Education and Counseling offers 16 <u>graduate degrees</u>, <u>licensure programs and certificates</u> and the <u>School of Law offers</u> the JD with the opportunity to earn a certificate in eight different areas and two LL.M. programs. All academic programs contain appropriate content and rigor consistent with the College's <u>Mission and Core Themes</u>.

12. General Education and Related Instruction

Lewis & Clark's College of Arts and Sciences' <u>General Education</u> requirements consist of a <u>Core Foundation</u> and courses in the areas of international studies, scientific and quantitative reasoning, creative arts, foreign languages, and physical education/activity. In addition, content-area courses require students to demonstrate skills involving writing/rhetoric, bibliographic knowledge, and information/electronic competency.

The CAS and the GSEC require planned programs of specialization or concentration.

13. Library and Information Resources

Lewis & Clark has two libraries, the <u>Aubrey R. Watzek Library</u> on the main campus, and the <u>Paul L. Boley Library</u> at the Law School. The holdings of both libraries exemplify a breadth and selective depth of resources that serves to support the College-wide theme of scholars engaged in learning, teaching, research, and creative inquiry. The libraries maintain separate web presences but share a web server and catalog system and provide remote access to online resources through a shared proxy server installation.

14. Physical and Technological Infrastructure

Maintenance of the College's 60+ buildings and 137 acres of grounds is the responsibility of the Division of Facilities Services; The Division of Information Technology provides computing, networking, telecommunication and media support services to all departments on campus.

15. Academic Freedom

A code of Academic Freedom and Responsibility was approved by the Board of Trustees in 1997. The full text of the code is included in Section 3:2 of the <u>Faculty Handbook</u>. A section in each of the Student Handbooks (<u>CAS Student Handbook</u>, the <u>GSEC Student Handbook</u> and the <u>Law School Student Handbook</u>) summarizes the expectations of the College with respect to intellectual freedom.

16. Admissions

Admission policies for Lewis & Clark College are published in the academic catalogs for each of the schools and are posted on each school's website.

17. Public Information

Lewis & Clark College makes information available to the public via its website and numerous print publications.

18. Financial Resources

Over the past two and a half decades Lewis & Clark has consistently achieved financial results in which annual operating revenues have covered or exceeded annual operating expenses. The Board of Trustees requires the President to submit for its approval an annual operating budget that is in balance and whose spending from endowment for operations does not erode the inflation-adjusted value of the endowment.

19. Financial Accountability

The College produces a regularly updated five-year operating forecast that provides projections for enrollment, tuition, room and board rates, staffing, and facility costs. The Director of Operating and Capital Budgets supports and coordinates budget planning for all four sectors (the three schools and the common services sector).

The College's accounting system follows generally accepted accounting principles and is audited annually by independent certified public accountants. The <u>most recent audit report</u> is published on Lewis & Clark's website. In addition to the financial audit, a compliance audit covers federal financial aid and other federal awards.

20. Disclosure

Lewis & Clark College works closely with the NWCCU to accurately disclose all information the Commission may require and to make available any information necessary for the comprehensive self-evaluation. This information is available electronically or in print upon request.

21. Relationship with the Accreditation Commission

Lewis & Clark College accepts the Commission's standards and agrees to comply with all standards and policies as currently stated. Lewis & Clark agrees that the Commission may, at its discretion, make known the nature of any action regarding the College's status with the Commission.

STANDARD TWO: RESOURCES AND CAPACITY

A private institution with a public conscience, a residential campus with a global reach, Lewis & Clark is a community of people dedicated to pursuing new ways of knowing by combining classic liberal arts learning with pioneering collaboration. Reflective of our Portland, Oregon home, our students represent the next generation of global thinkers and leaders, unafraid to discard conventional thinking, civic complacency, and outmoded preconceptions. Yet they value what Lewis & Clark has always offered: an education built from the time-tested elements of careful study, original research, and spirited debate.

In our strivings to better fulfill our long-standing motto—"to explore, to learn, to work together"—Lewis & Clark is committed to being a community of scholars vigorously engaged in learning, teaching, research, and creative inquiry; a community that integrates theory and practice within the overall educational experience; a community that commits itself to diversity and sustainability as dimensions of a just society; and a community that cultivates leadership and engagement in a complex and interdependent world.

By documenting the adequacy of its resources and capacity, the institution demonstrates the potential to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services, wherever offered and however delivered. Through its governance and decision-making structures, the institution establishes, reviews regularly, and revises, as necessary, policies and procedures that promote effective management and operation of the institution.

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.

Lewis & Clark College is a private, not for profit institution of higher education governed by a self-perpetuating voluntary Board of Trustees ("the Board"). The powers of the Board derive from the Articles of Incorporation, the Bylaws of the College, and from Oregon state law.

The work of the Board is carried out through a set of Board Committees, whose duties, responsibilities and procedures are outlined in the Standing Rules. The Bylaws and Standing Rules of the Board are included as appendices to the Faculty Handbook and are available on line at the following website:

http://www.lclark.edu/live/files/9897-faculty-handbook-appendices.

Lewis & Clark operates under a system of shared governance common among private colleges and universities. Faculty and student representatives to the Board and its committees ensure transparency and two-way communication among the Board, the faculties, and the students of the College's three schools. The Faculty Handbook and three student handbooks designed for students in each of the three schools define the rights, responsibilities and resources pertaining to faculty and students.

http://www.lclark.edu/live/files/10303-faculty-handbook-section-1--5

https://college.lclark.edu/student_life/student_conduct/

http://graduate.lclark.edu/student_life/handbook/

http://law.lclark.edu/academics/whats what/

Employment policies and benefit programs offered to all employees are available on the website maintained by the Department of Human Resources. http://www.lclark.edu/offices/human_resources/employee_resources/

Faculty, staff, and students have significant roles in governance of the College. For instance, students are voting members of most faculty committees and there is a long tradition of participation by all interested constituencies, including trustees, faculty, staff, students, and alumni, in the college-wide committees and taskforces that are set up from time to time to address specific concerns. Recent examples have been the Diversity Taskforce, the Information Technology Strategic Advisory Council, the Institutional Planning and Effectiveness Committee, and the Strategic Planning Working Groups.

2.A.2 Not Applicable

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.

The Vice President, Secretary, and General Counsel monitor institutional compliance with legal requirements and contractual obligations. The Associate Provost serves as the Accreditation Liaison Officer with the NWCCU and forwards information from the Commission to the relevant offices and departments on campus.

There are two employee unions at the College - the Lewis & Clark College Support Staff Association (LCCSSA), affiliated with the American Federation of Teachers-Oregon, representing support staff, and Teamsters Local No. 305, representing facilities workers. Representatives of the bargaining units serve on institutional committees and taskforces where they can provide advice or where their bargaining units may be affected by committee recommendations.

Governing Board

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.

Lewis & Clark College is organized as an Oregon non-profit corporation. Under its Bylaws the Board of Trustees is vested with authority to exercise all corporate powers prescribed by law and to establish the educational, financial and operating policies of the College. Currently there are 30 Trustees. The President of the College, and the presidents of the alumni associations of the three schools serve as *ex-officio* voting members of the Board. Faculty and student representatives to the Board of Trustees are elected or appointed by each of the three schools to serve one year terms as advisory, non-voting representatives to the Board: there are two faculty representatives and two student representatives from the College of Arts and Sciences, and one faculty representative and one student representative from both the Law School and the Graduate School.

The Board meets three times a year. The May meeting of the Board is designated as the annual meeting for election of officers. The Bylaws specify the officers of the Board to be the Chair, and the three Vice Chairs. To ensure that issues of concern to the Law School and the Graduate School of Education and Counseling are brought to the attention of the Board, one of the Vice Chairs serves also as a member of the Law School's Board of Visitors, and another Vice Chair serves also on the advisory Board to the Graduate School of Education and Counseling.

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 operates as a committee of the whole for decision-making except where specific authority is delegated to one or more of its nine standing committees. In addition to the eight standing committees there is an Executive Committee of the Board, consisting of the Chair of the Board, the three Vice Chairs, the President (*ex officio* non-voting) and the chairs of the standing committees of the Board. Life Trustees may also be appointed as non-voting members of the Executive Committee. The Executive Committee exercises general supervisory power of the Board between

Board meetings, subject to limitations on its powers specifically enumerated in the Bylaws.

The Board conducts business and investigates issues through eight standing committees, as described below:

1. Committee on Academic Affairs

The Committee on Academic Affairs reviews and makes recommendations to the Board concerning policy matters relating to the academic affairs of the institution. The Committee is charged with monitoring the academic quality and planning of the institution. This is the committee that reviews any proposed new academic programs and the academic budgets of the institution. All degrees, earned or honorary, must be approved by the Board after review and recommendation by this Committee. The voting members of the Committee shall consist of 6 to 15 Trustees or Life Trustees, and the President and Chair of the Board are non-voting members.

2. Committee on the Audit

The Audit Committee meets at least twice a year and has authority to recommend auditing firms to the Board. The committee meets with the auditors at the beginning of the audit and again upon completion, and receives, reviews and submits the annual audit to the Board. The Standing Rules of the Board call for the Committee to be comprised of three to five Trustees, and the Chair of the Board is an ex-officio voting member.

3. Committee on Buildings and Grounds

The Committee on Buildings and Grounds reviews and makes recommendations to the Board concerning policy matters relating to the operation, rehabilitation, and maintenance of the College, buildings, grounds, and facilities. This Committee oversees planning for new and existing facilities. The Committee reviews budgetary issues relating to maintenance, construction and repairs at the College. The voting members of the Committee shall consist of 7 to 15 Trustees or Life Trustees, and the President and Chair of the Board are non-voting members.

4. Committee on Campus Life

The Committee on Campus Life monitors initiatives that complement the academic programs and enrich the quality of college life. All religious, athletic, and other policies and programs that impact the lives of students are under the purview of this Committee. Student representatives actively participate in deliberations of this Committee. The voting members of the Committee shall consist of 7 to 15 Trustees or Life Trustees. The President and Chair of the Board, and one faculty and one student representative are non-voting members.

5. Committee on Finance

The Committee on Finance reviews all of the significant financial matters of the College, including annual budgets, insurance, financial aid, employment, benefits, compensation and financial reporting policies before their presentation to the Board. Significant financial transactions that occur during the academic year are reported to the Committee on Finance, and shared by the Committee with the Executive Committee of the Board. Annually, this Committee reviews the list of contractual obligations of the College of \$250,000 or more. The voting members of the Committee shall consist of 7 to 15 Trustees or Life Trustees. The President and Chair of the Board, and one faculty and one student representative are nonvoting members.

6. Committee on Institutional Advancement

This Committee is charged with overseeing the outreach activities of the College as it endeavors to build awareness, understanding, and excitement about the College. All fundraising, public, and alumni relations policies fall within the charge of this Committee. This Committee reviews and recommends guidelines for endowed professorships, fellowships, and buildings, and establishes giving guidelines for Trustees. It has fundamental policy responsibility for building sustainable financial support for the College and its various programs. The voting members of the Committee shall consist of no fewer than five Trustees or Life Trustees. The President, Chair of the Board, the Deans of all three schools, and one faculty and one student representative are nonvoting members.

7. Committee on Investments

The Committee on Investments recommends to the Board appropriate investment policies. The Committee on Investments also monitors the performance of any investment managers utilized by the College and reports the results to the Board. The Committee has delegated the authority to select managers, based upon investment allocations set by the Board, to the Chief Investment Officer. The voting members of the Committee shall be five to nine Trustees or Life Trustees. The Chair of the Board is an ex-officio voting member of this committee, and the President is an ex-officio nonvoting member.

8. Committee on Nominations

The Committee on Nominations is responsible for recommending new Trustees to the Board. This Committee periodically assesses the performance of the Board, its Committees, and the Chair, Vice Chairs and Committee Chairs. The Committee recommends Board officers for election by the Board, and has oversight authority for new Trustee orientation. Finally, this Committee recommends Trustees for appointment as Life Trustees by the Board. The voting members of the Committee shall be three to seven Trustees or Life Trustees, and the President and the Board Chair are nonvoting members.

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 primary duties of the Board are outlined under Article 1, Section C, of the College's Bylaws as follows:

- 1. Determine and review periodically the purpose, mission, and priorities of the College and its schools.
- 2. Appoint and evaluate the President.
- 3. Authorize the earned and honorary degrees and diplomas or certificates to be offered and awarded.
- 4. Review and approve the annual budgets of the College.
- 5. Establish policy guidelines for all endowment funds, for investments, and for major fundraising.
- 6. Determine the College's fiscal policy and authorize the College to incur debts and secure them by mortgage or pledge of real or personal property.
- 7. Authorize fees for tuition, room, and board each year.
- 8. Determine College policy with respect to the acceptance of gifts or bequests.
- 9. Authorize the purchase, management, and sale of land, buildings, or major equipment.
- 10. Authorize the construction of new buildings and major renovations or demolitions of existing buildings.
- 11. Determine policies for operation of the College, except as delegated to the President or to other officers.
- 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 appoints and evaluates the President (Bylaws, Article 1.C.2).

The Board determines policies for operation of the College, except as delegated to the President or to other officers (Bylaws, Article 1.C.11)

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

The Board conducts annual self-evaluations of its performance. New Board members participate in a formal orientation program designed to inform them about the structure, mission, priorities and finances of the College.

Leadership and Management

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.

Individual performance evaluations for all employees are conducted on an annual basis. In addition to the annual financial audit, there have been a number of external reviews during the past decade directed toward major functional areas such as admissions, student financial aid, student registration and records, athletics, information technology, student support services, facilities management, and space utilization. In all cases the findings of these reviews have been reported to the Board, and in most cases have also been shared with the departments involved.

The Nominations Committee of the Board of Trustees is charged with the periodic evaluation of the performance of the board and the trustees who serve on the board. Approximately one-third of the Trustees' terms expire each year and the Nominations Committee spends time each spring evaluating such cohorts in preparation for their recommendation regarding re-appointment for a new 3-year term. Board performance surveys are performed approximately every other year, with the most recent having been completed in summer, 2013. Information from these more comprehensive surveys is shared with the full board.

2.A.10 The institution employs an appropriately qualified chief executive officer with fulltime 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.

President Barry Glassner, formerly Executive Vice Provost and Professor of Sociology at the University of Southern California, was appointed Lewis & Clark's 24th president in October, 2010. Glassner has received national recognition for his research and publications in sociology. Earlier in his career, Glassner chaired academic departments at Syracuse University and the University of Connecticut.

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.

The President is responsible to the Board for the management of the institution. He is supported in this role by four vice presidents and three school deans, each of whom is supported in turn by a team of highly qualified administrators. He is supported in this role by two senior administrative committees.

The Executive Council

The Executive Council serves as the senior management committee of the College. All new or revised administrative policies are reviewed and approved by this committee. The Executive Council is chaired by the President and is comprised of the Deans of the three schools, the Vice President for Business and Finance, the Vice President and Provost, the Vice President for Institutional Advancement, the Vice President, Secretary and General Counsel, and the Associate Vice President for Communications.

The Operations Council

The Operations Council has as its primary function to facilitate and improve the vertical and horizontal communication of information within the administrative structure of the College. It also has a major role in developing the institutional operating and capital budgets before these are brought to the Executive Council for final review before submission to the Board of Trustees. The Operations Council is chaired by the Vice President and Provost and includes the following members:

Vice President for Business and Finance

Vice President/ Secretary, and General Counsel

Executive Assistant to the President

Associate Vice President for Finance

Director of Operating and Capital Budgets

Associate Vice President and Director of Human Resources

Associate Vice President for Campus Life

Associate Vice President for Facilities

Associate Vice President for Development

Associate Vice President for Public Affairs and Communications

Associate Vice President and Chief Information Officer

Dean of Students

Director of Campus Safety

Director of Financial Aid

Budget administrators from the Law School and Graduate School An associate dean or faculty representative from each of the three schools.

Policies and Procedures

Academics

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

The Lewis & Clark College <u>Faculty Handbook</u> describes employment policies, benefits, privileges, and related operating procedures. The information is published here to provide a framework to faculty for understanding the standard practices of Lewis & Clark and for exercising their duties and obligations as faculty members.

The <u>Faculty Handbook</u> is easily accessible for all community members (faculty, staff, administration, and students) through the <u>Lewis & Clark website</u>.

Expectations for scholarship and creative activity are outlined in the Faculty Handbook in sections covering the criteria for tenure and promotion. Thus, in the College of Arts and Sciences (§3.6.3, pp. 21-33) "Excellent scholarly or creative activity will likewise be expected of all faculty in all reviews and shall have been fully demonstrated at the time of tenure." Later paragraphs in the same section provide examples of the kind of evidence that faculty members may bring forward, such as peer reviewed publications, exhibits in juried shows, performances for public audiences, competitive external grants awarded, etc. In the Graduate School (§3.6.4, pp. 34-45) standards for tenure include scholarship: "The candidate must make significant contributions to scholarship through the development, application, or dissemination of knowledge that improves professional practice." In the Law School (§3.6.5, pp. 45-49), "it is expected that a candidate will, prior to receiving tenure, produce scholarship of sufficient quality and quantity as to demonstrate that he or she has the requisite ability and commitment to remain a productive scholar throughout his or her academic life." Items referenced in the Faculty Handbook can be found in the Appendices section of the handbook.

Academic Policies are also clearly articulated in the catalogs for all three schools: <u>CAS</u>, <u>GSEC</u> and the <u>Law School</u>. As with the policies related to faculty, the policies are easily accessible via the Lewis & Clark websites for each school – <u>CAS</u>, <u>GSEC</u> and <u>Law School</u>.

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 College currently has two libraries that serve the three schools. <u>Watzek library</u>, located on the CAS campus, provides services for students at the CAS and the GSEC. <u>Boley library</u>, located on the Law School campus, provides services for students at the Law School.

The two library web sites are where most policies, regulations, and procedures related to information resources are located. These include policies and regulations related to <u>circulation</u>, <u>reserves</u>, <u>copyright</u>, and <u>other services</u>. Both libraries regularly collect overdue fines and replacement fees for late and lost materials. The libraries utilize a proxy server connected to the campus directory server to provide remote access to authorized users to licensed electronic resources.

Boley Law Library circulation and access <u>policies</u> are found on the law library web site and are distributed in print to first year law students during law school orientation.

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.

Policies regarding transfer of credit from other institutions are outlined in the three student handbooks and in the catalogs for the College of Arts and Sciences and the Graduate School of Education and Counseling. Each school has established the maximum number of course credits that may be applied to its degree programs, and the grade threshold for transferability. Transfer credit is accepted only from regionally accredited or ABA accredited institutions, and is evaluated on a course by course basis in light of specific degree requirements rather than as an undifferentiated block of credits.

In the College of Arts and Sciences, coursework from another institution that may meet general education requirements is evaluated by the registrar, and coursework applicable to the requirements for the major is forwarded to the relevant academic department for evaluation and approval. In the Graduate School, transfer credit requests are evaluated by the student's faculty advisor, and in the Law School, by the associate dean for academic affairs.

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.

Each year, the Division of Student Life reviews at least one department using both internal and external consultants. Judicial Affairs went through an external review, which produced a number of recommendations in Spring 2013. After the external committee submits their recommendations, a campus-wide committee is charged to review the recommendations and make policy and procedural changes in consultation with the Dean of Students and Counsel.

In addition to the periodic (every five years) review of Judicial Affairs, students who go through the judicial process are asked to provide a narrative of their experience and share the learning outcomes they gained as part of a reflection paper or goal portfolio. This year, we are working with Campus Labs to conduct a survey to all students who have gone through conduct and this will be an annual project.

Comprehensive information about students' rights and responsibilities, institutional policies, and opportunities to participate in institutional governance is provided in the student handbooks produced annually by each of the schools and available on the Web:

https://college.lclark.edu/student_life/student_conduct/ http://graduate.lclark.edu/student_life/handbook/ http://law.lclark.edu/academics/whats_what/

All three handbooks include a list of institutional policies and procedures related to such issues as confidentiality of educational records, discrimination and harassment, alcohol and drugs, transportation and parking, notification of school closure because of inclement weather, etc. The handbooks also provide detailed guidelines and instructions for registration, information about academic requirements, and about the academic and other campus resources and opportunities available to them as students of Lewis & Clark.

The Student Handbook for the College of Arts and Sciences, <u>The Pathfinder</u>, contains the undergraduate student code of conduct which outlines the principles of academic integrity and of civility and mutual respect expected from students. The code defines the procedures for adjudicating violations of college policies, the range of sanctions, and the process and grounds for appeal. In cases of alleged academic dishonesty the code provides for a hearing before a college honor board chaired by a student (nonvoting) and composed of six voting members, three students, and three faculty. Other conduct violations are designated according to category and level of seriousness. This framework determines when violations may be referred to a college review board which consists of one or more students, a faculty member, and a staff member.

All faculty members in the College of Arts and Sciences receive a copy of the Academic Integrity Policy at the beginning of the academic year and are encouraged to reference it in their course syllabi.

Law students are governed by an Honor Code and Procedure set out in their student handbook (What's What?) The code defines categories of academic misconduct and other offenses, requirements for disclosure by students who are aware of an offense, procedures for adjudication and appeal, and the range of sanctions.

For students in the Graduate School of Education and Counseling, a section in their student handbook (<u>The Navigator</u>) lays out the school's policy on academic standards and integrity and procedures for appeal.

Students with special needs related to physical, psychological, or learning differences receive advising and assistance through the Office of Student Support Services. Requests from undergraduate and graduate students for special accommodations in courses require the approval of the Coordinator of Student Support Services. Requests from Law students are routed through the Associate Dean for Academic Affairs, who consults with the Coordinator of Student Support Services over accommodations. The College's Disability Policy and Grievance Procedures are outlined in the student handbooks published by each school. A summary of disability accommodations and the College's disability policy can be found on the Student Support Services website: http://www.lclark.edu/offices/student_support_services/rights/disability_policy/

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.

Admission to Lewis & Clark is selective and based on criteria that are weighted toward academic qualifications and achievement, but also take account of factors such as experience, leadership, diversity of interests, as well as economic, ethnic, and geographic background. Breadth of experience and diversity of background serve to enrich the educational experience for all students and are at the core of an institution that, according to its mission statement, "seeks to be a community of scholars who are alive to inquiry, open to diversity, and disciplined to work in an interdependent world." Efforts to improve the proportion of underrepresented US minority students have been given high priority in each school. Some progress has been made toward reaching targeted goals, but the challenge remains. The evaluation process of applications to Lewis & Clark College of Arts and Sciences is a holistic one, requiring that each file is read thoroughly and provides evidence that the student shows promise for success at the College. Rigor of coursework, grades earned, quality of writing, and letters of recommendation are especially important in the process.

The College of Arts and Sciences reviews SAT/ACT scores, high school curriculum and GPA, but also offers a portfolio option where samples of graded high school work may be substituted for test scores. Approximately 5-7% of applicants follow this route. The review of applications to the two professional schools is handled by their respective faculty committees on admissions. In the College of Arts and Sciences, the faculty committee on admissions and financial aid has responsibility for developing and proposing admissions policies for faculty approval. The Admissions Office is responsible for the implementation of these policies. The Committee also makes the selection of applicants to be offered the college's highest academic awards. Staff in the admissions office read each application (over 6,459 first year and 337 transfer applications for 2012-2013), and make a recommendation to admit, deny, or waitlist the applicant. All files are read by a senior staff member prior to finalizing an admissions decision. Names and contact information for the admissions staff and their geographic area of responsibility are published on the web for those wishing to communicate with the person who will do the initial review of their file. Students may also check on the status of their application on-line. Decisions on admission are sent to students by e-mail and by postal mail.

Links to detailed information about the requirements, criteria and application deadlines for admission are included on each school's web page (<u>CAS</u>, <u>GSEC</u>, <u>Law</u>). Applicants to CAS and the Law School must apply on line; GSEC applicants can apply on line or via paper form. The Graduate School and Law School require transcripts of all university level coursework. The Law School requires applicants to submit LSAT scores.

Students are required to demonstrate satisfactory academic performance in order to continue in their degree program. The policies for continuation and appeal vary for

each of the three schools and processes are clearly outlined in all student handbooks. Students seeking appeal are offered support throughout the process.

In the College of Arts and Sciences the rules governing academic standing are outlined at:

http://docs.lclark.edu/undergraduate/policiesprocedures/academicstanding/undergraduate_academicstanding.pdf.

To remain in good academic standing a student must maintain a cumulative GPA of 2.00 or higher and achieve a minimum GPA of 2.00 each term. Failure to do so leads to a warning, or to academic probation, or to academic suspension, or to academic dismissal, depending on the seriousness and persistence of deficient grades. Good academic standing together with the completion of the required number of credit hours for promotion to sophomore, junior, or senior standing constitute the definition of "satisfactory academic progress", which is used to determine eligibility for financial aid (p. 257). Procedures for appealing academic standing and academic progress decisions are explained in the relevant sections of the catalog.

For students in the Graduate School of Education and Counseling the standards are outlined in the "Grading Policy" section of the <u>academic catalog</u> and <u>student handbook</u>. Students must maintain a B average or better (cumulative GPA of 3.00 or higher) and courses graded below C are not counted as credit toward graduation. No more than 6 semester hours graded C may be counted toward a degree.

Requirements for Law students are specified under the "Standard for Continuation", starting on p.11 of What's What? Students with a cumulative GPA below 1.60 at the end of their first year are subject to academic dismissal, and those with a GPA at or above 1.60 but below 1.80 are placed on academic probation and given one semester to raise their cumulative GPA to 1.80 or face academic dismissal. Upper division students must maintain a cumulative GPA of 2.00 or better to be in good standing.

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.

For the College of Arts and Sciences, the Student Handbook provides information and policies regarding co-curricular activities:

http://docs.lclark.edu/undergraduate/cocurricularopp/.

Policies covering the rights and responsibilities of student media are also outlined in the Student Handbook:

https://college.lclark.edu/live/files/12625-college-policies-201213-rev-101712; p. 10.

Human Resources

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.

Annually, the human resources department reviews policies and procedures to ensure that they are consistent and equitable. Managers, faculty and staff are offered training and support to ensure that these policies are applied equitably/consistently. Student employees are also briefed on where to find HR policies and procedures and how to access services to support them as well.

Policies and procedures governing conditions of employment of faculty members are outlined in the Faculty Handbook:

http://www.lclark.edu/about/leadership/provost/handbook/; pp 14-75.

For staff and student employees the policies are available on the Human Resources web site:

http://www.lclark.edu/offices/human_resources/employee_resources/policies/staff/

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.

Employees learn about the conditions of their employment via their offer letter at the beginning of their employment at the college. They discuss their work assignments, responsibilities, and criteria and procedures for evaluation, promotion and termination from their Dean, department chair(s), manager or supervisor. This information is also included in New Employee Orientation and various stages of the onboarding process.

Policies covering staff are available on the web at: http://www.lclark.edu/offices/human_resources/employee_resources/policies/staff/app-raisals/

Each school has developed specific procedures for tenure and promotion reviews. These procedures share many features in common. In the case of the College of Arts and Sciences and the Graduate School, the Promotion and Tenure Committee is a standing committee of faculty charged with reviewing candidates for tenure or promotion according to explicit criteria for teaching, scholarship, and service, and with making a recommendation to the dean, who in turn makes a recommendation to the president.

In the Law School the Promotion and Tenure Committee is an ad hoc committee appointed by the Associate Dean of Faculty in years when there will be faculty eligible to be considered for tenure or promotion. The committee works with the candidate to assemble documentation for review, including reports from outside evaluators when the issue is tenure, and summarizes the materials for examination by all faculty members holding rank senior to the candidate. A recommendation for

tenure or promotion requires a majority vote by these members of faculty. The recommendation is forwarded to the dean, who in turn makes a recommendation to the president.

These procedures are posted in the Faculty Handbook: http://www.lclark.edu/live/files/10303-faculty-handbook-section-1--5; Section 3.6, p.19.

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

The College maintains personnel records for employees and past employees to document employment related decisions, benefit choices, and comply with government record keeping requirements.

Policies governing personnel records are available on line: http://www.lclark.edu/offices/human_resources/employee_resources/policies/institutional/general/personnel_records_maintenance/

Institutional Integrity

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.

The College acknowledges that social media give the Lewis & Clark community an opportunity to share knowledge and connect over common interests. PubCom offers guidelines for using social media on behalf of the institution, as well as information about best practices. Guideline are available on line:

http://www.lclark.edu/offices/public_affairs_and_communications/policies/social_me_dia/guidelines/

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.

The College administers its policies and procedures in accordance with applicable state and federal laws. The institution exemplifies high ethical standards in the managing and operation of the institution by ensuring that all faculty, staff, and students, as well as the public, the Commission and external organizations are treated fairly. If we receive complaints they are treated seriously and investigators are assigned to handle them immediately.

http://www.lclark.edu/offices/human_resources/employee_resources/policies/institutional/general/code of ethics/

http://www.lclark.edu/offices/human_resources/employee_resources/policies/institutional/complaint_procedures/grievance/

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 worldviews, it gives clear prior notice of such codes and/or policies in its publications.

The College expects ethical conduct from all members of the community. Members of the Board of Trustees are required each year to sign a conflict of interest disclosure form. Trustees who indicate that certain situations might place them in a potential conflict of interest are required to abstain from any discussion or decision that may relate to the situation.

Similar provisions apply to employees of the College. Executive Officers and managers must acknowledge each year their compliance with the College's Code of Ethics, and disclose any actual or potential conflicts of interest: http://www.lclark.edu/offices/human_resources/employee_resources/policies/institutio_nal/general/code_of_ethics/.

Statements prohibiting conflicts of interest are also included within policies covering human subjects research and institutional bio-safety requirements.

http://www.lclark.edu/offices/human_resources/employee_resources/policies/institutional/general/responsible_conduct_of_research/

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 College has established clearly defined policies with respect to intellectual properties. The policies can be found at the link below:

http://www.lclark.edu/offices/human_resources/employee_resources/policies/institutional/general/intellectual_property/

The CAS has enhanced its policies regarding the use of copyrighted materials. All faculty are required to use a service (XanEdu) to gain copyright permission or to use open source materials for their course materials.

2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the 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.

Statements covering institutional accreditation and professional accreditation are included in the introduction to the on-line catalogs for each school.

http://docs.lclark.edu/undergraduate/

http://docs.lclark.edu/graduate/about/#accreditationtext

https://law.lclark.edu/offices/admissions/who_we_are/consumer_information/

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.

Lewis & Clark does not contract with other institutions to offer its educational programs. It sometimes draws on external academic resources to supplement or enrich its own programs, for instance in its undergraduate overseas programs, but it exercises the same authority to approve and evaluate the academic content of these programs as it does for programs offered on campus.

The institutional policy for overseas and off-campus programs can be found in the faculty Handbook under section 4.1.12 Overseas and Off-Campus Programs, p. 79 http://www.lclark.edu/live/files/10303-faculty-handbook-section-1---5

In the GSEC, new courses and major changes in courses in the Graduate School require the approval of the department chair, curriculum committee, and dean.

New degree programs or major changes in degree programs require the approval of the department chair, curriculum committee, full voting faculty of the Grad School, and the dean.

The Law School does not contract with any other entities. If such an arrangement were to be made the curriculum committee would have to approve that in the process of approving the course for which we were contracting.

Academic Freedom

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.

A code of Academic Freedom and Responsibility was approved by the Board of Trustees in 1997. It provides protection for all who exercise teaching responsibilities at the College and also makes clear the reciprocal duties and obligations that come with the guarantee of academic freedom. The full text of the code is included in Section 3:2 of the Faculty Handbook: http://www.lclark.edu/live/files/10303-faculty-handbook-section-1--5; pp 14-16.

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.

A section in the CAS <u>Student Handbook</u> summarizes the expectations of the College with respect to intellectual freedom:

"Members of the College community are free to examine and discuss all questions of interest to them and to express opinions publicly and privately. They should make clear that in their public expressions or demonstrations, they speak for themselves, and not necessarily for the College.

Members of the College community should recognize that there is a critical distinction between freedom of expression and freedom from responsibility. The College is committed to maintaining an environment where intellectual exploration, critical thinking, freedom of inquiry, and creative expression are valued: the College is also committed to the maintenance of an environment in which civility, mutual respect, effective communication, and accountability are integral."

https://college.lclark.edu/live/files/12625-college-policies-201213-rev-101712; pp 1, 9-10.

The <u>GSEC Student Handbook</u> and <u>Law School Student Handbook</u> also contain expectations with respect to intellectual freedom.

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.

Faculty Handbook, Section 3, Faculty Employment Policies and Procedures

Item 3.2B (p.14-15) states "In the classroom, academic freedom includes but is not limited to freedom of discussion and freedom to select course materials, content, methodology, and sequence within course objectives established in the official curriculum as approved by the applicable faculty. This freedom extends to controversial matters related to or connected with the course subject in the reasonable and good faith judgment of the faculty member.

Faculty should, however, take care not to abuse this freedom. It is the mastery teachers have of their subjects and their own scholarship that entitles them to their classrooms and to freedom in the presentation of their subjects. It is improper for an instructor to persistently introduce material that has no relation to the subject, or to fail to present the subject matter of the course as announced to the students and as approved by the faculty in their collective responsibility for the curriculum. Faculty prepare each course with care, review its content regularly in light of growing knowledge in their discipline, and refine their teaching methods to suit the needs of the students they teach. They respond to the criticism and suggestions of their students and peers. In the exercise of their freedom as teachers, faculty will establish and foster a climate of academic integrity."

Finance

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.

The Bylaws of the College list the responsibilities of the Board of Trustees (Article I.C) and include the following duties regarding financial oversight:

- 4. Review and approve the annual budgets of the College.
- 5. Establish policy guidelines for all endowment funds, for investments, and for major fundraising.
- 6. Determine the College's fiscal policy and authorize the College to incur debts and secure them by mortgage or pledge of real or personal property.
- 7. Authorize fees for tuition, room, and board each year.
- 8. Determine College policy with respect to the acceptance of gifts or bequests.

- 9. Authorize the purchase, management, and sale of land, buildings, or major equipment.
- 10. Authorize the construction of new buildings and major renovations or demolitions of existing buildings.

In exercising its financial responsibilities, the Board is advised by committees with roles defined in the Standing Rules (Article II D, H, E,G) as follows:

Committee on Finance

The Committee on Finance reviews all of the significant financial matters of the College, including annual budgets, insurance, financial aid, employment, benefits, compensation and financial reporting policies before their presentation to the Board. Significant financial transactions that occur during the academic year are reported to the Committee on Finance, and shared by the Committee with the Executive Committee of the Board. Annually, this Committee reviews the list of contractual obligations of the College of \$250,000 or more. The voting members of the Committee shall consist of 7 to 15 Trustees or Life Trustees. The President and Chair of the Board, and one faculty and one student representative are nonvoting members.

Committee on the Audit

The Audit Committee meets at least twice a year and has authority to recommend auditing firms to the Board. The committee meets with the auditors at the beginning of the audit and again upon completion, and receives, reviews and submits the annual audit to the Board. The Standing Rules of the Board call for the Committee to be comprised of three to five Trustees, and the Chair of the Board is an ex-officio voting member.

Committee on Institutional Advancement

This Committee is charged with overseeing the outreach activities of the College as it endeavors to build awareness, understanding, and excitement about the College. All fundraising, public, and alumni relations policies fall within the charge of this Committee. This Committee reviews and recommends guidelines for endowed professorships, fellowships, and buildings, and establishes giving guidelines for Trustees. It has fundamental policy responsibility for building sustainable financial support for the College and its various programs. The voting members of the Committee shall consist of no fewer than five Trustees or Life Trustees. The President, Chair of the Board, the Deans of all three schools, and one faculty and one student representative are nonvoting members.

Committee on Investments

The Committee on Investments recommends to the Board appropriate investment policies. The Committee on Investments also monitors the performance of any investment managers utilized by the College and reports the results to the Board. The Committee has delegated the authority to select

managers based upon investment allocations set by the Board, to the Chief Investment Officer. The voting members of the Committee shall be five to nine Trustees or Life Trustees. The Chair of the Board is an ex-officio voting member of this committee, and the President is an ex-officio nonvoting member.

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.

Managers and employees have at least one opportunity each year to update position descriptions. Human Resources actively encourage managers and employees to review job descriptions as part of the annual performance review process. Job descriptions are also reviewed as a part of the recruitment and selection process either when a role is created or an incumbent leaves the organization and the position is being re-filled. Link to hiring policy:

http://www.lclark.edu/offices/human_resources/employee_resources/policies/staff/rec_ruitment/

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

Annual performance evaluations are recommended for all support and administrative staff. We strive for 90% compliance in all employee groups. In 2013 our compliance rate for eligible employees were as follows: 73% for exempt administrative staff, 71% for non-union support staff, and 45% for union support staff.

Performance evaluation policy can be found at: http://www.lclark.edu/offices/human_resources/employee_resources/policies/staff/app raisals/.

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.

The Employee Development and Training Manager in the Department of Human Resources is responsible for coordinating programs related to employee, supervisor and leadership training and development at Lewis & Clark College. The programs include New Employee Orientation, First Day Orientation, LC Support & Administrative Employee Quarterly Meetings, Staff Development Days, Supervisor/Manager Quarterly Meetings, Supervisor Overview & Update, Budget and

Labor Relations Training, Management Development Series, Leadership Development Series, Employee Service Awards, Preventing Workplace Harassment and Preventing Employment Discrimination.

Faculty are supported through a generous sabbatical leave program. In the College of Arts and Sciences, junior faculty may apply for a one semester leave at full salary during the pre-tenure period, normally taken during the fourth year of service. Tenured faculty are eligible to apply for a sabbatical leave (either one semester at full salary or two semesters at two thirds of salary) after completing twelve semesters of teaching (or thirteen semesters in the case of faculty who previously took advantage of the junior sabbatical.) Procedures for application and approval of sabbatical leaves are outlined in the Faculty Handbook (§3.11.3, pp. 61-63). Similar provisions govern sabbatical leaves for faculty in the Graduate School.

In the CAS, in the last three years, we have awarded 12, 16, and 20 sabbaticals, respectively, to tenured and tenure-track faculty (as junior sabbaticals occurring in their fourth year). In the GSEC, regular sabbatical is provided for tenured faculty. Junior sabbatical is provided for assistant professors in their third year, prior to tenure review. In the last three years, five regular sabbaticals and six junior sabbaticals have been taken.

In the Law School, tenured and tenure-track faculty members are eligible for sabbaticals every seven years, with the option of one semester at full salary or two semesters at 60% of salary. To receive a sabbatical, an eligible faculty member must submit a tenure project proposal and have it accepted by the Sabbatical and Leave Committee. In the last three years, 17 faculty members have received either full-year or one-semester sabbaticals (four in 2011-12; four in 2012-13; and nine in 2013-14). In addition to sabbaticals, tenure-track faculty receive one semester of a light teaching load prior to the tenure decision.

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.

The three schools have separate procedures for hiring new faculty, but follow the same principle of conducting nationally advertised searches and using all available resources to attract a diversified pool of applicants. Strong teaching skills are highly valued and while faculty members are expected to fulfill many other responsibilities, their partnership with students in the collaborative enterprise of learning remains paramount. Student representatives are voting members of search committees, and finalists who are interviewed on campus are expected to demonstrate teaching skills

when they visit the campus. The guidelines for recruitment are included in the <u>Faculty Handbook Appendices</u> (Appendix 4 (VI) c, p. 31 and Appendix 6, p. 37) and for appointment in the <u>Faculty Handbook</u> (§ 3.6.5, p. 45). A requirement for appointments at the rank of Assistant Professor, Associate Professor, or Professor is that the faculty member holds the terminal degree in the discipline.

For the CAS, typically, enrollment trends are used to determine whether a new tenureline is warranted for a department. If it appears that the need may be temporary, we will fill the need with either an adjunct (less than five courses) or a visiting professor. The latter is generally used to fill a temporary need for five or more classes within a department for one to three years. Tenure-line faculty positions are approved via a standing faculty committee in consultation with the dean.

In the GSEC, the number of faculty in program is determined, over the long term, by enrollment trends and strategic decisions about future growth. Distribution of tenure-track and non-tenure track faculty is determined by enrollment trends, the distinctive nature of individual programs, and fiscal circumstances.

The Law School uses enrollment and fiscal trends and an assessment of basic course needs to determine whether to hire new faculty and, if so, with what focus. The same approach is taken whether the new faculty would be hired with tenure, on the tenure track, or on track to receive an indefinite contract.

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

Faculty at Lewis & Clark College are both teachers and scholars; they are expected to be actively engaged in research or artistic creation. The College's mission encompasses the obligation "to test the boundaries" of the intellectual traditions that underlie the liberal arts through ongoing exploration, and for faculty this represents a career long commitment. Lewis & Clark does not aspire to become a major research university; instead, faculty research and creative activity are closely integrated with teaching. It is increasingly common for faculty to enlist students in collaborative research projects and to recognize students' contributions through joint conference presentations and jointly authored publications. At the undergraduate level, especially, but also in the professional schools, the widely available opportunities to engage in research and artistic projects with faculty represent one of the great advantages of studying at a small institution.

Expectations for scholarship and creative activity are explicitly stated in the Faculty Handbook in those sections covering the criteria for tenure and promotion. Thus, in the College of Arts and Sciences (§3.6.3, pp. 21-33) "Excellent scholarly or creative activity will likewise be expected of all faculty in all reviews and shall have been fully demonstrated at the time of tenure." Later paragraphs in the same section provide examples of the kind of evidence that faculty members may bring forward, such as

peer reviewed publications, exhibits in juried shows, performances for public audiences, competitive external grants awarded, etc.

In the Graduate School (§3.6.4, pp. 34-44) standards for tenure include scholarship: "The candidate must make significant contributions to scholarship through the development, application, or dissemination of knowledge that improves professional practice."

In the Law School (§3.6.5, pp. 45-49), "it is expected that a candidate will, prior to receiving tenure, produce scholarship of sufficient quality and quantity as to demonstrate that he or she has the requisite ability and commitment to remain a productive scholar throughout his or her academic life."

2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-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 the faculty member to develop and implement a plan to address identified areas of concern.

Formal evaluation of faculty is a regular and routine practice in each school and takes place in three ways: salary reviews, developmental reviews, and tenure and promotion reviews. Under the current salary policy, faculty in the Law School and Graduate School submit an annual activity report to the dean. This provides the dean with the faculty member's self-assessment of performance and with an outline of goals for the coming year. The annual report must cover teaching performance, and will normally include a record of recent research, scholarship and service. It is the basis for the dean's decision on salary increases and for other recommendations regarding the faculty member's professional development.

In the College of Arts and Sciences, salary reviews by the dean occur on a biennial cycle and are separate from developmental recommendations. Faculty subject to review in a given year submit extensive files of their work including complete sets of course teaching evaluations, copies of reports of scholarly/creative work completed during the prior two years, and evidence of College service. The faculty member also includes a narrative letter describing his/her activities over the prior two years. The procedures for evaluation of teaching faculty who do not hold tenure line appointments, including visiting, contract, and adjunct faculty, are also outlined in detail for the three schools in the Faculty Handbook (§§3.6.3.1; 3.6.3.2; 3.6.4, pp. 32-45).

The procedures for developmental reviews in the CAS and GSEC are outlined in the Faculty Handbook (§3.6.3, p. 22) and for pre-tenured faculty typically occur in the second and fourth year after the person's appointment. In the case of assistant and associate professors, a three member developmental review committee is appointed to evaluate whether the candidate is making satisfactory progress toward tenure and/or promotion. The committee prepares a detailed written report assessing the quality of the faculty member's teaching, scholarly or creative activity, and service. The person being reviewed has the opportunity to respond to the report before it is forwarded to the dean. Developmental reviews are not a requirement for tenured professors, except in those instances where the professor received two consecutive low salary evaluations. Procedures similar to normal developmental reviews are used for faculty at this rank.

Each school has developed specific procedures (outlined in the Faculty Handbook (§§3.6.3, pp 21-33; 3.6.4, pp 34-45; and 3.6.5, pp. 45-49)) for tenure and promotion reviews. These procedures share many features in common, including the requirement for external peer review. In the case of the College of Arts and Sciences and the Graduate School, the Promotion and Tenure Committee is a standing committee of faculty charged with reviewing candidates for tenure or promotion according to explicit criteria for teaching, scholarship, and service, and concluding with a recommendation to the dean, who in turn makes a recommendation to the president.

In the Law School the Promotion and Tenure Committee is an ad hoc committee appointed by the Associate Dean of Faculty in years when there will be faculty eligible to be considered for tenure or promotion. The committee works with the candidate to assemble documentation for review, including reports from outside evaluators when the issue is tenure, and summarizes the materials for examination by all faculty members holding rank senior to the candidate. A recommendation for tenure or promotion requires a majority vote by these members of faculty. The recommendation is forwarded to the dean, who in turn makes a recommendation to the president.

2.C 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.

Mission of Lewis & Clark:

The <u>mission of Lewis & Clark</u> is to know the traditions of the liberal arts, to test their boundaries through ongoing exploration, and to hand on to successive generations the tools and discoveries of this quest. By these means the institution pursues the aims of all liberal learning: to seek

knowledge for its own sake and to prepare for civic leadership.

Lewis & Clark carries out this mission through undergraduate programs in the arts and sciences and postgraduate programs in the closely related professions of education, counseling, and law. Lewis & Clark mounts these programs as both separately valid and mutually supportive enterprises. In all its endeavors it seeks to be a community of scholars who are alive to inquiry, open to diversity, and disciplined to work in an interdependent world.

In the College of Arts and Sciences, degrees offered and academic programs are tied to the mission and to the four Core Themes of the College and to the Liberal Arts. A liberal arts education at Lewis & Clark combines three interdependent curricular elements: the departmental major, a set of elective courses, and the General Education curriculum. In accordance with the principles of the liberal arts, the curriculum is structured so that roughly one-third of the credits are in the major, one-third are in electives, and one-third are in General Education: http://docs.lclark.edu/undergraduate/graduationrequirements/liberalarts/

The Law School strives to maintain and enhance a rich intellectual environment that contributes to legal knowledge through teaching, scholarship, and public service; that fosters innovation and new ideas; and that educates, supports and challenges our students in developing the knowledge, analytical and practical skills, and professional values that they need to excel in a diverse and dynamic world. Programs offered and degrees awarded are tied to the mission and to the Core Values listed at http://law.lclark.edu/academics/programs/. Information about each program of study can be found at: http://law.lclark.edu/academics/programs/

The Lewis & Clark Graduate School of Education and Counseling offers graduate degrees, licensure, and additional endorsements for teachers, educational leaders, school counselors, school psychologists, addiction counselors, licensed professional counselors, and marriage, couple, and family therapists. Programs offered are tied to the mission and guiding principles of the school: http://docs.lclark.edu/graduate/about/#guiding_principalstext.

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.

At the undergraduate level, program-related learning outcomes are posted on each department's website; program requirements, facilities, and courses are listed in the catalog: http://docs.lclark.edu/undergraduate/ (click on Programs of Study, in the right navigation bar, then click on the department, then the program name).

For the Law School, each program of study outlines the curricular requirements and

other expectations for students. Access to these descriptions can be made from the Law school programs page (http://law.lclark.edu/academics/programs/) then clicking on each program's link.

The <u>Graduate School Catalog</u> provides links to the courses and program expectations for each academic program at http://docs.lclark.edu/graduate/.

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.

School-specific grading systems and academic regulations are described in each school's catalog.

CAS: The awarding of credit and degree criteria are contained within the Course Catalog. http://docs.lclark.edu/undergraduate/policiesprocedures/grading/

LAW- Grading Policy is clearly outlined in the Law School "What's What" Student Handbook:

https://law.lclark.edu/academics/whats_what/grading_system_probation_and_dismis_sal/

GSEC: Satisfactory Academic Progress and Performance Policy is listed in the Catalog: http://docs.lclark.edu/graduate/policyprocedures/academic/-

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.

Degree Program information:

CAS- http://college.lclark.edu/academics/ and http://docs.lclark.edu/undergraduate/ (use the list on the right hand side to choose which program of study.

LAW- https://law.lclark.edu/academics/ and https://law.lclark.edu/offices/registrar/degree_planning/

GSEC- https://graduate.lclark.edu/academics/ (select hyperlink to specific programs) and http://docs.lclark.edu/graduate/

When admitting new undergraduate students, CAS admissions staff look for individuals from diverse backgrounds, with diverse talents and interests – students who will not only meet the rigorous academic challenges of a Lewis & Clark education, but also will take full advantage of the opportunities for individual achievement and growth offered here. Undergraduate Admission Requirements are

outlined in the catalog http://docs.lclark.edu/undergraduate/admissions/ and are also posted on the admissions web site:

http://college.lclark.edu/offices/admissions/apply/what_we_are_looking_for/

Law Admissions: Lewis & Clark Law School affirmatively seeks a diverse academic community of students who have demonstrated significant professional promise and the capacity for excellence in law school. The school selectively admits candidates who have the desired intellectual talent, motivation, and high ethical character, from a rich variety of academic and professional disciplines. See http://law.lclark.edu/offices/admissions/apply/ for more information.

GSEC Admissions: Each of the graduate programs has program specific <u>deadlines</u> and <u>application requirements for admission</u>. See http://graduate.lclark.edu/offices/admissions/apply/ for details.

Each school also maintains a handbook or catalog as well as on-line information about graduation requirements:

CAS: http://docs.lclark.edu/undergraduate/graduationrequirements/requirements/

Law School: https://law.lclark.edu/academics/whats_what/graduation_requirements/

Graduate School: Scroll to the Requirements for Master's, Educational Specialist, or Doctoral Degrees and the Requirements for Licensure, Endorsement, and Certificate Programs at http://docs.lclark.edu/graduate/policyprocedures/academic/

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.

As stated in §2.3.3 (pp. 11& 12) of the <u>Faculty Handbook and Bylaws</u>: Under authority delegated by the Board of Trustees, each of the three faculties of the College, operating under approved bylaws, determines the curriculum for the degrees it offers, admits students to degree candidacy, and recommends students for receipt of the degrees for which they have qualified. Each also conducts searches for new faculty, and evaluates their performance for promotion and tenure. Each faculty advises its dean on the development and use of resources, and on other matters of school business that are brought before it.

Faculty, in consultation with members within their departments, have the authority to design their curricula. The Curriculum Committee, of which both the dean and the Registrar are *ex officio* members, ultimately must approve the curricula. Faculty take full responsibility for fostering and assessing student achievement of clearly

defined learning outcomes that are in their course syllabi.

Additional information for CAS can be found at http://college.lclark.edu/faculty/governance/cc.php

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.

The second semester of the year-long College of Arts and Sciences freshman seminar course, Exploration and Discovery (E&D), provides an early opportunity for students to acquaint themselves with library research and the scholarly communications process through a research assignment. In cooperation with librarians and teaching faculty, the director of the E&D program has developed learning outcomes that faculty use or adapt for their sections. The learning outcome related to information literacy is: "Pursue original research leading to the production of a major essay, in which students will use appropriate research tools and sources to meet the information need. (Demonstrate capacity to formulate a compelling research question, employ various research sources and methods, formulate an original thesis supported with sufficient evidence, and produce proper citations and reference lists)."

Librarians meet directly with approximately two-thirds of Exploration and Discovery sections to teach introductory information literacy competencies associated with this outcome. Watzek sponsors the James J. Kopp Student Research Award (designed to encourage practices leading to high quality research) for students completing the course assignment.

A four-year grant awarded to the College in spring 2013 from the Andrew Mellon Foundation will fund the incorporation of semester-length research projects into introductory humanities and humanistic social science courses, and these projects are certain to engage students with library and information resources.

As reported in 2009-10 annual departmental assessment reports, most academic departments have a learning outcome related to information research skills for their majors. For example, Biology majors must achieve "Scholarship skills: Students should be able to critically evaluate data, as it relates to a specific hypothesis, in the context of what is already known and published." History majors must be able to "develop a historical research question and design a research program utilizing primary sources and authorities." Psychology majors must be able to produce "empirical research reports and literature reviews that conform to American Psychological Association (APA) style and good experimental design principles."

Beginning in the fall of 2012, all courses at the College must have learning outcomes explicitly stated in syllabi, and librarians have been working with faculty on a case-by-case basis to integrate information-literacy outcomes into courses. The

Faculty Outreach Librarian serves as an *ex officio* member of the Curriculum Committee and the Exploration and Discovery Steering Committee, and advises these groups on library and information resources and information literacy skills.

Library liaisons assigned to each academic department and program are available to acquire needed resources, design research assignments, provide interactive in-class instruction in the information research process, and meet with students individually for assistance with their research assignments. Librarians use the Association of College and Research Libraries Information Literacy Competency Standards for Higher Education as guidelines when developing instruction. In some cases, academic departments have standing arrangements with their librarians to meet with research methods (Environmental Studies 220, History 300, Economics 303, and Sociology/Anthropology 200) and thesis/capstone (History 450, Economics 433, Sociology/Anthropology 400, and International Affairs 430) courses. New librarian hires in Special Collections and Science/Data Services in spring 2013 may provide opportunities to expand this model.

Faculty in the Graduate School of Education & Counseling work closely with two Watzek Library liaisons assigned to their programs to integrate library resources into the curriculum through collection development, research consultations, and instruction sessions. Graduate classes with regular library research instruction include introductory courses in Counseling Psychology (CPSY 502, 503, 569), educational research in Teacher Education (ED 500) and School Counseling (SCED 513), and the literature review course in Educational Leadership (EDLL 552).

At the Law School, the law librarians are active on Law School committees and one librarian serves on the Law School Curriculum Committee. Research competency is one of the learning outcomes discussed in the law school Long-Term Planning Committee works in progress. Dual degree librarians (MSL and J.D. degrees) work closely with law faculty integrating legal research training into the first year legal writing and analysis program. The law librarians offer a legal research boot camp for incoming first year students as well as brown bag research classes throughout the year. Law faculty often invite librarians into their classes as guest lecturers on the topic of legal research strategy and process. Law librarians meet with students individually to help them find and research paper topics.

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.

The Law School gives academic credit for experiential learning. Such credits are ungraded, and the specific courses are not required. Students must complete at least 90 hours of credits, 72 of which must be graded or required.

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.

Undergraduate transfer credit is awarded for satisfactory work completed at other regionally accredited colleges and universities in courses judged to be equivalent to those offered at Lewis & Clark. Coursework is evaluated for transferability only on a course-by-course basis. Guidelines are posted in the Undergraduate Catalog: http://docs.lclark.edu/undergraduate/policiesprocedures/transfercredit/.

Undergraduate credit may also be awarded for Advanced Placement and International Baccalaureate courses completed in high school: http://docs.lclark.edu/undergraduate/policiesprocedures/advancedstanding/.

Policies related to transfer of credits for the Law school can be found at http://law.lclark.edu/academics/whats what/transfer policies/.

The transfer of graduate credit from other institutions is evaluated by the Graduate School on an individual basis and may include courses using both traditional and alternative modes of delivery. Normally, a student is prohibited from transferring more than the equivalent of 10 semester hours. The amount of transfer credit accepted by individual programs may vary. Usually only credits earned in the five years prior to admission are considered for transfer credit. Courses requested for transfer into an applicant's degree program at Lewis & Clark College must be from an accredited institution and have a minimum grade of B, or a grade of CR or "pass" from an institution that provides documentation that a CR or pass grade represents a grade of B or higher. Additional information can be found at: http://graduate.lclark.edu/offices/registrar/forms_and_resources/credit_transfer/.

Undergraduate Programs

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.

Lewis & Clark's General Education Requirements consist of the core course (Exploration and Discovery) and courses in the areas of international studies, scientific and quantitative reasoning, creative arts, foreign languages, and physical education/activity. In addition, content-area courses require students to demonstrate skills involving writing/rhetoric, bibliographic knowledge, and information/electronic competency. Further, content-area courses require students to demonstrate skills involving writing/rhetoric, bibliographic knowledge, and information/electronic competency. General Education Requirements comprise one third of the degree.

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.

The General Education curriculum in the division of mathematics and natural sciences has identifiable and assessable learning outcomes that are stated in relation to our mission and learning outcomes for those programs. The social sciences are closer to being able to articulate assessable learning outcomes than the humanities. We are, however, working towards developing and articulating the learning outcomes across all divisions.

http://docs.lclark.edu/undergraduate/graduationrequirements/generaleducation/

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.

Lewis & Clark does not offer any applied undergraduate degrees nor certificate programs.

Graduate Programs

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.

The vision and mission of the Graduate School build on and extend key elements of the institution's mission. The idea of "a community of scholars vigorously engaged in learning, teaching, research and creative inquiry" that "integrates theory and practice" (core themes one and two) is clearly echoed in the Graduate School's vision: "We join with students to learn, to serve, and to lead through deep engagement with the self and the world. Together we reach for wisdom, justice, compassion, and bold ideas in education and counseling." So, too, is the institution's emphasis on diversity, engagement, and interdependence (core themes three and four): "The Lewis & Clark Graduate School of Education and Counseling is a community that values the rich diversity of voices and perspectives in a complex world. We reach out to those around us, explore new ideas, and pursue the best practice of education and counseling. We promote open dialogue, inquiry, respect, and social action to enhance the learning of adults and children." It's worth pointing out that this bridge is not only one of bold ideas; it also represents the path walked by graduates of the College of Arts and Sciences when they come to the Graduate School to pursue an advanced degree and entry into one of the professional fields we serve. More information about each program can be found at http://graduate.lclark.edu/academics/ by clicking on each individual program's link.

The education provided at the Law School is consistent with the institution's mission, is in keeping with the expectations of the legal profession, and is described in ways appropriate to convey what is necessary to achieve a Juris Doctorate. The Law School program more than meets the accreditation requirements of the American Bar Association, and its graduates are qualified to sit for any bar examination in the United States. In keeping with the mission of the institution, the Law School is a "community of scholars vigorously engaged in learning, teaching, research, and creative inquiry." Faculty and students alike engage in research and publication in law reviews. Scholarly inquiry also fuels the drafting of documents in both live client situations and simulation courses. Many student-drafted documents are used in court cases. Students who have completed two-thirds of their law school education also make court appearances, and students working as externs, embody the institutional theme of integrating "theory and practice within the overall educational experience." The Law School both teaches courses about sustainability, and is involved in efforts to create and promote sustainability on campus and off, thus exemplifying the institutional theme that we are committed to "sustainability as (a) dimension of a just society." The Law School's commitment to diversity is

reflected in outreach and efforts to recruit a diverse faculty, diverse staff, and diverse student body. Law School graduates working at the White House, elected to the U.S. Senate, and in civic leadership positions in Oregon and elsewhere exhibit the school's ability to "cultivate leadership and engagement in a complex and interdependent world.

Information regarding programs in the School of Law, including course descriptions, curriculum planning guides and graduation requirements can be accessed from the Law School Academics link: http://law.lclark.edu/academics/.

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.

As noted above, both the Law School and the Graduate School of Education and Counseling seek students who will thrive in their chosen program of study. Both schools offer academic enhancement programs to ensure student success.

Transfer credit policies are outlined clearly at: http://law.lclark.edu/academics/whats_what/transfer_policies/ for the Law School and http://graduate.lclark.edu/offices/registrar/forms_and_resources/credit_transfer/ for the Graduate School.

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.

The Lewis & Clark School of Law has a robust and purposeful field experience program. Student participants assist in the representation of clients and learn the basic lawyering skills of client counseling; fact investigation; problem solving; drafting documents; negotiating; office practice; and administrative, trial, and appellate advocacy. Clinical experience is offered in each of the specialized areas of study offered at LC. Additional information can be found at: http://law.lclark.edu/clinics/.

Each of the Departments in the Graduate School of Education and Counseling offer clinical experience related to the offered programs of study. This includes the Community Counseling Center, services to assist people with Gambling Problems, and curricular requirements in Teacher Education and Educational Leadership.

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.

Along with the clinical and practical experience noted in the section above, please see the Graduate School Mission and Vision statements and the Guiding Principles and Standards: https://graduate.lclark.edu/administration/mission/.

The <u>Law School Mission and Core Values</u> address this point, as does this message from the Dean to the Law School Faculty: http://law.lclark.edu/faculty/.

Continuing Education and Non-Credit Programs

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

The Law School operates certified CLE programs for practicing lawyers, who receive credit for attendance from the Oregon State Bar. The Law School's CLE programs are described here on line at: http://law.lclark.edu/continuing_education/

Offered through the Graduate School of Education and Counseling, Continuing Education provides "a host of opportunities to support the professional and personal growth of practicing counselors, educators, and writers, as well as intellectually curious community members" through collaboration with "professional organizations, educational institutions, community groups, and more, to offer personal and professional development in the greater Portland area and beyond. These efforts are coordinated through the office of the Center for Community Engagement." These continuing education offerings provide post-degree development opportunities in subject fields offered in the curriculum and a valuable way to strengthen connections and engagement with the wider community.

At the undergraduate level, the College offers opportunities "for gifted high school students from the greater Portland area to undertake advanced study" through the <u>Templeton Scholars Program</u>. This program gives highly talented local high school students a chance to experience a liberal arts college classroom and to progress in fields such as math and science beyond the level of instruction available in their high schools.

The Academic English Studies program, designed for low-intermediate to advanced learners of English assists students in the development of essential language skills, appropriate learning strategies, and cross-cultural awareness necessary for integration into U.S. educational communities of higher education. This 40 year old program built on Lewis & Clark's long-standing commitment to international studies. A decade after establishing its ambitious overseas studies program in 1962, the College recognized a need to provide English language and study skills needed to support students from abroad who wished to pursue university studies in the United States. AES students enrich the international dimensions of campus as they participate in residence life, student activities, and--as they gain linguistic proficiency--in undergraduate classrooms.

Each of these programs has been in place for decades and each reinforces dimensions of our mission, including our focus on the liberal arts, education, and counseling, and our emphasis on community and international engagement.

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.

The <u>Center for Community Engagement</u> coordinates graduate-level continuing education coursework and programs and collaborates with appropriate agencies and organizations. All programs have clearly defined course sequencing, completion requirements and are approved by the appropriate institutional governing body. See http://graduate.lclark.edu/programs/continuing_education/all/ for more information.

Templeton Scholars complete regular courses offered through the College of Arts and Sciences and therefore the academic quality, course offerings, and opportunities are subject to the same requirements.

The Academic English Studies Program is an academically-oriented intensive English Program with stated <u>Admission Requirements</u> and <u>Learning Outcomes</u>, and adheres to the same catalog requirements of the College of Arts and Sciences.

2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education 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 outcomes.

The Graduate School of Education and Counseling collaborates with professional organizations, educational institutions, community groups, and more to offer personal and professional development in the greater Portland area and beyond. These efforts are coordinated through the office of the Center for Community Engagement.

http://graduate.lclark.edu/programs/continuing_education/

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

All completed coursework is transcribed on an official College transcript and course descriptions are maintained in the Catalog by the Graduate School Registrar.

2.D 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.

The experiences that students have outside of the classroom are essential to the Lewis & Clark experience. Student Life's four areas of concentration – health and wellness; civic leadership and career development; diversity; and experiential learning – are designed to support CAS students' transition to college by encouraging personal development, promoting co-curricular learning, stimulating educational success, and helping prepare students for lifelong careers.

A range of offices on campus provide academic and other types of support for students. Needs or concerns related to health and wellness (physical and mental) are handled through Health and Counseling Services, and there are offices that provide assistance with finding opportunities for community and volunteer service, religious fellowship, career advice, and multicultural issues. International students receive assistance and advice for dealing with cultural issues and complying with immigration requirements. Other offices provide academic advising, registration, career and graduate school advising, and opportunities to engage in physical education and athletics. A Writing Center and Symbolic and Quantitative Resource Center (SQRC) and a peer tutoring program administered by the student government, as well as some tutoring centers within particular departments, also provide academic support to undergraduate students.

As a residential campus with 65% of our undergraduate students living in the residence halls, professional live-in staff members from Campus Living serve in the capacity of on-call staff 24 hours a day, 365 days of the year. This group works to take care of low and mid-level health, wellness, and behavioral issues. High-level issues

are directed by this group to the on-call Senior Student Life (SLOC) on-duty representative. Both groups work closely with Campus Safety.

The Director of Student Support Services convenes the Student Support Network (SSN), a committee made up of representatives from Academic Advising, several Student Life departments, the Registrar, and other offices which serve CAS students. The SSN meets weekly to review cases of students in academic or other types of difficulty, as reported by faculty and other sources. Members of the SSN commit to following up with individual students in an effort to provide proactive support for those who may slip into further trouble without intervention. For students who have greater need of support and are deemed to have a critical need based on their safety or the safety of others, members of the Welfare Intervention Team (WIN) which is coordinated by the Division of Student Life, consults with one another and appoints someone to work with and monitor the student's progress. Members of this group meet weekly and include representatives from Campus Safety, Student Life, and other offices that serve students.

Students with special needs related to physical, psychological, or learning disabilities receive advising and assistance through the office of Student Support Services. Requests from undergraduate and graduate students for special accommodations in courses require the approval of Student Support Services. Requests from Law students are routed through the Associate Dean for Academic Affairs, who consults with the Director of Student Support Services over accommodations. The College's Disability Policy and Grievance Procedures are outlined in the student handbook published by each school, and a summary of disability accommodations is sent to new students as Part IV of the comprehensive health and disability report that all students must file before their first registration.

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

The Office of Campus Safety has responsibility for protecting the security of members of the Lewis & Clark community and their property. Campus Safety officers provide protection and emergency services twenty four hours a day and will escort students to their residence late at night. Blue light security phones are located across the campus and automatically dial into the dispatcher or safety officer on call.

The College has a partnership agreement with the Portland Police Bureau, the Multnomah County District Attorney's Office and Portland's Southwest Crime Prevention Office in order to ensure efficient coordination with local law enforcement. Portland Police will typically be called to assist when a serious felony crime has occurred, and investigation reports from the Campus Safety Office are added to the Bureau's data base. When incidents occur on or near campus, faculty, staff and

students are alerted through the electronic mail system. Information about crimes is reported in the weekly student newspaper and on the Campus Safety web site.

In compliance with the Jeanne Clery Act (1990) the College publishes an annual summary of crime statistics with comparative information for the preceding two years. The most recent report can be found on the College's website: http://www.lclark.edu/live/files/15393-clery-act-2013-2014-annual-report.

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.

Admission to Lewis & Clark is selective and based on criteria that are weighted toward academic qualifications and achievement, but also take account of factors such as experience, leadership, diversity of interests, as well as economic, ethnic, and geographic background. Breadth of experience and diversity of background serve to enrich the educational experience for all students and are at the core of an institution that "seeks to be a community of scholars who are alive to inquiry, open to diversity, and disciplined to work in an interdependent world." (Lewis & Clark Mission Statement). Efforts to improve the proportion of underrepresented US minority students have been a high priority in each school.

Each school organizes an orientation program designed to introduce new students to their programs, faculty, and staff. In the Graduate School there are different starting dates during the year for different programs, and orientation activities are tailored to specific program requirements. The Law School provides a student run orientation service during the summer, which assists out of town students to find accommodation and make commuting arrangements. There is a two day intensive orientation program for all new students before the beginning of the fall semester, and an eight day Academic Enhancement Program for which students may apply. Space in this program is limited and preference is given to first generation college students, underrepresented minorities, and students with English as a second language.

In the College of Arts and Sciences, new students take part in a comprehensive fiveday orientation program (NSO), planned and organized by a student director and a cadre of student orientation leaders, with the support and advice of the Director of Housing & Orientation, and several members of the academic and administrative staff. By learning about the wide range of academic and co-curricular opportunities that are open to them, students begin the process of integration into the life of the College and develop a sense of pride in, and affinity to Lewis & Clark.

Beyond the typical activities of registering for courses, taking placement exams, moving into residence halls and getting acquainted with the campus, students participate in a half day of community service projects around the City, explore ideas

of difference, social justice and their own identity at the College, and attend their first class in "Exploration and Discovery", the required core seminar for first year students. A variety of social events allows students to meet one another and gain the confidence necessary to navigate their first semester of college. International students and TCKs (third culture kids) attend a pre-orientation program that starts two days before NSO.

During the first two days of NSO, a program for the parents of new students is offered free of charge. The content of this program is intended to help with the separation between parents and students, and to provide a fixed departure time for the parents. The two days conclude with an opening convocation and a campus wide picnic, after which parents leave and the NSO schedule continues.

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.

During the past two decades only two programs have been "eliminated." The Bachelor of Science (B.S.) program in the College of Arts and Sciences was phased out in 1994 in favor of a single undergraduate degree, the Bachelor of Arts (B.A.). Students who matriculated at the College before 1994 were able to complete the B.S. degree according to the academic requirements in force at the time of their matriculation. The Master of Public Administration (M.P.A.) in the Graduate School was transferred to Portland State University (PSU) in 1996. All full time faculty members teaching in the MPA program were offered faculty positions at PSU and arrangements were made for students to complete their coursework at PSU.

Students who were enrolled in the Lewis & Clark program at the time of the transfer were given an option upon successful completion of the program at PSU to receive their degree from Lewis & Clark or from PSU. The option was available for three years. Other curricular changes such as the decision to discontinue the major in Health and Physical Education (1991), the major in Business (1994), and the M.Ed in Teacher Education for the Deaf (2002) were related to the retirements of faculty in those programs and the decrease in student applications. Each of these programs was phased out with adequate notice and opportunity for students to complete their degrees.

- 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;
 http://docs.lclark.edu/undergraduate/about/mission/
 https://graduate.lclark.edu/administration/mission/
 http://law.lclark.edu/academics/mission_statement/
 - b. Entrance requirements and procedures; http://college.lclark.edu/offices/admissions/apply/

http://graduate.lclark.edu/offices/admissions/apply/ http://law.lclark.edu/offices/admissions/apply/

c. Grading policy;

http://docs.lclark.edu/undergraduate/policiesprocedures/grading/ http://docs.lclark.edu/graduate/policyprocedures/academic/ (scroll to middle of page) http://law.lclark.edu/academics/whats_what/grading_system_probation_and_dismissal/

d. Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;
http://docs.lclark.edu/undergraduate/people/faculty/#text

 $\underline{http://docs.lclark.edu/graduate/facultyandstaff/}$

http://law.lclark.edu/faculty/directory/

e. Rules, regulations for conduct, rights, and responsibilities;
http://college.lclark.edu/live/files/12481-code-of-conduct-2012pdf
http://graduate.lclark.edu/student_life/handbook/academic_policies/#pr
ofconduct
http://law.lclark.edu/academics/whats_what/honor_code_and_procedur
e/

f. Tuition, fees, and other program costs;

http://www.lclark.edu/offices/account_services/settling_your_account/
calculating_costs/costs/college/
http://www.lclark.edu/offices/account_services/settling_your_account/
calculating_costs/costs/graduate/
http://www.lclark.edu/offices/account_services/settling_your_account/
calculating_costs/costs/law/

g. Refund policies and procedures for students who withdraw from enrollment;

http://docs.lclark.edu/undergraduate/costs/adjustments/ http://docs.lclark.edu/graduate/policyprocedures/billing/; scroll to middle of page

http://law.lclark.edu/academics/whats_what/administrative_rules_and_policies/; scroll down about 1/3 of the page

h. Opportunities and requirements for financial aid; http://www.lclark.edu/offices/financial_aid/undergrad/ http://www.lclark.edu/offices/financial_aid/grad/ http://www.lclark.edu/offices/financial_aid/law/

i. Academic calendar. http://college.lclark.edu/academics/calendar/ http://graduate.lclark.edu/academics/calendar/ http://law.lclark.edu/offices/registrar/academic_calendar/

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

Graduate School

http://graduate.lclark.edu/career_and_licensing http://graduate.lclark.edu/career_and_licensing/k-

12/licenses_endorsements/

http://graduate.lclark.edu/career_and_licensing/counseling_psychology

/professional/

Law School

http://law.lclark.edu/academics/whats_what/bar_examinations/https://www.lclark.edu/live/files/8448

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.

Assuring the integrity, security, and privacy of the academic records of students and the personnel records of employees is an institutional priority. Each of the three student handbooks outlines the rights and procedures governing students' access to their own records, and advises them of their right to privacy. Academic records are managed separately in the three schools, and the registrar for each school is responsible for the integrity, security and privacy of these records. The Director of Financial Aid and the Director of Student and Departmental Account Services are responsible for the security and confidentiality of students' financial records. Data transactions are increasingly handled electronically and this provides students, faculty and staff with efficient access and transmission.

Safeguards such as daily backups and duplicate off-site storage have been designed to ensure that records can be recovered in the event that data on campus were to be lost or damaged. Each of the three student handbooks outlines the rights and procedures governing students' access to their own records, and advises them of their right to privacy. Directory information covering items such as name, address, and contact information is considered available for release unless students have filed a non-disclosure form with the registrar. Faculty and staff do not have access to student records until they have completed a tutorial or equivalent training in the provisions of the Family Education Rights and Privacy Act of 1974 (FERPA).

Faculty who have completed the training are able to submit course grades on line, but after transmission grades cannot be changed on line. Grade changes have to be submitted in hard copy and signed by the instructor and dean (instructor and department chair in the Graduate School).

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.

Information about financial aid and eligibility is provided in the catalogs and handbooks published separately by the three schools. Institutional aid is designed to achieve multiple objectives within a budgeted tuition revenue constraint, including access, enrollment outcomes, academic quality, and representation of a diversity of ethnic, cultural and social backgrounds among the student body.

In the Law School most institutional aid is merit-based but there are also grants and scholarships that have been endowed to assist students with financial need, including international students and students from underrepresented US minorities. The Graduate School has a primarily need-based aid program designed to support economic and ethnic diversity. The College of Arts and Sciences has the most extensive financial aid program with 75% of all students receiving financial aid in some form and 69% (or, 92% of all who received aid) receiving institutional grants or scholarships.

Approximately 55% of undergraduate students demonstrate financial need according to the federal calculation of expected family contribution. All undergraduate students with demonstrated financial need receive institutional grant aid. The decision to offer admission to Lewis & Clark is made without regard to financial need during the early action and regular admission period. If spaces in the first year class are available after the May 1 deadline, a small number of previously waitlisted applicants may be offered admission when family resources are sufficient to cover costs with little or no institutional grant assistance. The college is not in a position to meet full demonstrated need for all students. In 2011-12, 30% of students had need that exceeded their total financial aid package, including grants from all sources, federal loans, and work study earnings.

Typically, about 50% of the undergraduate graduating class takes out student loans at some point during their time at Lewis & Clark. For the class that graduated from the College of Arts and Sciences during the 2012-2013 academic year, the average student loan indebtedness for those who took out student loans was \$23,501. The average student loan indebtedness for borrowers who graduated during 2012-13 from the Law School was \$128,372 and from the Graduate School of Education and Counseling was \$69,024. The official 2011 two year cohort default rate was 1.2%.

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.

Before Federal student loans can be processed, recipients are required to complete an on-line interview with the Department of Education's Direct Lending Program. When they exit the institution they are required to complete an on line counseling session with the National Student Loan Data System.

https://www.lclark.edu/offices/financial_aid/loans/loan_counseling/

During the 2013-14 academic year, the College entered into a partnership with <u>SALT</u>, a multichannel educational program that spans financing higher education and successful management of student loans, through the many financial decisions that students face after they leave school. As a member institution, all of our students and alumni are eligible to use SALT's services. These include online tutorials on budgeting and personal finances, information regarding outside scholarships, and personal loan counseling for students. SALT is a division of American Student Assistance, a non-profit organization dedicated to financial literacy, especially concerning student loans. This program is available for students and alumni from all three of our campuses. We believe that the loan counseling will be one highlight of this program, but we also anticipate these ongoing resources will be helpful to all students. Our partnership with SALT is a concrete reminder of our commitment to students and our stewardship of finances.

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.

Academic advising at Lewis & Clark is responsive to the different needs of the separate student constituencies. Graduate students are assigned to an individual faculty advisor at the time of admission, and this advisor, in collaboration with the Director of Educational Career and Licensing Services, will help them with professional and career related questions about licensing and endorsements, and with planning a course of study to meet career objectives. In the Law School, students follow a common syllabus during their first year. Consequently most of the guidance is provided through the student handbook and course descriptions. During the spring semester, before students register for courses they will be taking the following year, the school schedules faculty panels to offer advice and answer questions about the curriculum. The school also provides a regularly updated three-year cycle of upper division courses so that students can plan ahead. The student handbook provides detailed guidance about the requirements for certificate programs, externships, law clinics, and other special coursework such as law reviews. First-year students are given the opportunity to be assigned to specific faculty mentors and can continue that

relationship throughout their years at the law school; in addition faculty are open to mentoring any student who wishes to have individualized advice.

Academic advising for undergraduate students is designed to help them map out their course of study, choose a major, understand the breadth and depth of a particular discipline, and how it can be applied to their future career. Registration for courses requires advisor approval and, except when students are on off-campus programs, is always preceded by a meeting between the student and the advisor. New students are assigned to a faculty advisor, typically a faculty member who will also be the student's instructor in a first year course. Then, at the stage of declaring a major, the student chooses a faculty advisor from the department that offers the major.

A detailed assessment of our advising structure and effectiveness was performed in Summer 2011 by a group of faculty and staff. It was determined that our faculty do a very good job advising majors. Our challenges are associated with pre-major and transfer student advising. Our current advising office focuses specifically on academic advising. We have come to recognize that students need advising that goes beyond academic advising and that much of it is informal. Our current advising model does not take into consideration the "college advising" that needs to take place. We are currently transitioning to a model in which the advising office will have codirectors: a faculty member who will focus on the curriculum and a full-time staff person serving as the second co-director who will provide college advising. The codirectors as well as the part-time personnel will spend time educating faculty how to be better advisors for all of our students. Additionally, we are implementing software that will make it easier for students, with faculty assistance, to develop their four-year academic plans, monitor their progress towards degree completion, and make it easier to interact with their advisor in addition to other academic support personnel across campus.

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

The mission and foci of <u>Student Life</u> are connected to the four core themes of the College. As such, departments and programs in each department integrate these themes in their offerings and desired learning outcomes. We ensure that our programs and services include student input and feedback. Programs range from large-scale events that attract over 1100 participants to small sessions that designed for 15-20 individuals.

With over 100 clubs and organizations as well as a 19-team NCAA Division III Athletics Department, we are able to provide a diverse set of offerings and activities that enrich the co-curricular experience of our students. Leadership development programs and service opportunities coordinated by Student Life provide students the opportunity to contribute their time and talents to local Portland community-based organizations. Internships and jobs obtained from services by the Career Development Center speak to the core theme of integrating theory and practice within the overall

educational experience. In addition, student media organizations such as the <u>Piolog</u> (newspaper) and <u>KLC</u> (radio) allow students to gain hands-on experiences in running their organizations and producing weekly publications and daily radio shows during the academic year.

The <u>Associated Students of Lewis and Clark (ASLC)</u> supports students' learning, research, and creative inquiry by providing significant funding for tutorial services and student research travel grants.

The Student Academic Affairs Board (SAAB), established in 1982, is a unique part of our student government. SAAB is composed of one student representative from each academic discipline. The Board meets weekly to discuss issues of academic importance to the student body: curriculum matters, the academic calendar, the senior capstone/keystone experience, faculty retention, general education requirements, etc. Additionally, SAAB sponsors a peer tutoring program, in which students can receive two free hours of tutoring per week per class.

A number of student organizations focused on racial diversity and diversity related to gender/sexual identities have offices in the Student Center and in partnership with the Department of Inclusion and Multicultural Engagement and the Counseling and Health Promotion and Wellness. Departments provide ally and counseling services as well as educational programs. Campus-wide programing surrounding celebratory events such as Black History Month, Hispanic Heritage Month, National Coming Out Day, and Women's History Month are coordinated on an annual basis by departments and students. Social justice training is provided as part of the offerings of Student Life for the college and with particular attention to students.

2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore) that 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.

After outsourcing the Lewis & Clark Bookstore for two decades, it was returned to a self-operated store in 2010. The intent was to make the store more responsive to student and faculty needs. It has succeeded in many efforts to modernize and customize both its products and distribution channels. In fiscal year 2013 the Bookstore grew textbook sales via competitive pricing, as well as stocking large volumes of used and rental books. Web sales have also increased significantly. Faculty book signings and readings are regular features. In short, overall satisfaction with the Bookstore is significantly higher now than when it was outsourced. The Law School operates its own bookstore independently.

For undergraduate students, Lewis & Clark represents the opportunity to attend a residential liberal arts college. Students are required to live on campus for their first two years, but to fully experience all of the College's programs they are encouraged to

continue in residence beyond those first two years. Two new student residences designed to appeal to juniors and seniors have recently been added. Holmes Hall (opened in Fall 2012) has space for 170 students in a variety of bedroom configurations. Juniper, an existing older hall with all double rooms, will be completely rebuilt in Summer 2014 with all thirty rooms becoming singles. These housing improvements both increase the housing capacity and make it more appealing for older students. We are now able to house 70% of the undergraduates, closer to our ultimate goal of having 75% of undergraduate students in residence.

Bon Appetit Management has provided food services on campus for the past twenty-two years. Lewis & Clark was the first college in the nation outside of California to contract with them, and has since been followed by many other colleges, including Reed, Whitman, Willamette and the University of Portland. A comprehensive review of the food service was conducted in Fall 2012 and as part of the assessment of services and products offered, student focus groups were conducted and changes to the food program were implemented accordingly. Some of the changes include the board plans provided by Bon Appetit. We added a 50 and 100 block meal plan for upper class students living on campus. In addition to this, a new program that allows students unlimited entrance to the dining hall has been found to positively affect eating behaviors of students. The newly renovated Fields dining hall has significantly increased the use of that facility by off campus students, faculty, and staff as evidenced by the 32% increase in sales in that facility.

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.

The <u>mission for intercollegiate athletics</u> at Lewis & Clark College is to improve the quality of students' lives. For student-athletes, this will be accomplished through the medium of sport by providing them with the opportunity to participate in an activity that encourages personal growth and character development. For the campus community, this will be accomplished through shared institutional pride, fun and excitement resulting from the efforts and accomplishments of individual athletes and the college teams they represent.

The objective is for student-athletes to create bonds that last a lifetime by developing the good and unique person and inspiring and helping others to do the same. The department is committed to education that engages the whole person, that develops physical discipline alongside intellectual growth, and that provides opportunities for exercise and recreation to all members of the Lewis & Clark community. It considers a vibrant intercollegiate athletics program to be an increasingly important factor in attracting and retaining students of outstanding academic accomplishment from a wide spectrum of social, ethnic and cultural backgrounds, who thereby enrich the diversity and breadth of the undergraduate student body.

The department has 22 full time staff and 54 part-time staff, including volunteer coaches. There are two tenured faculty who serve as representatives to the department. Approximately 600 students enroll in physical education courses each semester, and there are about 350 student athletes (18% of all undergraduates). Between 300 and 400 students participate in intramural sports each semester, and some 130 students play one or more club sports. Average daily use of the facilities for recreation by faculty, students, and staff is approximately 300, and external use by other groups or individuals runs around 125 each day.

The Director of Physical Education and Athletics reports to the Dean of Students and the operating budget (\$2.95 million in 2012-13) is developed as part of the expenditure budget for the College of Arts and Sciences. A small amount of additional funding comes from donor restricted sources.

The Department of Physical Education and Athletics (PE/A) is responsible for:

- Scheduling and staffing physical education courses for undergraduate students that meet the two credit requirement for graduation;
- Coaching and managing nineteen intercollegiate sports within the Northwest Conference and NCAA Division III;
- Organizing intramural sports events for students, staff and faculty of all three schools:
- Overseeing the student run club sports program;
- Managing the College's sports facilities and their use by teams, by a neighborhood high school, and by recreational users.

In his annual letter to the campus community concerning varsity athletics, President Glassner highlights our institutional commitment to Division III athletics and our student-athletes.

 $\frac{http://www.lclark.edu/live/news/23500-president-glassner-underscores-commitment-to-varsity-athletics}{}$

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.

Lewis & Clark does not offer distance degree programs. The GSEC offers one endorsement program (in ESOL) that can be completed online. All regular identity verification information would be necessary to register. Identity verification is no different from on campus courses.

2.E LIBRARY AND INFORMATION RESOURCES

- 2.E Lewis & Clark has two libraries, the Aubrey R. Watzek Library on the main campus, and the Paul L. Boley Library at the Law School. The Division of Information Technology provides computing, networking, telecommunication, and media support services to all departments on campus.
- 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.

The purpose of Lewis & Clark's two libraries is to advance the academic mission of Lewis & Clark College through the collection, maintenance, preservation, and provision of resources that support scholarly inquiry, research, and intellectual exploration. The holdings of both libraries exemplify a breadth and selective depth of resources that serves to support the College-wide theme of scholars engaged in learning, teaching, research and creative inquiry. The libraries maintain separate web presences but share a web server and catalog system and provide remote access to online resources through a shared proxy server installation.

The Watzek Library provides access to a broad array of print and electronic resources selected to support the curricular needs of the College of Arts and Sciences and the Graduate School of Education and Counseling. Librarians who serve as liaisons to the academic departments within the schools select materials and review ongoing subscriptions to resources to assure that they are aligned with the curriculum. Though the library's annual budget has been flat-to-declining since 2009-10, it remains similar in size to peer institutions. Strategic cuts to underutilized resources, particularly periodicals, have enabled the library to maintain access to resources that students use regularly and fulfill a number of faculty requests for new information resources.

The Watzek library <u>website</u> and associated discovery tools are the primary gateway to the library's holdings, which include print and electronic books and journals as well as newspapers, primary sources, and data sets. As of the 2013-14 academic year, Watzek Library houses a collection of approximately 260,000 print books and provides access to approximately 220,000 e-books. It provides access to approximately 46,000 periodical titles in mostly electronic format (with a number of print and microform holdings also), provides access to thousands of digital images through subscription databases and its Visual Resources Center, and is a partial depository of federal documents. Watzek subscribes to 210 research databases, including a large number with full-text access to journals, newspapers, and other materials. Librarians regularly

develop and maintain <u>research guides</u> for all programs at the College and Graduate School as well as customized guides for particular courses.

The Special Collections and Archives holdings of Watzek Library are among its most unique assets. The library holds a number of manuscript collections related to Pacific Northwest literature and poetry, perhaps most notably the archives of William Stafford. Other areas of strength include the history of Oregon and Portland, war and pacifism, gender studies, East Asian pamphlets, and one of the nation's most complete sets of printed materials from the literature of the Lewis and Clark Expedition. Many of the Special Collections and Archival materials are digitized and accessible on the web. The library also hosts born-digital collections of unique materials including Oregon Poetic Voices and accessCeramics.

The Boley Law Library houses a collection of over 517,000 volume equivalents, including approximately 302,000 microform items, 213,000 books, and 2,300 non-book items. Boley subscribes to numerous databases and shares access to others with Watzek. The two libraries share an integrated library management system (Ex Libris Alma) and discovery system (Primo) and work collaboratively in areas of collection development, electronic resource acquisition and access, circulation, and document delivery. The Boley Law Library maintains a comprehensive collection of Anglo-American law, with special emphases in Environmental and Natural Resources Law, Intellectual Property Law, and Business Law, and with increasingly strong holdings related to Animal Law, International Business Law, Indian Law, and Crime Victim Rights.

Up until very recently, the law library's acquisition budget had increased modestly each year to stay ahead of inflation. This year however, the law library's materials budget for the year has been significantly reduced as a result of overall reductions to the law school budget, due largely to a smaller incoming class size. Through ongoing weeding and cancellation projects, as well as the addition of key digital databases, the law library has been able to continue to enhance the overall quality of its collection.

The Boley Law Library's Selection Committee is comprised of the professional librarians on the staff who review and make recommendations concerning available material based on the guidelines of the collection development policy. Primary consideration is given to requests of faculty, administration and staff. Student suggestions are considered on a case-by-case basis. Faculty input is sought on the potential value of a resource, particularly when it is expensive.

Lewis & Clark's Libraries extend their local collections and services through membership in the Orbis Cascade Alliance (Alliance), a consortium of public and private academic libraries in Washington, Oregon, and Idaho. A key value of this membership is that it allows the academic community at Lewis & Clark access to the collections of other Alliance member libraries. By viewing member collections in aggregate as "one collection," Alliance members can strategically and collaboratively focus on ways in which to create user-centered collections that maximize use and

minimize cost and space. Additionally member libraries use collaborative strategies to negotiate database subscriptions and acquisitions of e-books. The Alliance is nationally recognized for its innovative cost-saving acquisitions strategies. In recent years, Alliance members have focused increasingly on ways in which to increase the depth and quality of collaborative efforts. Most notably, Alliance members are moving to a shared library system (catalog), thus allowing members to share a number of costs and processes. Library staff at Lewis & Clark contribute to these efforts and this work raises the quality of local services, maximizes expenditures, and allows Lewis & Clark to leverage the expertise of the Alliance's diverse membership.

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 the last three years, the Watzek Library director has led a one-year tactical planning process involving all units of the library. The director has begun the planning process each year by offering some themes that tie-in with College-wide priorities as well as opportunities within the broader information environment. Themes for the 2012-13 academic year included assessment, academic engagement, community engagement, and working across boundaries. With the themes in mind, the individual units develop objectives for the year in consultation with the director, who then brings together an agenda for the library overall. The library assesses its progress towards its agenda in its annual report, which also includes a broad array of statistics that gauge usage of the facilities and collections.

The annual planning process as well as specific initiatives and decisions are informed by stakeholder input from a variety of channels. Library liaisons regularly consult with faculty about collection development decisions. Library staff have administered a variety of surveys through the website to get feedback from users over the years. In the fall of 2012, a survey on e-books garnered over 400 responses from students and faculty. The Acquisitions and Collection Development Librarian will use the results to inform development of an e-book plan for the library in 2013. In collaboration with Information Technology in spring of 2013, the Watzek Library administered the Measuring Information Services Outcomes (MISO) Survey, which gauges the College community's satisfaction with a number of library and IT-related services. Results will inform planning for future information services' needs.

The Watzek Library has a number of cross-functional committees and teams that work on particular services and resources including the Web Team, Discovery Team, Marketing Team, and Space Committee. The groups are an opportunity for librarians and staff to work collaboratively to advance services and resources. For example, the Space Committee has been instrumental in planning for updated furniture in several areas of the library in the last few years.

The Director of the Watzek Library serves as ex-officio member of the CAS Faculty Committee for Library/Educational Technology. This committee acts as a conduit for

representation and feedback from undergraduate faculty and students in the development of information resources and services in support of academic programs. The Watzek Library Student Advisory Committee is a group of students that meets with library staff twice a semester to provide feedback on library services and resources and develop their own initiatives and programming.

The Boley Law Library conducts an annual survey of students regarding library services. The law school conducts an annual departmental satisfaction survey as well. The Law Library Director is a tenured law faculty member who attends faculty meetings and is a member of both the Budget Committee and the Long-Term Planning Committee for law school. Statistical reports from the Law Library's Technical Services, Reader Services and Reference departments are generated monthly. Additionally, an Annual Report is supplied to the Dean of the Law School.

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.

At the beginning of the school year, Watzek Library staff members conduct library tours for new students and take part in other orientation activities. Librarians orient new faculty to the library every fall.

Watzek librarians provide research assistance to community members via three primary means: the reference desk (chat and in-person), individual research consultations, and via in-class instruction sessions. Reference queries have trended downward over the last decade and the library has shifted resources towards other means of supporting students. Reference questions dropped 47% from 2008-09 to 2012-13 (from 4200 to 2,225 queries). Some of this drop can be explained by a reduction in the number of reference hours offered during the regular academic year (from 44 hours in 2008-09 to 30 hours in 2012-13). When the reference desk is not staffed, patrons may submit email queries to be answered later, and the circulation desk answers basic reference questions (not included in above statistics) and refers patrons to librarians as appropriate. The library is considering combining the circulation and reference desks to create a shared service point that would offer circulation and basic reference and make referrals related to library research, technology, and other forms of academic support.

Librarians also offer research consultations to students and faculty for in-depth questions or projects. Research consultations have increased by 192% from 2008-09 to 2012-13 (from 123 to 360 consultations). In-class instruction sessions, in which a librarian visits a class to provide instruction on library resources and information literacy, have increased by 94% from 2009-10 to 2012-13 (from 70 to 136 consultations).

Librarians also visit upper division courses, particularly research methods courses and thesis courses, to provide guidance on many aspects of the research process and often

provide customized <u>research guides</u> in doing so. The library's <u>Instruction Services</u> Librarian coordinates the library's instruction program and facilitates an Instruction Team, which develops librarian competencies in instruction and instructional assessment. <u>Liaison librarians</u> each have a portfolio of related academic departments to which they serve as liaisons. Research Services is a core group of librarians responsible for the liaison program as well as reference, instruction, and consultation services. A recently hired Science/Data Services Librarian provides a new specialization in support for science education, data-intensive research and data management.

The specialized units in the Watzek Library include Special Collections and Archives, Visual Resources, and Digital Initiatives. These units also engage faculty and students directly to support scholarly projects and initiatives. In alignment with the College core theme emphasizing the pairing of theory and practice, an increasing number of students have engaged in employment and practica in the Special Collections and Archives (eight in 2008/09 and 17 in 2011/12), and some have gone on to work in the field. Special Collections is also hosting an increasing number of class visits which rose from 14 in 2008/09 to 19 in 2011/12.

In 2011, the library formally established its <u>Digital Initiatives</u> program. Digital Initiatives works closely with faculty on projects that enhance student learning and scholarship such as <u>accessCeramics</u>, <u>Lewis & Clark Around the World</u>, <u>The William Stafford Archives</u>, and <u>Digital Field Scholarship</u>. Many of these projects have received external funding and recognition, and the College continues to be a leader in this area as was <u>noted in a commendation</u> in the College's 2008 accreditation review. The <u>Visual Resources Center</u> provides guidance to faculty and students as they integrate visual culture into teaching and research, and maintains a locally managed collection of images for teaching on the ARTstor Shared Shelf platform.

Consistent with the College core theme emphasizing diversity, the Watzek Library regularly plays host to a number of exhibits and events that expose the community to a wide range of cultures and ideas. For example, in the 2012-13 academic year, the library mounted an online exhibit on Women's Suffrage in Oregon, created themed bookshelves on Gender and Religion, Black Heritage Month and multiculturalism, hosted two film series, and sponsored interactive events to promote Theater department productions.

Boley Law Library professional staff provide information literacy training to all students at the beginning of their legal studies program and offer ongoing workshops and individualized training throughout their years at the law school. Reference librarians work closely with student members of the three law school journals during article source checking. Law librarians teach several advanced legal research courses: Advanced Legal Research, Advanced Legal Research: Animal Law, Foreign & International Legal Research (which is required for those law students seeking a Certificate in Global Law).

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.

Information Technology has a policy governing the Responsible Use of Technology Resources at the College. Given the rapidly changing IT environment and concerns about the security of sensitive information and data, a full time staff member, Information Security Officer (ISO) has been assigned responsibility for Information Security and for the development and implementation of an Information Security Plan. The ISO Information Security Officer (ISO) reports directly to the CIO.

In addition, an Information Security Council was created to help address the increasing volume and breadth of security and privacy issues that could impact the campus. The council is made up of a cross-section of the institution including representatives from all three Schools and throughout the administration. In today's online world it 'takes a village' approach to mitigate the inherent risk as we strive to promote intellectual curiosity, move business processes online, and offer self-service yet balance that with keeping data safe and private while complying with laws, rules and regulations.

Details are available on the following web page: http://www.lclark.edu/information_technology/security/.

The College has also constituted a Web Governance Committee chaired by the CIO to help review the entire institution's online presence. The goal of this committee is to help educate the institution on how it could benefit from more coordinated online efforts, where policies are lacking or need updating as technology changes, as well as raising new issues that should be discussed now before they arise and need to be addressed. With online abilities expanding, the lines between applications and the web diminishing, and the ubiquity and demand to have everything instantly available this committee was formed to help shape some governance around those new tensions.

Watzek Library collects statistics for its <u>annual reports</u> and as mentioned above conducts occasional surveys. Annual statistics include a number of standard metrics about the physical collections such as the number of volumes and titles added and figures on circulation of materials as well as statistics on interlibrary loan and consortia borrowing. In the last two fiscal years, statistics have been added to measure more activity happening online including: visits to the library website, full-text article accesses, searches in online databases, and the number of electronic books held. Informed by such metrics and with leadership from the Collection Development Librarian and the Collection Development Committee, librarians annually assess the usefulness of information resources purchased by the library including books, research databases and journals and make decisions about budgeting, purchases and cancellations in consultation with faculty.

Watzek also collects statistics regarding information services including reference queries, instruction sessions, and research consultations, and these figures inform service planning annually. Furthermore, the library administration reviews qualitative and quantitative factors annually when evaluating and planning for specialized services including Special Collections and Archives, Digital Initiatives, and Visual Resources. As the library embarks on broader space planning initiatives in the near future, those involved will need to develop new means of evaluating space usage patterns and space needs.

The Boley Law Library also collects statistics for annual reporting purposes. Statistics include number of volumes and titles, interlibrary loan requests, reference and circulation transactions.

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 past two and a half decades Lewis & Clark has consistently achieved financial results in which annual operating revenues have covered or exceeded annual operating expenses. In most of those years a modest surplus has served to increase working capital and fund capital improvements. Since 2001 the College's net assets have increased from \$229 million to \$277 million (May 31, 2011).

The Board of Trustees requires the President to submit for their approval an annual operating budget that is in balance and whose spending from endowment for operations does not erode the inflation-adjusted value of the endowment. Development of the financial operating plan follows a model that may be described as "coordinated sector funding", in which each of the three main revenue producing units – the College of Arts and Sciences, the School of Law, and the Graduate School of Education and Counseling – is separately responsible for preparing a balanced budget that will fund its own operations and that will provide funding for central administrative operations that constitute a fourth sector called "Common Services."

Debt service and depreciation expense are fully incorporated in the financial plan. Auxiliary enterprise operations such as student housing, food services, bookstores, parking and transportation are expected to cover their full cost of operation, including depreciation and debt service from sales revenues.

The Executive Council approves the assumptions used in developing the annual budget and the multi-year forecasts, and reviews the budget before submission to the Board of Trustees.

2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

The College produces a regularly updated five-year operating forecast that provides projections for enrollment, tuition, room and board rates, staffing, and facility costs. It incorporates debt amortization (principal and interest) and includes cost of depreciation as an operating expense with the understanding that the amounts reserved for depreciation will be allocated to plant renewal and equipment replacement. The Director of Operating and Capital Budgets supports and coordinates budget planning for all four sectors.

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 process of developing the annual budget is slightly different for each of the four main operating units (the three schools plus the common services sector). Work on the operating and capital budgets for the coming fiscal year begins in September and concludes by mid-December.

The Law School budget is developed by a Budget Committee, consisting of a faculty chair and faculty representatives appointed by the Dean, and two student representatives selected by the Student Bar Association. The Graduate School Dean develops a budget in consultation with a committee that includes the associate dean, department chairs, the faculty executive committee, and staff. The final budget is approved by the full faculty of the Graduate School. The College of Arts and Sciences budget is developed by a working group convened by the Provost that includes the Dean of the College, the Vice President of Finance, the Vice President of Institutional Advancement, the Dean of Students, the Dean of Admissions and Financial Aid, the Chair of the Faculty Budget Advisory Committee, a student representative appointed by the Associated Students of Lewis & Clark, the Associate Provost, the Associate Vice President of Finance, and the Director of Operating and Capital Budgets. The Common Services budget is developed by the Operations Council bringing together senior managers from the major central service divisions with representatives from the three schools. The Associate Vice President of Finance and the Director of Operating and Capital Budgets then combine the four sector budgets into one institutional operating budget that is submitted to the Executive Council for approval, and then reviewed by the Board's Committee on Finance and voted on by the full Board at their February, meeting.

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 College's accounting system follows generally accepted accounting principles and is audited annually by independent certified public accountants in accordance with auditing standards generally accepted in the United States of America. In addition to the financial audit, a compliance audit of requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 is performed annually. This covers federal financial aid and other federal awards. The most recent audit report is published on Lewis & Clark's website.

http://www.lclark.edu/live/files/15434-final-fs---lewis-and-clark-collegepdf.

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, furnishing, 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.

Annual capital budgets for construction projects or equipment costing more than \$10,000 are developed within the same timeframe as the operating budgets. They are intended to address short term needs for renovation and repair of facilities and for replacement or additions to capital equipment, and are funded from accumulated depreciation reserves and past operating surpluses.

Although Lewis & Clark has a number of older buildings its commitment to fully fund depreciation and its capital allocation process insure that they are well maintained and functioning at the highest levels. During the annual capital budget process the complete building systems inventory is reviewed and evaluated to determine which projects will obtain the highest possible combined score considering the following factors: Human Safety, Regulatory Compliance, Asset Preservation, Sustainability, Accessibility and Program Enhancement. The College has also been very successful in partnering with the Energy Trust of Oregon for various energy saving programs on campus. Over the past decade the Energy Trust has made grants of more than \$1.2 million to Lewis & Clark College.

Departments are invited in the fall to submit proposals for capital projects to their dean or vice president, who reviews them in consultation with Facilities Services and prioritizes them for funding. Facilities Services assists by defining the project's scope, estimating its cost, and compiling an inventory of proposed capital projects, including those that have been held over from previous years for reconsideration. The total cost of all submitted proposals usually exceeds available funds by a significant factor. It is then the task of the Capital Budget Committee to prioritize projects and recommend those that can be completed within the resources available for the coming fiscal year.

Projects addressing important health or safety issues are accorded the highest priority ranking, followed by projects designed to assure the integrity of the built environment or satisfy program requirements. The Capital Budget is reviewed by the Executive Council and submitted for approval by the Board of Trustees. All contracts having a duration of three years or more, or a value of \$250,000 or more, are reviewed annually by the finance committee of the Board.

Long range capital projects involving major new additions to the facilities have been funded from tax exempt revenue bonds issued under a loan agreement and trust indenture concluded with the Oregon Facilities Authority. Lewis & Clark's indebtedness as of May 31, 2011 was \$112 Million.

The Board of Trustees approved an Institutional Debt Policy in May, 2008. It includes the following guidelines and objectives:

- Lewis & Clark will structure transactions on a portfolio basis, taking other outstanding debt issues into consideration.
- Lewis & Clark will seek to structure debt to maximize flexibility in current and future borrowing.
- Lewis & Clark will limit its overall debt to a level to maintain an acceptable credit rating with bond rating agencies.
- Lewis & Clark will seek to avoid or minimize operating or financial covenants.
- A project that has a related revenue stream or has the reasonable probability
 of creating budgetary savings will receive priority consideration; however,
 this priority consideration is not meant to exclude other projects key to the
 College's mission.
- Bond issues will be coordinated to the extent possible so that multiple projects can be accommodated in a single borrowing to reduce overall issuance cost per dollar of debt issued.
- Lewis & Clark may enter into financial derivatives transactions to manage exposure to interest rate risk, reduce all-in expected borrowing cost of the portfolio, and/or to manage other risks of the debt portfolio.
- Lewis & Clark will monitor refunding and restructuring opportunities of outstanding debt and will consider undertaking current, or advance refunding of outstanding debt when such refunding or restructuring will support the strategic goals of the College.

In order to maintain and maximize the College's credit rating(s), management will provide rating agencies full and timely access to required information.

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.

Auxiliary enterprise operations include student housing, food services, bookstores, parking and transportation. They are expected to cover their full cost of operation, including administrative overhead, depreciation and debt service, from sales revenues.

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 Board of Trustees exercises its financial oversight through its Committee on Finance. A separate Audit Committee is responsible for appointing the College's external auditors. The Audit Committee convenes a special meeting, typically in September, to review the annual audited financial statements, the management letter, and other required communications with the auditors. The College's Business Office prepares a written response to comments in the management letter for consideration by the Audit Committee. When the Committee has accepted the audit report, it is submitted to the full Board for approval. The two most recent annual audit reports are posted on the Office of Business and Finance page of the College's website: http://www.lclark.edu/offices/business/.

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 defines its relationship with that organization.

Institutional advancement at Lewis & Clark is comprised of two separate but closely integrated offices: development and alumni and parent relations. Their work seeks to promote the College to all of its external constituencies and to nurture a culture of philanthropy to enhance gift revenue for the entire institution. The Vice President for Institutional Advancement provides leadership to the effort and works closely with the Board of Trustees Committee on Institutional Advancement.

The College, through its Department of Institutional Advancement, registers "to do business" as a non-profit in all states that require such registration. This registration puts the attorney general of each state on notice that the college may ask its residents to, among other things, make gifts to the college. The College requires its donors to sign an agreement specifying how all gifts of endowed funds will be used by the College. This agreement verifies that (1) the college will only use gifted funds as they are directed by the donors, and (2) that the college confirms that the instructed use is consistent with the goals of the college. The College similarly clarifies in writing how it will use all non-endowed gifts it receives.

2.G PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE PHYSICAL INFRASTRUCTURE

2.G.1 Consistent with its mission, core themes, and characteristics, the institution 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 mission, programs, and services.

Maintenance of the College's buildings and grounds is the responsibility of the Division of Facilities Services. It defines its role as follows: "Through the efficient and effective stewardship and deployment of the College's operational and capital resources, Facilities Services endeavors to foster an active learning, teaching, and living environment. It works to provide a safe, well maintained campus that is accessible to all. It seeks to embrace the historic character and beauty of the estate's original buildings and landscape within a physical plant that incorporates access to advanced technology and achieves the highest standards of modern construction and environmental responsibility. Its service to the campus community reflects the values, philosophy, and work ethic of a skilled and diverse workforce."

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.

The purchase and disposal of hazardous chemical, biological, and radiological materials are monitored and managed by the Occupational Health and Safety Officer in accordance with policies regulating the Hazardous Waste Program, the Chemical Hygiene Plan, the Radioactive Waste Program, and the Security of Radioactive Materials. Use of radioisotopes is administered by a Radioisotope Safety Committee, chaired by the Associate Dean of the College of Arts and Sciences. The College is a conditionally exempt generator of hazardous materials.

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.

The college is required to update its master plan document at least once every ten years in order to receive Conditional Use Approval by the City of Portland. The current plan was approved in 2010. Representatives from neighborhood associations and committees are invited to join the process.

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

Facilities staff, over the past years, have ensured they have adequate resources to allow them to meet institutional needs. Equipment in Facilities Shops are well maintained and up to date and new equipment and technologies are added to ensure staff can cost effectively meet institutional needs. Building equipment was recently surveyed and a backlog of maintenance and projected equipment identified. Information from the condition survey is used to inform both capital and operational prioritization along with life safety, programmatic and institutional strategic needs.

http://www.lclark.edu/offices/facilities/

TECHNOLOGICAL INFRASTRUCTURE

2.G.5 Consistent with its mission, core themes, and characteristics, the institution 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.

Information Technology provides extensive support for the academic mission and educational activities of its three schools. The utilization of technology allows our community to work locally, nationally and internationally.

The College has fiber optic cable to each building on campus as well as to the Law School and Graduate School of Education and Counseling, providing a Gigabit Ethernet Local Area Network (LAN) backbone structure. Since 2001, the College has been regularly increasing its Internet Bandwidth from 3Mbps in 2001 to 150Mbps in 2008. Currently we have 2 redundant 500 Mbps connections and are looking to add even more capacity. The large increase in Internet bandwidth has been necessary to provide the infrastructure for expanding academic, administrative, and residential usage by students, faculty, and staff.

Lewis & Clark continues to expand its wireless network capabilities across the campus. The Law School and CAS main campus are covered 100% with wireless network including classroom, residence halls, library, dining areas, and Templeton; the Graduate School has wireless available in most of the classrooms on the South Campus with 100% expected in the near future. Planning is underway for similar ubiquitous coverage outside of buildings for increasing common outdoor needs.

A large number of classrooms are equipped with technology including a projector, computer, DVD, VCR, and control system for ease of use. In the most recently completed academic building, Howard Hall, all 25 classrooms were outfitted with Instructional Technology. We are in the process of updating all of our classroom technologies to be ready for the 'analog sunset', when all new devices will require digital communication and be required to follow those protocols. This process is currently underway and will be accomplished in approximately 2 years due to volume and age of existing equipment.

The College of Arts and Sciences has two computer labs (Windows and Macintosh) available 24 hours per day in the Templeton Campus Center. These labs are also available for use by faculty for teaching purposes and utilized by the Client Services unit in IT for training workshops and seminars. There is also a general computer lab available in the Watzek Library (both Windows and Macintosh computers) available to students during the library hours of operation. The Graduate School has a computer classroom on the South Campus that also doubles as a lab for students. The Law School has two computer labs, a general purpose area with 17 desktop computers, and a teaching lab with 15 computers. Finally, there are a number of special purpose labs, including the Human Computer Interaction Lab, graphic arts lab, and the computer science lab. These labs are maintained in partnership between the IT lab manager, departmental lab managers, and/or faculty.

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.

IT staff offer workshops and seminars to faculty, staff, and students on various software applications. In May of each year, the Client Services department hosts a weeklong Faculty Technology Institute for faculty from all three schools, providing workshops on various opportunities for integrating technology into teaching and learning. In the summer of 2013 Client Services hosted an on-campus week-long workshop focused on the digital humanities. The workshop helped Faculty not only understand the tools and methodologies that could be employed, but also challenged them to begin to think about incorporating pieces into their current curriculum. The workshop was also extended to other faculty who were members of our Northwest 5 Consortium which has fostered ongoing collaboration between the faculty on the various campuses. Due to the success of this workshop we are planning to host it again in the future, perhaps for other academic disciplines.

The IT help desk is available to faculty, staff, and students during regular working hours. It is managed by professional staff and staffed by students, and provides basic troubleshooting to clients who call in a request for assistance over the phone, or who bring in their laptops for advice or assistance. There is a tracking system for assigning and following up requests that need resolution by qualified IT staff when the call cannot be solved over the phone. The call tracking system also has a self-service function allowing faculty and staff to enter calls and monitor their status while they remain in process.

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.

From 2007 through 2009 an Information Technology Strategic Advisory Council (ITSAC) met with representatives from all three campuses to identify current and future requirements for the use of technology. The ITSAC presented a report of its

findings to the Executive Council in February, 2010, and the report and recommendations were approved as the Strategic Plan for Information Technology at Lewis & Clark:

http://www.lclark.edu/live/news/4543-it-strategic-plan-published.

Recently in a partnership with the Provost, the CIO has hosted a number of faculty workshops to discuss ways to foster ongoing collaboration between faculty, between schools, and amongst the community. These discussions are helping shape the planning and staffing needs for the future. Resources identified as critical can be enhanced and those that were lacking can be identified and planning can begin to introduce and support those technologies. The College has multiple faculty 'flipping' their classrooms and have added video-collaboration tools to help support. Information Technology has expanded the resource lab to include a 3-D printer and allocated more resources for faculty and students to create and edit digital video. All of these changes come from the ongoing discussions and conversations between faculty, support staff, and IT.

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.

Faculty and staff computers are typically replaced on a five year cycle. Computer laboratory equipment is replaced on a two to three year cycle. Computers are maintained by Information Technology (IT) staff.

Computers in the computer labs are replaced on a 2-3 year cycle as they get heavier use than those assigned to individual faculty and staff. Computers that are in classrooms are also replaced on a 3-4 year cycle and other classroom technology components such as projectors, DVDs, VCRs, etc., are replaced on a regular cycle as well, depending on the estimated useful life of the equipment as well as technological changes and advances.

Approximately two thirds of the classrooms on campus are technology enhanced. They typically include an LCD projector, a computer, a VCR, a DVD, and a control system. Classroom equipment is checked and maintained on a regular planned maintenance schedule by staff from the department of Instructional Media Services. Different components of classroom equipment have different replacement schedules. LCD projectors, for example, are replaced on a different schedule from the control system.

The College's data center and critical servers are mostly virtualized on redundant hardware with ongoing maintenance and under an approximate 5 year replacement cycle (as infrastructure equipment varies, so does the length of the cycle at times). Data is replicated on-site with a secondary NAS (Network Attached Storage) active on the Law School campus as well as sent off-site to a 3rd party hosted backup/recovery solution.

CONCLUSION

Lewis & Clark College submits its Year Three Report, confident that our resources, governance, policies and infrastructure provide the necessary foundation for our work to fulfill our institutional mission.

The effort to develop our Three Year Report has been timely. Since the submission of our Year One Report, the College has undergone changes at the senior administrative level and has developed and implemented a new strategic plan. These enhancements, coupled with the process of developing our Year Three report, have created the opportunity for discussion and action towards aligning the goals of the strategic plan with our mission and core themes. The self-study process will provide an opportunity for the College to grapple with the complex nature of the core themes and the proposed indicators used to measure fulfillment for each theme, as well as refine the themes based on results of our analyses.

Through the next phase of the accreditation cycle, Lewis & Clark will continue to strengthen its assessment efforts and build upon our progress in measuring how well we fulfill our mission and how well we communicate our findings internally and externally. The leadership of the College is well aware of the evolving landscape of higher education and the challenges faced by small private colleges. Developing a culture of innovation and creativity, coupled with data-informed decision-making, will position Lewis & Clark to thrive in the changing educational and social contexts in which we pursue our mission.

Our vision is to become a top choice institution for those preparing for lives of success and contribution in the 21st century global society, a college to which people across the nation and the globe look for distinctive quality. The vision is ambitious, but we believe we can fulfill it. Moving forward, we will continue to monitor progress in achieving our stated goals and continuously assess our efforts to fulfill our mission.