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Institutional Overview

Narrative

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."

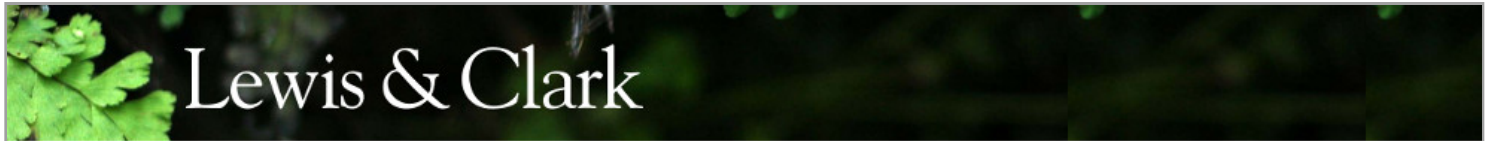
The College of Arts and Sciences (CAS) enrolls approximately 2,100 undergraduate students. Over 88% come from outside Oregon, and 10% of degree seeking students are international students. The student-to-faculty ratio is 12:1. The CAS awards the Bachelor of Arts degree in 24 disciplinary and five interdisciplinary majors. The largest majors numerically are Biology, English, International Affairs, Psychology, and Sociology/Anthropology.

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 550-600 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, Master of Arts in Student Affairs Administration, 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").

Sources

- Basic Institutional Data Form- Complete

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Leadership Team

President

Wim Wiewel

Vice President for Business and Finance, and Treasurer

Alan Finn

Vice President, Chief of Staff, Board Secretary, and General Counsel

David Reese

Dean of the Graduate School of Education and Counseling

Scott Fletcher

Dean of the College of Arts and Sciences

Bruce Suttmeier

Dean of the Law School

Jennifer Johnson

Dean of Diversity and Inclusion

Janet Steverson

Vice President for Institutional Advancement

Josh Walter

Interim Vice President for Student Life and Dean of Students

Andrew McPheeters

Vice President and Dean for Enrollment Management

Lisa Meyer

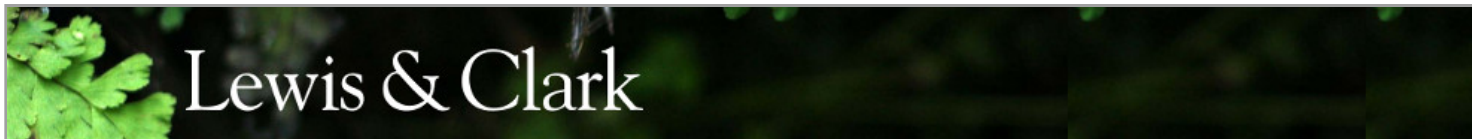
Ex Officio Members

Associate Vice President for Institutional Research and Planning

Mark Figueroa

Associate Vice President for Public Affairs and Communications

Joe Becker



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Standards

Preface

Narrative

Lewis & Clark College was reaffirmed by NWCCU following the submission and approval of the Year Three report in 2014. Since submission and approval of the Year Three report, Lewis & Clark has experienced significant changes in leadership.

Brief Update on Institutional Changes Since the Last Report - Fall 2014 Mid-cycle Report Leadership

Presidential Transition

On January 17, 2017, Dr. Barry Glassner notified the Board of Trustees that he was stepping down from the presidency, a position he had assumed in Fall 2011. The Board accepted his resignation and appointed David Ellis as interim president. Mr. Ellis was then serving as vice president, secretary, and general counsel, a position he had held for the past 13 years.

In March 2017, the Board of Trustees launched a search for a new president, with the appointment of a search committee made up of seven current trustees, one life trustee, three faculty representatives, a staff representative and a student representative. The committee acted quickly, soliciting nominations from the campus community as well as other sources, and interviewing top prospects. In mid-May, the committee invited faculty, staff, and students to attend open sessions with one of the finalists, Dr. Wim Wiewel, who was preparing to retire from Portland State University after nine successful years as that institution's president. On June 20, 2017, the college announced the appointment of Dr. Wiewel as Lewis & Clark's 25th president.

President Wiewel took office on October 1, 2017 and soon thereafter engaged the Board and the campus community in several major tasks: 1) clarifying the institution's vision, purpose, and values; 2) developing a new institutional strategic plan; and 3) launching a comprehensive campaign.

These projects began with thoughtful examination by the leadership team of prior work on institutional identity, strategic planning, and campaign preparation. The president then launched a highly consultative process involving trustees, faculty, staff, students, and alumni to assess institutional strengths, weaknesses, opportunities, and threats, and to identify major objectives and priorities. Web-based surveys and town-hall meetings provided ways for all members of the campus community to provide their input. Regular updates on the process were provided through electronic communication as well as reports at regularly scheduled meetings of campus constituencies.

The Board of Trustees reached consensus on a draft Statement of Vision, Purpose and Values at its May 2018 meeting. In addition to its importance for the strategic planning process and the comprehensive campaign, this statement establishes the groundwork for the college's Mission and Core Themes Report due in Spring 2020.

The penultimate draft of the institutional strategic plan will be completed over the summer and shared with the campus community for feedback at the start of the new school year. The goal is to present the revised plan to the Board for its approval at its October 26, 2018 meeting.

Finally, Lewis & Clark officially launched the quiet phase of a seven-year comprehensive campaign. The goal is \$155 million. By the conclusion of the campaign's first year on May 31, the college had already raised \$22 million toward that goal.

College of Arts and Sciences Deanship

In addition to turnover in the presidency, Lewis & Clark has also experienced a series of changes in the deanship of the College of Arts and Sciences over the course of the entire NWCCU evaluation cycle.

When Lewis & Clark submitted its Mission and Core Themes Report in March 2011, Professor of History Jane Hunter was serving a one-year term as interim dean. She was succeeded in the summer of 2011 by Dean Tuajuanda Jordan, formerly a professor of chemistry and academic administrator at Xavier College, who came to Lewis & Clark from the Howard Hughes Medical Institutes, where she had served as a program officer.

After three years, Dean Jordan resigned as dean to assume the presidency of St. Mary's College of Maryland. Professor of Psychology Jerusha Detweiler-Bedell then stepped in for academic year 2014-15 as interim dean. The college's Mid-Cycle evaluation took place on her watch. The next transition in the CAS Dean's Office took place in the summer of 2015 when Dr. Katie Kodat, a longtime professor of English at Hamilton College, came to Lewis & Clark from the University of the Arts in Philadelphia, where she had served as dean of the liberal arts division and for a time as acting provost.

Dr. Kodat served for two years, and then left in the summer of 2017 to become provost and dean of the faculty at Lawrence University in order to be closer to family.

Dr. Bruce Suttmeier, associate professor of Japanese language and literature at Lewis & Clark, assumed the role of interim dean in the summer of 2017. He has just completed the first year of a two-year contract. As of September 2018, Dr. Suttmeier has been appointed as Dean.

To sum up, since the start of its NWCCU evaluation cycle in 2011, the College of Arts and Sciences has had five deans—two hired externally and three serving as interim appointments. These transitions have posed challenges on multiple fronts, including the need for steady and consistent oversight of the assessment process in the Arts and Sciences.

Dean of Diversity and Inclusion

In January 2016, President Glassner announced plans to create a new institutional position dedicated to advancing Lewis & Clark's commitment to diversity and inclusion. The position of dean of diversity and inclusion is the college's first and only institution-wide deanship. The dean reports to the president and serves as a member of the college's Executive Council. The dean also chairs the institutional Committee on Diversity and Inclusion, established by President Glassner in February 2014.

President Glassner appointed Professor of Law Janet Steverson as the college's first dean of diversity and inclusion. Professor Steverson had been serving as the chair of the Committee on Diversity and Inclusion since its creation. She also chaired the Bias Policy Committee that developed a new Discrimination, Harassment, and Hate- or Bias-Motivated Conduct Policy and the Bias Assessment and Response Team (BART), both of which were approved and went into effect in Spring 2015.

Professor Steverson assumed her new role as dean of diversity and inclusion in August 2016.

Administrative Reorganization

Prior to his appointment as in June 2017, President Wiewel was informed that three members of his executive team would be retiring in the following year: Vice President and Provost Jane Atkinson, Vice President, Secretary, and General Counsel David Ellis, and Chief Investment Officer Carl Vance.

This gave Wiewel the opportunity over the first year in office to rethink the executive leadership structure and implement a reorganization. Key changes include the following:

- The position of vice president, secretary, and general counsel has been revised to include a new role as chief of staff with responsibilities for managing the president's agenda and priorities, including the institutional strategic plan. The offices of Institutional Research and Planning and Public Affairs and Communications—previously in the provost's division—now report to this new position. After a successful search process last winter, David Reese, formerly general counsel and secretary to the board of trustees at Portland State, assumed these duties in July 2018.
- The positions of dean of enrollment and communications and dean of students have been converted to vice presidencies. Both previously reported to the provost. They now report to the president.
- The office of the provost has been eliminated. Other positions that formerly reported to the provost have been reassigned to the vice president of business and finance, the dean of the college of arts and sciences, and the vice president of student life. (See exhibit entitled Reorganization of Provostal Units).
- The half-time position of Chief Investment Officer has been eliminated and the duties have been outsourced to Cambridge & Associates.

Additional Executive Personnel Changes Since 2014

In August, 2015, President Barry Glassner named Alan Finn, formerly associate vice president for finance and budget at Portland State University, vice president of business and finance at Lewis & Clark. He took over for Carl Vance, who moved to a half-time role as chief investment officer for the college.

Vice President for Student Life and Dean of Students Anna Gonzalez left Lewis & Clark to assume the vice presidency at Harvey Mudd College on August 1, 2018. She had served Lewis & Clark since July 2012. A search is underway for her replacement.

Program Change

When Marylhurst University announced this spring that it was closing its doors, the school sought assistance from other institutions to establish teach-out plans to ensure that current students could complete their programs. Lewis & Clark worked with Marylhurst to create a plan for students in the field of art therapy to finish their degrees. The NWCCU communicated its approval of the plan in a letter dated July 3, 2018. Lewis & Clark is now in the process of preparing a substantive change proposal for approval of a plan for Lewis & Clark to incorporate the Marylhurst art therapy program as a new degree offering in the college's graduate department of counseling psychology.

Response to Recommendations/Issues by the Commission

Lewis & Clark College received reaffirmation of accreditation status following the submission of its Year Three Report and site visit in 2014. Four recommendations were provided by the site visit team. Each of the four recommendations is addressed below.

Recommendation One: "The evaluation committee recommends that planning and systemic assessment in all Schools needs greater integration to demonstrate the connection of the Mission Statement, Core Themes, Strategic Plan, and Mission Fulfillment (Standard I.A.2 and I.B.2)."

The kind of integration the Commission expects has proven to be a challenge for Lewis & Clark over the years, in large part due to the high degree of independence that characterizes its three schools. Each school has its own faculty, governance system, and bylaws. Each school is responsible for managing its own revenue and expenditures while contributing to institutional overhead in accordance with a formula known as the common cost allocation.

Over the past 12 years, the institution has worked to develop a stronger sense of shared vision, purpose, and values. Milestones in this effort have been the work of the 2005-2007 Planning Task Force, the identification of Lewis & Clark's Core Themes in 2010-2011, and The Journey Forward, the strategic plan approved in 2013 that has guided the college in recent years. In addition, during this time the college leadership and the Board of Trustees have worked together to develop and refine an institutional vision statement. Over the course of the past academic year, the Board has affirmed the institutional vision and a new strategic plan has been developed through an institutional process that has engaged faculty, staff, and students of the three schools as well as alumni and trustees.

These integrative efforts at the conceptual and planning level have been complemented by a series of organizational changes designed to achieve greater coordination and integration across the units of the institution. The new appointment of a chief of staff with responsibilities

for the direction and management of the president's agenda and priorities is a major step in this direction. So too is the consolidation of the offices responsible for institutional research, planning, accreditation, and communication under the chief of staff. With these changes, planning and assessment of both strategic planning and mission fulfillment are located in the President's Office.

Institutional integration is being strengthened in a number of other ways, including the following:

- An institutional deanship and committee, dedicated to advancing diversity and inclusion.
- The institutional Sustainability Council, providing institutional leadership for scholarship, pedagogy, and practice related to environment and sustainability.
- The Deans Council, which served as a place for the three academic deans, dean of diversity and inclusion, and the vice president for student life to coordinate their work.
- The Information Technology Governance Council, which brings together the three school deans, the vice president of business and finance, the associate vice president of institutional research, and the chief technology officer to determine institutional priorities and direction regarding technology.
- The Institutional Data and Standards Council, charged with establishing and maintaining consistent policies and practices related to information systems and data.
- The Executive Council meets bi-weekly to discuss institutional-level policies and is the chief decision-making body for the institution.

The NWCCU evaluation process itself is also contributing to this project.

Recommendation Two: "The committee recommends that resource planning policies and procedures be developed and implemented to maximize institutional capacity consistent with the Strategic Plan and Core Themes. Additionally, the annual budget process should be the principal medium to implement decisions for allocating institutional resources (Standard 2.A.1, 2.B.1, 2.B.4 and 2.F.3)."

The annual budget process is the means by which decisions concerning allocation of institutional resources are made. A review of Lewis & Clark's annual budgets demonstrates consistent alignment with the institutional Core Themes that place priority on the health and quality of the educational enterprise, the integration of theory and practice in students' education, commitment to diversity, sustainability, leadership, and engagement in a global framework.

Since 2015, the Executive Council has explicitly reviewed the Mission and Core Themes in the course of its annual budget discussions to confirm that decisions are consistent with institutional values and goals. In addition, for the past two years, the Council has included a close review of institutional assessment data to deepen its collective understanding of the connection between budget, values, and planning. As part of the annual budget development process, budget managers are asked to include a narrative response when requesting changes to budgets. The request form explicitly asks managers to provide an explanation of how this request will impact students and to detail the specific benefits of the request.

The College uses a modified Responsibility Centered Management (RCM) budgeting model. Each of the three schools and common services (administrative support) has a separate budgeting process. Based upon estimated available resources, each school develops a balanced budget and makes resource decisions based on the priorities and needs of their individual schools and which align with the overall mission and core themes of Lewis & Clark.

Each Dean has the flexibility to align resources as they see fit to meet the mission and core themes. As resources become challenged, the highest priority for Lewis & Clark is to protect the academic and student affairs core. The first two core themes are about the expectation of how we deliver the educational experience for our students. The primary deliverers of those themes are the faculty in the three schools. It is always a high priority for the College to maintain sufficient levels of quality faculty to deliver the curriculum in a way that delivers the mission and unique experience of Lewis & Clark.

Each of the Deans has made resource allocation decisions to protect the teaching and student support affected areas. Every staff position is evaluated by the VP for Finance and the Chief of Staff prior to filling, however, each Dean has full authority over faculty positions. Staff positions that affect the student experience directly are prioritized.

Once the three colleges have completed their budgets, the common services budget is then created. This budget is funded from a percentage of expenditures from the three schools. Therefore, the Common Services budget follows the level of resources available rather than coming first. This thereby prioritizes the academic areas over the central administrative areas.

Over the past three years, to address Core Theme Three, Lewis & Clark created within common services an office of Diversity and Inclusion. This office educates, advocates, promotes, and engages the Lewis and Clark community and was funded by reallocated resources from other lower priority functions. Additionally, the sustainability office was moved from within facilities to report directly to the Vice President for Finance and has received some strategic initiative funds to assist its work.

To address Core Theme Four, the college invested capital and operating funds in creating the current career center. Previously located in the lower level of an academic building, the career center now resides in a newly constructed addition to the Templeton Student Center.

With the hiring of a new president, Lewis & Clark is in the final stages of a new strategic plan and campus master facilities plan. Those, along with the recently launched comprehensive campaign, will be the road map for the strategic use of resources in the future.

Recommendation Three: "The committee recommends that the institutional data for faculty headcount and classification be defined and standardized among all reporting units (Standard 2.B.4)" led to meeting of representatives from Human Resources, Institutional Research and Planning and each of the three academic deans' offices to address this recommendation. It was discovered that inconsistencies in definitions and counting were the cause of discrepancies in faculty headcount and classification. New definitions, counting practices and timelines have been established and are standardized in our Human Resources system (Workday). Consistent reporting is occurring.

Following Recommendation Four, "...that the general education component of undergraduate education within the College of Arts and Sciences be brought into alignment with Core Themes and program goals (Standard 2.C.9), the faculty of the College of Arts and Sciences (CAS) began a rigorous, inclusive process in which they engaged deeply with these questions:

In 2015, the Curriculum Committee of the CAS founded the Subcommittee on General Education (SoGE). SoGE held open meetings every week to which the CAS faculty, staff, and students were invited, and they led discussions at formal faculty meetings and retreats over a 2-year period. SoGE facilitated the faculty's discussion of Lewis & Clark's core themes and program goals, identifying outcomes for students to master prior to graduation.

This extended and dedicated discussion led to a remarkable document, the 2016 LC Identity Statement. This statement was devised, edited,

and voted on by the full CAS faculty, and it represents substantive elaboration of the college's application of Standards 2.c.9 and 2.c.10. Notably for the process of general education reform, faculty resolved in the LC Identity Statement as follows:

Upon graduation we would like our students to have:

1. Mastered modes of critical inquiry through writing; conducting quantitative, qualitative and scientific analysis; acquiring and evaluating evidence
2. Stretched themselves as scholars, researchers, and artists to achieve a high degree of facility in their areas of interest
3. Gained confidence to range across disciplines both individually and in collaboration
4. Engaged constructively with cultural difference and power
5. Grounded their education in local, global, and historical contexts
6. Encountered wonder and grappled with experiences that are not about seeking answers
7. Practiced habits of self-care, community, and well-being
8. Reflected critically on their liberal education and its purpose in the contemporary world.

Because the CAS has experienced challenges in the past with having insufficient staffing by tenure-line faculty of our CORE courses and of some general education requirements, the faculty adopted a resolution of support for the future GE, to help it have successful staffing. The text of that April 2017 resolution is as follows.

Resolved: We, the faculty of College of Arts & Sciences at Lewis & Clark, acknowledge that General Education is a collective responsibility critical to our liberal arts mission. We resolve to support the model of General Education selected by faculty vote and to contribute to the teaching necessary for its success. Furthermore, we support revisions to the faculty handbook that would recognize the value of teaching contributions to the General Education program.

Concurrently, SoGE led the CAS faculty in discussions of different types of frameworks for general education, weighing the pros and cons of various options, and ultimately voting in the spring of 2017 to retain the framework that utilizes distribution requirements and a core course or courses, affectionately known as DisCo, for distribution + core.

At the end of the 2016-17 academic year, the Curriculum Committee recommended the formation of a General Education Steering Committee (GEST) to replace the more ad hoc SoGE. GEST consists of 2 faculty members from each academic division, 1 student voting member, plus representation from the office of the Dean of the College, the Library, Academic Advising, the Registrar's office, the Diversity committee, the Core, and Institutional Research and Planning. GEST met weekly as a body and facilitated numerous meetings with the full CAS faculty, departments, and individuals. Minutes from GEST's weekly meetings are within the folders linked here. Further, GEST's policy was to have transparent and full communication with the faculty, and as such, they sent many emails, polls, and reports throughout the year to keep the faculty fully apprised and involved with the process. GEST members (including the student voting member) also spoke with students throughout the year, with multiple articles covering the process in the student newspaper.

GEST's major goal for 2017-18 was to work toward a complete GE model by the end of the academic year, leading the faculty in a wide-ranging and inclusive process that would ensure that all students have a general education curriculum that allows them to meet or exceed the outcomes from the LC Identity Statement, designing requirements within a DisCo framework. In addition, GEST took into consideration our financial and budget parameters (ensuring that adopted options would at the least maintain budget neutrality), our ability to staff all requirements using at least a majority of tenure-line faculty and other permanent faculty, and other factors of feasibility. (Previous discussions of general education have led to the adoption of possible models that are philosophically aligned with our values but turned out not to be feasible for budgetary or staffing reasons; GEST worked throughout the discussions to model financial and staffing impacts to ensure that all options presented to the faculty could be feasible).

Happily, GEST accomplished these goals, partnering with faculty and staff to create an exciting new GE model that will allow all students to meet our LC Identity Statement learning outcomes, garnering widespread faculty support and enthusiasm. Following the 2018-19 academic year of implementation planning, the CAS will begin the new GE in the fall of 2019.

The process of devising and finalizing the complete GE model was as follows:

September 2017:

- GEST meets, reviews SoGE notes, determines process for the year.
- GEST creates and shares introductory report to the faculty

October 2017:

- First faculty meeting, including specific poll questions to determine whether substantial areas of agreement exist about specific "ingredients" of a successful GE model (not just that they must reflect the LC Identity Statement, which was a given, but also specific questions like "must have the existing World Languages requirement")
- GEST members meet with every department on campus
- Call for proposals for GE models. Criteria: models must reflect the LC Identity Statement learning outcomes for our students, have a DisCo framework, be staffable, and be workable.

November 2017:

- Present faculty with a report on the results of department meetings, poll
- Share a form for faculty submitting proposals, to ensure that proposals meet the goals of the LC Identity Statement
- November full faculty meeting (minutes here)
- Additional poll to faculty about specific components
- Review submitted proposals, assess for whether they meet the criteria listed above to be passed further to the faculty

December 2017:

- Present faculty with a report
- December faculty meeting minutes here
- Faculty "happy hour" following December faculty meeting to pose discussion questions

January 2018:

- Present faculty with a report on the proposed GE models; summary handout also here.
- Hold a special faculty meeting to present the successful proposals for possible GE models, report back on the December happy hour.
- Minutes from the special faculty meeting.
- Have a Science and Quantitative Reasoning happy hour to discuss specific goals of SQR requirements in the new GE. Which very specific types of SQR skills must all students have? Are these best attainable via distribution requirements or in an innovative QR

core? Results from that happy hour are in the linked documents in faculty meeting folder.

- Have an SQR poll to follow up on that discussion; those results are in the presentation as well.

February 2018:

- At February faculty meeting, present faculty with a report on the results of the SQR discussion, as well as answer questions regarding GE models. Notes are in the regular February faculty meeting minutes linked here.
- Present faculty with possible brainstormed community responsibility mechanisms to ensure staffing “compliance” with the new GE, to be discussed and polled (also in presentation above).
- Request that all permanent faculty complete an individual survey about all of the proposed models, pros and cons, possible ways to combine models, and enthusiasm for teaching in different types of core, due February 14.
- Request that all academic departments and interdisciplinary programs complete a department-level survey about the proposed models and the departments’ ability to staff different types of requirements
- Share results of those surveys with full faculty: department surveys here, individual surveys here. Qualitative analysis here.
- Present recommendations to Curriculum Committee for further analysis and discussion of which models may move forward.
- Hold Arts & Humanities happy hour to discuss specific goals for students related to those areas (disciplinary exposure vs. particular skills/competencies vs. historical breadth).
- Analyze staffability of various models based on survey results.

March 2018:

- Present report to the faculty at full faculty meeting. Meeting presentation here; meeting minutes here.
- Create consolidated models based on Curriculum Committee and GEST meetings, based on stated criteria for consolidation and survey/discussion results.
- Pre-spring break polls to the faculty and to the student body.
- Hold special faculty meeting for further discussion and specific work on staffability of Core models.
- Hold confidential meeting with junior faculty, facilitated by junior faculty members of GEST, to ensure that they have opportunity to discuss freely.

April 2018:

- Present report to the faculty at full faculty meeting, including results of faculty and student surveys. Meeting minutes here.
- Hold special faculty meeting for additional discussion of finalist models; meeting presentation here.
- Follow up with faculty about action items and information needed prior to final vote.
- Engage in significant discussion regarding Core models and the potential for significant innovation in teaching methodology and experiential learning models.

May 2018:

- May regular faculty meeting included final vote to adopt (details below).
- Report to the faculty here; presentation here.

Following this robust, inclusive, and transparent process, the faculty voted by significant majority to adopt this motion, choosing Words + Numbers Core and the option of distribution requirements containing Historical Perspectives.

Motion: We move to adopt a new General Education model beginning in 2019-20 and commit to teaching in the core and distribution requirements of that new model, with the support of the compliance and community responsibility mechanisms as detailed in the April 11, 2018 report. Details of implementation will be determined during the 2018-19 academic year by the Curriculum Committee and the General Education Steering Committee. Before the vote to adopt, the details of the model will be decided in two votes:

1. The faculty will decide between the core options: Words Core only (which adds a quantitative reasoning distribution requirement) or Words + Numbers (which then omits a quantitative reasoning distribution requirement), with details as in the April 11, 2018 report.
2. The faculty will decide between the option of distribution requirements containing Humanities and the option containing Historical Perspectives, as detailed in the April 11, 2018 report.

The new GE model is as follows:

CORE:











Words
Numbers

DISTRIBUTION:

Historical Perspectives
Natural Sciences
Creative and Literary Arts
Global Contexts
Cultural Difference and Power
World Language
Bibliographic Research in Writing (BRW)
Wellness and Physical Education

Further, GEST and the Curriculum Committee created a document listing all of the remaining specifics that must be mapped out during the 2018-19 academic year for implementation. This document was shared multiple times with the faculty, with the final version occurring as Appendix A in our May report to the faculty, and we are confident that the major remaining details reflect comprehensive discussions with the faculty and, indeed, attainable goals for the faculty’s work this year. One of the primary undertakings for this academic year is the development of assessable student learning outcomes and the development, implementation, and utilization of an assessment plan. The assessment of the General Education program was part of many of the conversations over the last two years and it was the idea of working with the outcomes in mind that much of the work on general education was conducted. GEST leadership has been meeting throughout the summer of 2018 and envisions the creation of multiple subcommittees led by GEST members, but will work to include other faculty members with relevant expertise.

Sources

-  Artifacts- Preface
-  2018 LC Org Chart- updated
-  Art Therapy Teach Out Agreement Approval
-  BUDGET REQUEST - Fillable
-  CAS Academic Programs
-  financial-planning-processes
-  GSEC Academic Programs
-  Law Academic Programs
-  LC Strategic Plan DRAFT revised 2018.09.07
-  The Lewis & Clark Campaign

1.A.1

Mission Statement

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

Narrative

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 Lewis & Clark Mission Statement is accessible on the College's website at:
http://www.lclark.edu/about/mission_statement/

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

Narrative

The interpretation of mission fulfillment occurs in multiple ways at Lewis & Clark College. The development of the “The Journey Forward: A Lewis & Clark Strategic Plan for 2020”, which was approved by the Board of Trustees in October, 2012, provided the College with a set of common principles that guided the work of institutional leadership. The monitoring of progress toward advancing the priorities occurs at the senior level with the President’s leadership team, the [Executive Council](#). The leadership team periodically reviews progress towards achieving the stated priorities and reports actions and accomplishments to the campus community. The College’s mission statement served as the foundation of the plan development and informed the priorities outlined in the plan.

Lewis & Clark College has experienced substantial change since the development of the 2012 Strategic Plan, and with the arrival of President Wim Wiewel, the College embarked on a process of revisiting and updating our Strategic Plan. After an extensive and broad-reaching planning process, the College has developed a plan that will be completed in the Fall 2018 and presented to the Board of Trustees for final approval at the October 26, 2018 meeting of the Board of Trustees. The process of developing the strategic plan serves as a precursor to the updating of the College’s Mission Statement, which was developed in 1997.

The plan will also serve as the basis from which our new Core Themes will be developed. The intention is to more fully reflect the current state of institutional priority and focus, while still closely aligning with the spirit of the priorities from the previous plan as articulated in the new plan’s Vision:

Lewis & Clark will be a national leader in higher education with programs that prepare students for meaningful careers, civic engagement, and lifelong discovery. Together we seek a just and sustainable society here in Portland and around the world.

The plan will include six objectives, for which the College will develop a clear methodology for implementation, monitoring and assessment. The six objectives are:

1. Complete a comprehensive campaign for scholarships and other needs.
2. Attract, enroll, and graduate students who will succeed at Lewis & Clark.
3. Offer programs that provide opportunities for developing academic and personal interests and civic awareness.
4. Develop and maintain campus infrastructure and facilities appropriate for a selective, nationally competitive college.
5. Strengthen our diversity, equity, and inclusion efforts.
6. Recognize and reward our stellar faculty and staff.

Perhaps most importantly, the plan affirms and reinvigorates our vision, purpose and values, and makes clear our aspiration to fully realize our potential to be a leading liberal arts college with a national and international reputation and two superb professional schools with reputations that enhance the whole.

The responsibility for overseeing the implementation, monitoring and assessment of progress toward goal achievement will reside with the Executive Council, with a specific charge of direct management of the process to the College’s Chief of Staff.

The development of the Core Themes was informed by the College’s Mission Statement, as were the Journey Forward Strategic Plan and the current Strategic Plan. Indicators of achievement of the objectives of the Core Themes are aligned with the Mission Statement, as well as the strategic plan.

Sources

 [Journey Forward Strategic Plan 10-6-12](#)

 [Journey Forward Strategic Plan Progress Report Nov 2016](#)

1.A.3

Articulation of an acceptable threshold of mission fulfillment

Narrative

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 [Graduate School of Education and Counseling](#) and the [Law School](#), hereafter referred to GSEC and Law, respectively. Second, fulfillment represents progress toward desired ends rather than their definitive accomplishment. Third, progress will be measured against established benchmark data.

In reviewing the objectives and indicators for each of the core themes developed during the Year Three reporting cycle, it became clear that there was extensive overlap across the four core themes and redundancy across the indicators. As a leadership team, the Executive Council reviewed the indicators and decided a more streamlined set of indicators would be more manageable and beneficial for purposes of articulating mission fulfillment.

In assessing how mission fulfillment is articulated across the three schools, it was determined that the articulation required alignment with the distinct purpose of each school. The professional schools, GSEC and Law, are both accredited externally by their respective accrediting bodies.

The [GSEC accrediting bodies](#) include National Council for Accreditation of Teacher Education, the National Association of School Psychologists, the Oregon Teacher Standards and Practices Commission, Oregon Board of Licensed Professional Counselors and Therapists, Council for Accreditation of Counseling & Related Educational Programs, and the Commission on Accreditation for Marriage & Family Therapy Education.

The Law School is accredited by the [American Bar Association](#). Given the in-depth and rigorous requirements established by each of the aforementioned accrediting bodies, the professional schools' articulation of mission fulfillment will be expressed through successfully meeting re-accreditation standards for their respective accrediting bodies. For the CAS, mission fulfillment will be articulated through meeting benchmarks on identified criteria for each of the Core Themes objectives.

Though an explicit process for the monitoring of mission fulfillment has not been formally established, the assessment of institutional efforts is done with the mission of the College implicit in the thinking and decision-making of institutional leadership. Those responsible for resource allocation, program development and implementation, and staffing conduct their work of planning and assessment with the spirit of the Core Themes in mind. Given the overlap and connectedness of the objectives for each theme, it is necessary to have metrics that reflect the cohesive nature of these objectives.

1.B.1

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

Core Themes have been developed and are publicized on the [College's web page](#).

Narrative

1.B.2

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

Narrative

The Lewis & Clark College Core Themes

Core Theme I: Community of Scholars

Core Theme II: Integration of Theory and Practice

Core Theme III: Commitment to Diversity and Sustainability

Core Theme IV: Leadership and Engagement

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.

As a community, faculty and students, supported by a dedicated staff and administration, engage in activities that help foster development and growth. Beginning with attracting and retaining high quality students, faculty and staff, the College works to create and maintain an environment that supports the work of learning, teaching, research and creative inquiry. Through a commitment to continuous improvement in learning, teaching, research and creative inquiry, the College supports innovation and engagement. Through academic, co-curricular, and professional development programs, students are able to foster independent and critical thinking, while creating an understanding of the importance for lifelong learning.

Objectives, Rationale, Indicators of Achievement and Benchmarks

Objectives are in bold, followed by the rationale. Each indicator of achievement is numbered with the benchmarks bulleted underneath. Supporting documents are in the source folder at the end of this section.

1a) **Attract, develop, and retain high quality students, faculty, and staff:** Achievement of this objective requires attention to recruitment, to opportunities for intellectual and professional growth, and to retention and program completion.

1. CAS [Admitted Student Profile](#)
 - Maintain Current
2. CAS [retention and graduation rates](#)
 - First-to-second year retention of 90%; four-year graduation rate of 75% and six-year graduation rate of 85%
3. Law School [Admitted Student Profile](#)
 - Maintain current
4. Percentage of [faculty highest degree](#) earned
 - Maintain current

1b) **Commit to continuous improvement in learning, teaching, research and creative inquiry:** 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 improve, and are used in determining retention and promotion of faculty, including adjunct faculty.

1. NSSE results for Higher Order Learning, Reflective and Integrated Learning
 - Meet or exceed peers overall ([see snapshot](#))
 - Meet or exceed peers "Q5"
2. State Bar Exam results
 - Annual assessment of [State Bar Exam First Time](#) passage rates
 - Annual assessment of [State Bar Exam Ultimate Time](#) passage rates
3. Program-specific and specialized accreditation in GSEC and Law School
 - Continued accreditation for each program

4. CAS departmental self-studies for external peer review
 - Successful completion of self-study reviews (see folder in Sources)

1c) **Promote collaborative research and teaching across roles and disciplines:** 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.

1. CAS enrollment in interdisciplinary courses, majors, and minors
 - Annual assessment of [interdisciplinary course enrollment](#);
 - Maintain or increase number of [interdisciplinary Majors and Minors](#)
2. Student-faculty research and collaborative projects
 - Maintain or increase [student-faculty research](#) and collaborative work
3. NSSE results for Learning with Peers and Engagement with Faculty (CAS)
 - Meet or exceed peers for [Learning with Peers & Engaging with faculty](#)
4. Faculty teaching across schools; courses offered on CAS campus from GSEC and Law
 - Continue providing opportunities for faculty to teach "cross-campus"
 - Continue offering ED and Law classes for CAS students

1d) **Prepare students through academic, co-curricular, and professional engagement for lifelong learning:** Successful completion of Lewis & Clark’s degree programs requires high levels of student engagement inside and outside the classroom.

1. Enrollment in entrepreneurship courses
 - Maintain or increase enrollment in [entrepreneurship courses](#) (CAS)
2. Completion of internship, externship & practica (all schools)
 - Annual assessment of course registration for [internship, externship & practica](#)
 - Annual assessment of internship, externship and other work experience from Career Center(s)
3. Overseas program participation
 - Annual assessment of enrollment in [off campus and overseas programs](#)
4. Student-faculty research and collaborative projects
 - [Annual assessment](#)
5. Benchmark NSSE results against peers
 - Equal to or better than peers for NSSE [Senior Transitions data](#), especially [Q 17](#)

1e) **Foster independent and critical thinking:** 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.

1. Student’s portfolios, work samples, theses, and dissertations
 - Annual assessment of course and degree final projects (all schools)
2. [NSSE results](#), esp [senior transitions module](#)
 - Equal to or better than peers for NSSE results, specifically Senior Transitions module

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.14) 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.”

The integration of theory and practice is supported across all three schools, though it manifests in varying ways. For GSEC and Law, this may take the form of a Practicum courses or participation in [community counseling](#) or a [legal clinic](#), respectively. Within the CAS, students have the opportunity to engage in [collaborative research](#) and participate in a number of [co-curricular learning opportunities](#), that help students make the connection between theory and practice.

Objectives, Rationale, Indicators of Achievement and Benchmarks

Objectives are in bold, followed by the rationale. Each indicator of achievement is numbered with the benchmarks bulleted underneath. Supporting documents are in the source folder at the end of this section.

2a) Seek connections between one’s education, values, and aspirations for the future: 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.

1. Benchmark against peer schools for NSSE for [engagement with faculty](#), advising and other high impact practices (CAS)
 - Equal to better than peer averages for Engagement with Faculty, Advising, and High Impact Practices in General
2. Student participation in academic and co-curricular programs that integrate theory and practice
 - Assessment of students enrolled in [internship, externship and practica courses for credit](#)
 - Assessment of student participation in co-curricular courses and programs that emphasize integration of theory and practice
3. Numbers of graduate school and law school alumni entering careers in public service
 - Assessment of [alumni job placement](#)

2b) Engage students as active participants in the practices of their disciplines: 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.

1. Participation rates in internships, externships, practica
 - Assessment of rates of enrollment in/completion of [internships, externships and practica](#)
2. Participation rates in volunteer programs
 - Continued national recognition via Presidential Honor Roll for service
 - Presidential Honor Roll Application [2014](#)
 - Presidential Honor Roll Application [2015](#)
 - Presidential Honor Roll Application [2016](#)
3. Participation in overseas programs
 - annual assessment of [off campus/overseas program](#) enrollment
4. [State Bar Exam results](#)
 - Annual assessment of State Bar Exam passage rates
5. Continued accreditation for GSEC and Law programs
 - Continued program level accreditation for GSEC and Law
6. Participation in Law School pro bono programs
 - Maintain number of students serving [Law School pro bono programs](#)
7. Students serving in the GSEC clinics
 - Maintain number of students serving [GSEC clinics](#)
8. Student-Faculty research
 - Maintain or increase [Student-Faculty research](#)

2c) **Test and develop skills through practice, feedback, and reflection, inside and outside the classroom:** This objective speaks to the ways that Lewis & Clark seeks to increase students' competence and confidence through opportunities to experiment, to take risks, and to learn through trial and error, in a context oriented toward personal development and growth.

1. Supervisor and clinical faculty evaluations (GSEC)
 - Assessment of evaluations of student performance
2. [State Bar exam results](#)
 - Annual assessment of State Bar Exam passage rates
3. Accreditation for specialized programs
 - Continued program level accreditation for GSEC and Law

2d) **Promote students' active participation in institutional governance:** Active student engagement in the institutional governance is a priority of the College. Student representation on institutional committees is an important part of the College's governance structure. Student are actively engaged on committees that are school specific, as well as those that support the overall institution. For example, students sit on hiring committees and are also represented on Board of Trustee committees.

1. Engagement with Associated Students of LC, Student Bar Association and Graduate Student Union Network
 - Student-government representatives' participation in institutional governance
2. Participation of LC students on College committees
 - Review of committee membership
3. Participation rates in internships, externships, and practica
 - Maintain or increase participation rates in [internships](#), [externships](#), [practica](#)
4. Participation rates in volunteer programs
 - Continued national recognition via Presidential Honor Roll for service (see above)
 - Annual assessment of student participation in [community counseling](#) and [law pro bono clinics](#)

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, then CAS 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. Following Dean Jordan's departure, the oversight for supporting and advancing the work of equity and inclusion across campus was reconceived and a new structure was put in the place. Janet Steverson, Douglas K. Newell Professor of Teaching Excellence at the Law School, was appointed and assumed her new role as dean of diversity and inclusion in August 2016. The College now has a dedicated [Office of Equity and Inclusion](#) and the Committee on Diversity and Inclusion (CDI) developed an [ActionPlan](#) which was approved in April 2017.

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 *intra* 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 sustainability 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. The [Sustainability Council](#) 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 Council 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. 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, including through a new certificate program in Energy, Innovation, and Sustainability Law, and the institution as a whole works on campus sustainability through cross-campus committees.

Objectives, Rationale, Indicators of Achievement and Benchmarks

Objectives are in bold, followed by the rationale. Each indicator of achievement is numbered with the benchmarks bulleted underneath. Supporting documents are in the source folder at the end of this section.

3a) Strive for diversity of perspective, background, and experience among students, faculty, and staff to achieve greater breadth and depth in the education we offer: We must acknowledge and learn from our past to understand and support individuals and groups who are historically and/or systemically—socially, politically and economically—marginalized and/or disenfranchised. To advance this cause at Lewis & Clark College, our vision is for the College of Arts and Sciences (CAS), the Law School (Law), and the Graduate School of Education and Counseling (GSEC) (collectively, the College) to be a welcoming, safe, diverse, and inclusive community. Beyond representational diversity, we aim to promote inclusion and understanding through respectful, collaborative, and civil discourse and action.

1. Diversity of students, faculty, and staff
 - Assessment of demographic representation of [students, faculty and staff](#)
2. Participation in overseas programs
 - Maintain participation rates and variety of [Overseas/Off Campus Programs](#)
3. [Benchmark against peer schools](#) and national trends (NSSE Toolkit)
 - Equal to or greater than peers for average scores on NSSE questions pertaining to diversity of experiences
4. **Campus Climate Survey**
 - **Assessment of results of campus climate survey**

3b) Provide opportunities for all members of our campus community to understand, experience, and work effectively and collaboratively in a diverse society: Participation in overseas programs, internships, practica, etc. provide a means for students to meet this objective; the College needs to set baseline data to assess how well we are meeting the objective; The Committee on Diversity and Inclusion is active in exploring opportunities for student and staff development around issues of equity and diversity.

1. Participation in internships, externships, and practica (all schools)
 - Maintain or increase participation rates in [internships, externships, practica](#)
2. Participation in overseas programs
 - Maintain enrollment in and variety of [overseas/off campus programs](#) offered
3. Diversity and Inclusion Committee reports
 - [Annual reports of the Committee's work will provide a source of data for measuring outcomes related](#)

to the institutional objectives

- October 2017 [Report](#)
- February 2018 [Report](#)
- May 2018 [Report](#)

4. [NSSE results](#)

- Average scores that are equal to or greater than our peers for diversity related questions on NSSE

3c) Explore and question ideas and ideals of the just society: 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.

1. Symposia, lectures, performing- and creative arts opportunities
 - Review annual programmatic offerings
2. [Overseas & Off Campus Programs](#)
 - Maintain participation in and variety of overseas/off campus programs offered
3. [NSSE results](#)
 - Average scores equal to or greater than peers on NSSE questions dealing with diversity and equality
4. Conduct Audit of course/program enrollments

3d) Pursue, test, and apply innovative ideas and approaches in sustainable planning, policies, and practices: The Sustainability Council 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 Council 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.

1. [Annual sustainability reports](#)
 - Assessment of sustainability efforts
2. [National rankings](#)
 - Assessment of rankings and criteria utilized in rankings methodology

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, 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 more than 90 foreign countries. Over the past decade, Lewis & Clark has consistently been named one of the top producers of [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 2017-2018 academic year, there were 65 [UWC students](#) from 10 different schools, representing 41 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 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 office of [Student Leadership and Service](#) also provides multiple opportunities for students to engage in leadership development and community service opportunities.

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 encourages students to engage in public interest externships and has a strong [pro bono program](#) that encourages and rewards students who perform volunteer work for local agencies and organizations. The goal is to prepare students to become members of a profession where pro bono work by attorneys in all fields is expected and encouraged.

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.

Objectives, Rationale, Indicators of Achievement and Benchmarks

Objectives are in bold, followed by the rationale. Each indicator of achievement is numbered with the benchmarks bulleted underneath. Supporting documents are in the source folder at the end of this section.

4a) Build upon Lewis & Clark’s distinctive achievements as a leader in global and international education and involvement: It is appropriate and vital to continue assessing this objective via the number of students who participate in and are impacted by such programs. Having international representation within our student body and creating opportunities for engagement abroad are of vital importance to the College as this international focus is viewed as a core value and strength of the institution.

1. International and TCK enrollment
 - Assessment of [enrollment of international students](#) (all schools)
 - Assessment of [enrollment of TCK students](#) (CAS).
2. [Participation in overseas programs](#)
 - Assessment of participation in and variety of overseas/off campus programs offered

4b) Support leadership, innovation, service, and community engagement: Providing opportunities for students to develop and improve leaders skills as well as engage in service is beneficial to both the student as well as the institution, as these types of engagements allow for the community external to Lewis & Clark to be exposed to the quality and character of Lewis & Clark students.

1. Participation in entrepreneurship courses
 - Maintain or increase enrollment in [entrepreneurship courses](#)
2. Participation in Law School pro bono and clinic programs
 - Maintain or increase services provided through [pro bono law clinic](#) (Law)
 - Maintain or increase services provided through [counseling clinics](#) (GSEC)
3. Work with appropriate offices across campus to establish baseline participation rates in internships, externships, practica
 - Assessment of enrollment and participation rates for internships, externships and practica (all three schools)
4. Volunteer service hours
 - Continued national recognition via Presidential Honor Roll for service (see above)

4c) Strengthen relationships with alumni for the mutual benefit of both the institution and its graduates: Alumni engagement is essential to the reputation and vitality of the institution. Understanding how alumni experienced their time at the College is important for improving existing and future programming in order to enhance the student experience.

1. Alumni Annual giving rates
 - [Goal of 25%](#)
2. [Alumni participation rates \(waiting for updated doc from APP 9/12/17\)](#)
 - Annual assessment of participation in on-campus programs
 - Annual assessment of participation in off campus events and outreach
 - Annual assessment of [Survey response rates](#)

Sources



Core Themes Articles



CAS Department Reviews

-  Academic English Studies Assessment 2017-2018
-  Art History Assessment 2013-17
-  Art Studio Assessment 2013-14
-  Asian Studies (formerly East Asian Studies) Assessment 2013-14
-  Biochemistry & Molecular Biology Assessment 2013-14
-  Biology Assessment 2013-14
-  Chemistry Assessment 2013-17
-  Classics Assessment 2015-16
-  Economics Assessment 2013-14
-  English Assessment 2013-14
-  Environmental Studies Assessment 2013-16
-  Foreign Languages and Literatures Assessment 2013-16
-  History Assessment 2013-16
-  International Affairs Assessment 2013-14
-  Mathematical Sciences Assessment 2015-16
-  Music Assessment 2013-14
-  Neuroscience Assessment 2015-16
-  Philosophy Assessment 2013-14
-  Physics Assessment 2013-16
-  Political Science Assessment 2013-16
-  Psychology Assessment 2015-16
-  Religious Studies Assessment 2013-16
-  Rhetoric and Media Studies Assessment 2013-17
-  Sociology and Anthropology Assessment 2013-15
-  Theatre Assessment 2013-14

Diversity and Inclusion Documents

-  CDI Feb 2018 Board Report
-  CDI Goals & Objectives
-  CDI May 2018 Board Report
-  CDI Oct 2017 Board Report

Experiential Learning & Service Hours

-  CAS internships & practica for credit
-  GSEC Service Hours AY13-AY17

 Law Experiential Learning AY 13-17.xlsx

 Law Pro Bono-Community Service 2013-2018

 Presidential Honor Roll for Service 2014

 Presidential Honor Roll for Service 2015

 Presidential Honor Roll for Service 2016

 GSEC Program Accreditations

 CACREP Affirmation 2012

 COAMFTE Accreditation Certificate 2015

 MCFT Accreditation 2014

 NASP (School Psychology) Current Recognition Report 2017

 NCATE Accreditation letter 2012

 NSSE Results

 Core Theme 1.b CAS NSSE (Q. 5)

 Core Theme 1.d CAS NSSE

 Core Theme 1.e CAS NSSE

 Core Theme 2.a CAS NSSE

 Core Theme 3.a & 3.c CAS NSSE

 Core Theme 3.b CAS NSSE

 NSSE18 Academic Advising

 NSSE18 Engagement Indicators- Engaging with Faculty

 NSSE18 Engagement Indicators- Learning with Peers

 NSSE18 First-Year Experiences

 NSSE18 High-Impact Practices

 NSSE18 Senior Transitions

 NSSE18 Snapshot

 Alumni and Parent Program Survey Response Rate 2015 - 18

 Alumni CAS Event Participation 2014-2018

 Bar Passage- First Time Rates 07-17-2018

 Bar Passage- Ultimate Rates 07-17-2018

 Campaign Progress Report 2018.07.02

 CAS Interdisciplinary Course Enrollment

 CAS Interdisciplinary Majors and Minors

 CAS Retention & Graduation Rates

 CAS Student-Faculty Research

 Entrepreneurship Facts

 GSEC Service Hours AY13-AY17

 Law Placement Employment-07-17-2018

 Overseas and Off-Campus Program Participation

 Sustainability Rankings & Efforts

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.

Narrative

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.

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

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

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

Law Students: 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.

Students across all three schools are also engaged in governance through their respective student government organizations: [CAS](#), [GSEC](#), and [Law](#).

2.A.2

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

Narrative

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.

Narrative

The Vice President (who also serves as Secretary and General Counsel) monitors institutional compliance with legal requirements and contractual obligations. The Associate Vice President for Institutional Research and Planning 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.

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.

Narrative

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 27 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 (October, February, and May). The May meeting of the Board is designated as the annual meeting for the 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 on the advisory Board to the Graduate School of Education and Counseling.

For more information on the Board of Trustees please see http://www.lclark.edu/about/leadership/board_of_trustees/.

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.

Narrative

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 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; 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; 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's buildings, grounds, and facilities. This Committee oversees planning for new and existing facilities and 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; 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, 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, 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, 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; the President and the Chair of the Board 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.

Narrative

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.

Narrative

The Board appoints and evaluates the President (Bylaws, Article I.C.2).

The President is the Chief Executive Officer of the College. As academic and administrative head of the College, the President exercises a general superintendence over all the affairs of the institution (Bylaws, Article V, Section 3.A).

Sources

 [Bylaws Amended & Approved 5-6-2016](#)

2.A.8

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

Narrative

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.

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.

Narrative

The senior leadership team of Lewis & Clark College are qualified and knowledgeable professionals in their areas of expertise. Detailed position descriptions exist for each leadership position and each member of the leadership team undergoes a performance review annually. Institutional-level decision-making, planning and accountability are the responsibility of the senior leadership, with appropriate input through the existing governance structure, which includes representation from faculty, staff students and Board of Trustees.

The senior leadership team, known as Executive Council, meets bi-weekly throughout the year.

The Lewis & Clark Leadership site: <http://www.lclark.edu/about/leadership/>.

2.A.10

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

Narrative

From January 2017 through October of the same year, Vice President, Secretary and General Counsel David Ellis served as interim president, following the resignation of Barry Glassner in December 2016. Glassner had been president since 2010.

Lewis & Clark began its search for a new president in Spring 2017, starting with a search committee appointed by the Board of Trustees in March. The search committee was assisted by a professional search firm and together they identified [Wim Wiewel as the next President of Lewis & Clark College](#). President Wiewel began his appointment October 1, 2017. Office of the President website: <https://www.lclark.edu/offices/president/>.

Prior to his appointment at Lewis & Clark College, Wiewel served as President of Portland State University. He has also served as provost and senior vice president of academic affairs at the University of Baltimore, and dean of the College of Business Administration and the College of Urban Planning and Public Affairs at the University of Illinois at Chicago. Wiewel is a nationally recognized expert in urban planning and in the way institutions of higher education strengthen their home cities. His PhD in Sociology was earned at Northwestern University.

Sources

 [Lewis & Clark Selects Wim Wiewel as Its Next President - The Source - Lewis & Clark](#)

 [Office of the President Site](#)

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.

Narrative

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, Chief of Staff, Board Secretary, and General Counsel, the Vice President for Business and Finance, the Vice President for Institutional Advancement, the, the Vice President for Student Life and Dean of Students and the Vice President and Dean for Enrollment Management. Ex officio members include the Associate Vice President for Institutional Research and Planning and the Associate Vice President for Public Affairs and Communications.

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.

Narrative

The Lewis & Clark College [Faculty Handbook](#) 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 Faculty Handbook is easily accessible for all community members (faculty, staff, administration, and students) through the [Lewis & Clark website](#).

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 such as the Board of Trustees, Faculty Governance, Special Policies and General Institutional policies as 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: [CAS](#), [GSEC](#) and the [Law School](#). As with the policies related to faculty, the policies are easily accessible via the Lewis & Clark websites for each school – CAS, GSEC and Law.

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.

Narrative

The College currently has two libraries that serve the three schools. [Watzek Library](#), located on the CAS campus, provides services for students at the CAS and the GSEC. [Boley Law Library](#), 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 [circulation](#), [reserves](#), [copyright](#), and [other services](#) for Watzek. Boley Law Library circulation and access [policies](#) are found on the law library web site and are distributed in print to first year law students during law school orientation.

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.

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.

Narrative

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. For the [Law School](#), 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.

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.

Narrative

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:

CAS: https://college.lclark.edu/student_life/-our-departments-/student-rights-responsibilities/

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

LAW: 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 website for the Office of [Student Rights and Responsibilities](#) contains the CAS [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 (non-voting) 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 ([The Navigator](#)) points students toward the school's policy on academic standards and integrity and procedures for appeal in the [GSEC Catalog](#).

Students with specific 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 regarding 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.

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.

Narrative

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, and 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.

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 6,500 first year and transfer applications for 2017-18), 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.

The review of applications to the two professional schools is handled by their respective faculty committees on admissions. The Graduate School and Law School require transcripts of all university level coursework. The Law School requires applicants to submit LSAT scores.

Links to detailed information about the requirements, criteria and application deadlines for admission are included on each school's web page ([CAS](#), [GSEC](#), [Law](#)). All applicants must apply on line.

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: <https://docs.lclark.edu/undergraduate/policiesprocedures/academicstanding/>.

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, academic probation, academic suspension, or 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 and to alert staff and faculty advisors to any potential academic problems. 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 [academic catalog](#) and [student handbook](#). 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.

Narrative

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: <http://www.lclark.edu/live/profiles/3934-freedom-of-expression-amp-academic-inquiry-policy>.

In addition to the information contained in *What's What*, the Lewis & Clark *Student Bar Association* (SBA) is the official student body resource and liaison for law students in matters involving the school administration, faculty, and student services at L&C Law School. The SBA exists to provide information for current students, organizations, alumni, and prospective students who want a better look at life at Lewis & Clark Law School. In addition to the SBA, there are many student groups covering a variety of interests. This information is posted on the [law school student life](#) web page.

The Graduate Student Union (SUN) The Graduate Student Union Network is part of a collaborative and integrated culture that strengthens the quality of student life at the Graduate School of Education and Counseling. Promoting the academic, professional, and social growth of the student body, SUN activities include on-campus advocacy, organized social events, and other events designed to enhance academic and professional development. [Information about SUN](#) is provided on line in the "about" section of the GSEC webpage.

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.

Narrative

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 HR services to support them as well.

Policies and procedures governing conditions of employment of faculty members are outlined in the [Faculty Handbook](#) on page 14 (sect 3.3.3) through page 75.

[Policies for staff and student employees](#) are available on the Human Resources web site.

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.

Narrative

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 with their Dean, department chair(s), manager or supervisor. This information is also included in [New Employee Orientation](#) and various stages of the on-boarding process.

Policies covering staff are available on the web at:

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

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 faculty members. The recommendation is forwarded to the Dean, who in turn makes a recommendation to the President.

These procedures are posted in the [Faculty Handbook](#) in Section 3.6 on beginning on page 19.

2.A.20

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

Narrative

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_mainte

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.

Narrative

Lewis & Clark College is clearly and accurately represented as an institution with three schools – the College of Arts & Sciences, Graduate School of Education and Counseling and the Law School. Publications, both print and on-line are reviewed periodically for accuracy. The work of editing and updating published documents is supported by the [Office of Public Affairs and Communications](#).

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](#). Guidelines are available on line at http://www.lclark.edu/offices/public_affairs_and_communications/social_media/developing_strategy/.

Information related to admissions, financial aid, academic degree programs, faculty and staff, academic calendars, and other information pertinent to the mission and goals of the College are available in the catalogs and websites for each respective school. Data regarding students and student outcomes area available on the [Institutional Research and Planning](#) website.

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.

Narrative

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 complaints are received, they are treated seriously and investigators are assigned to handle them immediately.

The Human Resources webpage contains a site that contains all of the institutional policies:
http://www.lclark.edu/offices/human_resources/employee_resources/policies/.

Lewis & Clark College seeks to be an inclusive community that welcomes and respects all people. Every member of our community is expected to commit to maintaining a safe, respectful and welcoming community. Acts that are an affront to the core values of the institution are not tolerated. Such actions destroy the sense of community we all share. Additionally, acts of intolerance do untold and unjust harm to the well-being, dignity and safety of those who are victimized by these acts.

Lewis & Clark College is committed to providing an academic environment free of all forms of harassment and discrimination and where all faculty, staff, students, and guests are treated with respect, dignity, and kindness. The Harassment Discrimination Prevention (includes Title IX), Diversity: Inclusion in the Modern Workplace, and [FERPA training modules](#) provide information and knowledge which creates a common understanding of acceptable behavior. All new faculty and staff are required to successfully complete the Harassment Discrimination Prevention (includes Title IX) and Diversity: Inclusion in the Modern Workplace modules within 30 days. Faculty and staff will receive a link via email to the training module. Each self-paced module takes approximately 45 minutes to complete. Additionally, any faculty or staff working with student information, records or documentation are required to successfully complete the FERPA training module.

We as a community recognize that not all conduct which may stir negative emotions or responses may or should be regulated through a conduct process. Certain conduct, however, will not be tolerated at Lewis & Clark and will result in a conduct process. Lewis & Clark College prohibits harassment of all kinds, and discrimination, and hate or bias motivated conduct that is based on any of the following characteristics: Color, race, ethnicity, national origin, ancestry or citizenship status; Age, physical or mental disability, medical condition, socioeconomic status or veteran status; Sex, sexual orientation, gender identity or gender; Religious belief or practice, marital status or domestic partner status; Any other characteristic protected by applicable local, state or federal law.

Title IX prohibits colleges such as Lewis & Clark from discrimination on the basis of sex in the provision of its educational and co-curricular programs. Title IX has received most attention in its application to college and high school athletics. However, it applies to all programs and services at federally funded colleges, with few exceptions.

The Title IX Coordinator has responsibility for overseeing all Title IX compliance, including complaints of sexual misconduct. All instances of Sexual Misconduct should be reported to the Title IX Coordinator or a Deputy Coordinator.

Inquiries regarding discrimination based on sex, gender or disability can be directed to the Title IX Coordinator, Mark Figueroa, Associate Vice President, Institutional Research and Planning, 0615 SW Palatine Hill Road, MSC 37, Portland, Oregon, 97219; 503-768-7676; figueroa@lclark.edu.

2.A.23

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

Narrative

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/institutional/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_re

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.

Narrative

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.

Narrative

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

CAS: <http://docs.lclark.edu/undergraduate/>

GSEC: <http://docs.lclark.edu/graduate/about/#accreditationtext>

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

Additionally, the Graduate School includes a link to program accreditation information on its [Academic Program](#) overview page.

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.

Narrative

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 on p. 79.

~~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.~~ **see note from Jane. Remove, or is that that they are trying to say the same thing as the Law school- GSEC doesn;t contract and if they did, the department chair, curric committee and dean would have to approve?**

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.

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.

Narrative

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](#), on pages 14 through 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.

Narrative


A [section in the CAS Student Handbook](#) 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."

The [GSEC Student Handbook](#) and [Law School Student Handbook](#) also contain expectations with respect to intellectual freedom.

Sources

 [GSEC Student Handbook](#)

 [Intellectual Freedom of Expression- CAS](#)

 [Law School Student Handbook](#)

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.

Narrative

[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."

Additionally, Section 4, Administrative Policies (pages 69 through 76) point faculty toward resources and information about such items as the use of copyrighted material (section 4.1.8), principle investigator eligibility (section 4.2.2), the research integrity policy (section 4.2.8) and [intellectual property rights](#) (section 4.2.11).

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.

Narrative

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.

Sources



Bylaws Amended & Approved 5-6-2016

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.

Narrative

Recruitment is conducted in compliance with the equal employment opportunity and affirmative action commitments of the College. Vacancies are filled based upon the requirements of the job and the relative qualifications of the applicants. The College may fill vacancies with applicants for the job or from among existing employees who apply.

Criteria and qualifications are included in any job posting. Procedures for selection of personnel are posted on the web, under the [resources for supervisors](#).

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.

2.B.2

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

Narrative

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.

We strive for 90% compliance in all employee groups. In 2017 our compliance rate for eligible employees were as follows: 38.4% for exempt administrative staff, 24% for non-union support staff, and 56.2% for union support staff.

The performance evaluation policy can be found at:

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

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.

Narrative

The [Employee Development and Training](#) program 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 [FacultyHandbook](#) (§3.11.3, pp. 61-63). Similar provisions govern sabbatical leaves for faculty in the Graduate School.

At the Law School, untenured faculty receive a reduced teaching load for their first year. Tenured faculty are eligible for a sabbatical every seventh year. Faculty have the option of taking a one-semester sabbatical at 100% pay, or of taking a two-semester sabbatical at 60% pay. See § 3.11.3.C of the [FacultyHandbook](#). In addition, the Law School funds summer research grants for faculty engaged in significant scholarly projects and also allows faculty to apply for a reduced teaching load if they have particularly intense scholarly or service obligations.

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.

Narrative

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 [Faculty Handbook Appendices](#) (Appendix 4 (VI) c, p. 31 and Appendix 6, p. 37) as are guidelines for appointment ([Faculty Handbook § 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 tenure-line 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.

Narrative

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.

Narrative

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.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.

Narrative

The [mission of Lewis & Clark](#) 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:

<https://docs.lclark.edu/undergraduate/graduationrequirements/requirements/>. [An overview](#) of the Liberal Arts in the CAS Catalog indicates the expected learning outcomes of the degree; each program also posts expected learning outcomes on their departmental websites.

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](#). 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; degrees and certificate programs offered are listed in the catalog (<https://docs.lclark.edu/graduate/degreesprograms/>) and on line (<https://graduate.lclark.edu/academics/>).

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.

Narrative

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). Learning outcomes for each course appear in the syllabus which is provided to students at the start of each class for which they are registered. Examples are provided in attached, below.

For the Law School, each program of study outlines the curricular requirements and other expectations for students. Grading policy and standards for continuation are clearly outlined. 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. Law schools have traditionally relied on the ability of faculty to determine whether a student has learned the material for a class and have used this as a means of assessment until recently. Over the past several years, the American Bar Association has begun requiring Law Schools to develop learning outcomes or objectives and to begin developing methods for assessing how well students are meeting those objectives, with the goal of creating a more dynamic and iterative educational environment. This concept is discussed further in Standard 4.A.3.

The Graduate School Catalog provides links to the courses and program expectations for each academic program at <http://docs.lclark.edu/graduate/>. Additionally, goals and objectives for each course are to appear in the syllabus that is distributed to students at the start of the course. [Syllabus guidelines](#) ensure that all faculty know the appropriate components to include in their syllabi; examples are provided attached, below.

Sources

 [CAS Course Syllabi examples](#)

 [GSEC Course Syllabi examples](#)

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.

Narrative

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 (<https://docs.lclark.edu/undergraduate/policiesprocedures/>) which includes information about grading, degree application deadlines. [Graduation requirements](#) are also listed in the catalog.

LAW- Grading Policy and standards for continuation is clearly outlined in the Law School "What's What" Student Handbook: https://law.lclark.edu/academics/whats_what/grading_system_probation_and_dismissal/ as are [graduation requirements](#).

GSEC: Satisfactory Academic Progress and Performance Policy is listed in the Catalog: <https://docs.lclark.edu/graduate/policyprocedures/academic/>. This section of the catalog also lists requirements for licensure, endorsement, and certificate programs.

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.

Narrative

Regular review of majors/degree programs and the courses contained within ensure that courses in our programs are appropriately broad and deep and offered in a sequence to meet stated learning outcomes. Admission to the CAS and to the degree programs in the Law and Graduate Schools are clearly defined and published on the website as is information about each degree program:.

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/curriculum_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: https://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 deadlines and application requirements for admission. 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.

Narrative

As stated in the [Faculty Handbook](#) and Bylaws: 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.

Information and policies regarding faculty governance 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.

Narrative

The second semester of the year-long College of Arts and Sciences freshman seminar course Exploration and Discovery provides an early opportunity for students to acquaint themselves with library research and the scholarly communication 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](#) for students completing this assignment; the award is designed to encourage practices leading to high quality research.

In the spring of 2018, the College of Arts and Science Faculty approved a new general education model. An introductory bibliographic research assignment will no longer be a mandatory part of the freshman core course. Instead, students will be required to take a bibliographic research and writing (BRW)-designated course separate from the freshman seminar. With representation from Watzek Library's Instruction Services Librarian, the General Education Steering Team will be working out the specifics of these BRW courses over the 2018-19 academic year. Once the new general education model is in place, Watzek Library will work with faculty to develop new pathways to introduce bibliographic research skills to students, likely through the BRW courses.

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 "learn research skills using a variety of sources both online and in print" and "write an original work of scholarship that utilizes both primary sources and secondary literature." 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."

Library liaisons assigned to each academic department and program are available to acquire needed resources, assist with research assignment design, provide interactive in-class instruction in the information research process, and meet with students individually for assistance with their research assignments. In some cases, academic departments have standing arrangements with their librarians to meet with research methods courses.

Librarians use the recently adopted (2016) Association of College and Research Libraries (ACRL) [Framework for Information Literacy for Higher Education](#) as a guide when developing library instruction sessions. The framework's heightened emphasis on critical thinking aligns well with the need to help students navigate a complex information universe in which the reliability and authority of information sources can be difficult to discern.

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 the director of the law library serves on the Law School Budget 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 bootcamp 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. The law librarians also offer several advanced legal research classes each year that are tailored to specific areas of legal practice. 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.

Narrative

There is no credit awarded for experiential learning at the undergraduate level.

Do we need to indicate policy for grad and law? (see Jane's note. I think not since they specifically state that the credit would be awarded only at the Ugrad level. We could probably just say that no credit is awarded for experiential learning without referencing the level.

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.

Narrative

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/.

For the GSEC, 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/.

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.

Narrative

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.

Narrative

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, language other than English, and physical education/activity. In addition, content-area courses require students to demonstrate skills involving writing/rhetoric, bibliographic knowledge, and information/electronic competency.

The General Education Steering Committee (GEST) completed a two-year long assessment of the general education curriculum that culminated with a faculty vote in favor of a new general education program for the CAS. During the 2018-2019 academic year, GEST will work to develop learning outcomes and an assessment plan for general education that builds upon the existing work done at the departmental level.

Sources

 [CAS General Education Requirements](#)

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.

Narrative

Lewis & Clark offers neither applied undergraduate degrees nor certificate 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.

Narrative

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.

Narrative

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.

Prospective students can find detailed information regarding admissions for both the [GSEC](#) and [Law School](#) on their respective webpages.

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.

Narrative

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/> and is also expressed above, in Standard 2.C.12. The Law School also has a robust externship program in which students complete a class supervised by law school class while working in field placements and receiving instruction from experienced attorneys

The [Law School transfer policy](#) clearly states, "In no case may a student transfer credit earned at another law school for practical experience in an externship or similar program, whether or not the other law school confers a grade for such work."

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](#).

The [GSEC transfer credit policy](#) clearly outlines that credit is to be granted only for coursework completed at a regionally accredited institution. Thus, transfer credit for experiential learning is not granted.

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.

Narrative

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

2.C.16

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

Narrative

The Law School offers occasional CLE programs for practicing lawyers, who receive credit for attendance from the Oregon State Bar. These programs are described at: http://law.lclark.edu/continuing_education/. Practicing lawyers sometimes also receive CLE credit for attending lectures or symposia at the law school that are open to the entire law school community and that address cutting edge legal issues.

Continuing Education offered through the Graduate School 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 **Templeton Scholars Program**. 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.

Narrative

The Center for [Community Engagement](#) 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.

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 [Admission Requirements](#) and [Learning Outcomes](#), 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.

Narrative

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 (CCE) whose mission is to enhance the effectiveness of education and mental health professionals as agents of change by providing equity driven professional development through classes, events, workshops, and certificate programs for personal and professional growth. Continuing Education main site: http://graduate.lclark.edu/programs/continuing_education/.

As noted above, 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 and utilize the same syllabi and assessment of student achievement.

CLE courses offered through the Law School are approved by the Oregon Bar Association.

2.C.19

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

Narrative

Only the CCE offers non-credit courses. All completed coursework is transcribed on an official College transcript and course descriptions are maintained in the [GSEC Catalog](#) by the Graduate School Registrar.

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.

Narrative

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 the [Health Promotion and Wellness Office](#), and there are offices that provide assistance with finding opportunities for community and [volunteer service](#), [spiritual and religious fellowship](#), [career advice](#), and [multicultural issues](#) among other [student life](#) departments and programs. International students receive assistance and advice for dealing with cultural issues and complying with immigration requirements from the [International Students and Scholars Office](#). 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 Campus Living representative. Both groups work closely with [Campus Safety](#).

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.

Additionally, 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. WIN supports all LC students.

[Licensing and Career Services](#) are available to GSEC students in the areas of teaching, counseling and administration.

Law and Graduate School students also have access to the [Health Promotion and Wellness Office](#) and [Student Support Services](#), described above.

Academic support for Law students comes through the [Academic Enhancement Program \(AEP\)](#) which focuses on providing avenues for success in four areas: admission, acclimation, acquisition of skills and acceptance to the Bar. AEP helps students from all backgrounds, particularly those from under-represented ethnic, socioeconomic, or cultural groups, successfully enter the legal profession.

Lewis & Clark School of Law's [Lawyering Program](#) has been on the forefront of legal analysis and writing education. As one of the first legal writing programs in the country, the program has been a leader in teaching methods designed to engage students and prepare them for law practice.

The law School [Writing Center](#) provides a wide variety of services workshops and one-on-one consultations.

The [Law school's Career Services](#) provides students professional development assistance throughout their career at LC and beyond through individual career counseling, job search strategizing, application material review, mock interviews, networking contacts, guiding assessment and researching [career paths](#). [Career Connect](#) allows Law school students and alumni to search for and apply to job postings, receive customized daily updates, register for events, and build their experience profile.

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.

Narrative

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, year round, 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/about/campus_safety/crime_awareness/.

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.

Narrative

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. A [New Student FAQ](#) is posted on the Law School website

In the College of Arts and Sciences, new students take part in a [comprehensive five-day 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.

Narrative

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; b) Entrance requirements and procedures; c) Grading policy; d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty; f) Rules, regulations for conduct, rights, and responsibilities; g) Tuition, fees, and other program costs; h) Refund policies and procedures for students who withdraw from enrollment; i) Opportunities and requirements for financial aid; and j) Academic calendar.

Narrative

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. Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings:

<https://college.lclark.edu/academics/>
<https://graduate.lclark.edu/academics/>
<https://law.lclark.edu/academics/>

e. Names, titles, degrees held, and conferring institutions for administrators and full-time faculty:

<http://docs.lclark.edu/undergraduate/people/faculty/#text>
<http://docs.lclark.edu/graduate/facultyandstaff/>
<http://law.lclark.edu/faculty/directory/>

f. Rules, regulations for conduct, rights, and responsibilities:

http://college.lclark.edu/student_life/-our-departments-/student-rights-responsibilities/student-code-of-conduct/
http://graduate.lclark.edu/student_life/handbook/academic_policies/#profconduct
http://law.lclark.edu/academics/whats_what/honor_code_and_procedure/

g. 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/

h. 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)

i. Opportunities and requirements for financial aid:

https://www.lclark.edu/offices/financial_aid/undergrad/
http://www.lclark.edu/offices/financial_aid/grad/
http://www.lclark.edu/offices/financial_aid/law/

j. 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: a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered; b) Descriptions of unique requirements for employment and advancement in the occupation or profession.

Narrative

Both the website and catalogs of our graduate and professional programs provide information on eligibility requirements for licensure and employment in the 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/
http://law.lclark.edu/offices/registrar/curriculum_planning/

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.

Narrative

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 all 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 for their school. 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).

An institutional records retention policy is posted on line at <http://www.lclark.edu/live/profiles/3687-records-retention-policy>.

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.

Narrative

Information about financial aid and eligibility is provided in the catalogs and handbooks published separately by the three schools and is also posted on line at http://www.lclark.edu/offices/financial_aid/. 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.

A variety of financial assistance is available for study at Lewis & Clark Law School, including scholarships and awards, loans, clerkships and work-study. We estimate that more than \$13 million in aid, including scholarships, loans, and work-study (for upper-division students), is available annually to Lewis & Clark law students. It is extremely important to apply properly and on time for all forms of financial assistance.

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 93% of all students receiving financial aid in some form, the majority of which is 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. 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. On average (over the last five years) 32% of all students in each incoming first year cohort (54% of those with need) 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 2017-18 academic year, the average student loan indebtedness for those who took out student loans was \$29,601. The average student loan indebtedness for borrowers who graduated during the same period from the Law School was \$129,505 and from the Graduate School of Education and Counseling was \$84,256. The most recent loan default rate (from FY 2014) was 1.6%; the draft default rate for 2015 is 2.1%.The most recent three years can be viewed [online](#) and is attached, below.

Sources

 [Default rate history list](#)

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.

Narrative

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. Details are online at https://www.lclark.edu/offices/financial_aid/loans/loan_counseling/.

During the 2013-14 academic year, the College entered into a partnership with SALT, 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.

Narrative

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 their second year courses, 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 and there is a law student life "[student resources](#)" web page. 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. The Law school also has an [Academic Enrichment Program](#) that "employs holistic and data-driven techniques to help students from all backgrounds, particularly those from underrepresented ethnic, socioeconomic, or cultural groups, successfully enter the legal profession. AEP focuses on providing avenues for success in four areas: admission, acclimation, acquisition of skills, and acceptance to the Bar."

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 an advisor. New students are assigned both a college advisor and a faculty advisor. Typically, the faculty member will also be the student's instructor in a first year course. At the stage of declaring a major, the student chooses a faculty advisor from the department that offers the major and still has access to the [College Advising Center](#), its services and staff.

This model is a result of a detailed assessment of our advising structure and effectiveness performed in the summer of 2011 by a group of faculty and staff. It was determined that our faculty do a very good job advising majors. Our challenges were associated with pre-major and transfer student advising as well as general college advising. Previously, advising focused specifically on academic advising and did not address student needs that went beyond academic advising. That which did was very informal; in order to better support student success, we wanted to formalize this process.

The College Advising Center helps undergraduate students:

- Explore academic and co-curricular options
- Make graduation, study abroad, and academic plans
- Understand academic policies and procedures
- Assess academic skills, and develop effective study and time management strategies
- Connect you with faculty who can guide you further on your academic path

In the near future, we plan to implement 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.

Narrative

The mission and foci of [Student Life](#) 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 [Piolog](#) (newspaper) and [KLC](#) (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 [Associated Students of Lewis and Clark](#) (ASLC) 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 programming 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.

Similar to the CAS, both the [GSEC](#) and [Law School](#) offer several opportunities for co-curricular engagement.

2.D.12

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

Narrative

[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. For more information about Dining at Lewis and Clark College, see: http://www.lclark.edu/about/facilities_and_resources/dining/

Prior to the start of the 2017-2018 academic year, an evaluation of current bookstore operations was conducted by a campus committee. This evaluation [led to the decision](#) to seek an outside partner to manage bookstore operations. The bookstore evaluation committee, chaired by then Dean of Students Anna Gonzalez, [recommended Barnes & Noble](#) after reviewing bookstore operations, researching industry trends, and surveying the community.

Partnering with Barnes & Noble offers students many pluses, including increased buying power, textbook rentals on all adopted titles, and a price-match program. In addition, Barnes & Noble stood out for their shared values in their membership in the Fair Labor Association and commitment to only using vendors who certify to FLA Code of Conduct and their strong commitment to student engagement, including a student management development program called Bestseller for student employees who are interested in a retail career.

For more information about the Bookstore transition, see articles in the [Source](#) and the [LC Chronicle](#). For more information about the bookstore, see the [Lewis & Clark College Barnes and Noble website](#).

The Law School operates its own bookstore independently: <https://law.lclark.edu/bookstore/>.

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.

Narrative

The [mission for intercollegiate athletics](#) 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 30 full time staff and approximately 50 part-time staff, including volunteer coaches and administrative support. 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 more than 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 (\$3,562,402 in 2016-17) 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.

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.

Narrative

Lewis & Clark offers a few distance-education courses that can be completed on-line, but full degree programs are not available on-line. The GSEC offers one [endorsement program \(in ESOL\)](#) that can be completed online. All regular identity verification information would be necessary to register. The Law School offers on-line courses in environmental and animal law. Identity verification processes are outlined in the Distance Education Policy.

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.

Narrative

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 purpose of the 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 (see the Watzek Library [Mission & Vision Statement](#)). 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 content management system and a library management system.

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 that 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. Subscriptions are supplemented by pay-per-view access to select journals.

The [Watzek Library website](#) 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 2018-19 academic year, Watzek Library houses a collection of approximately 296,000 print books and provides access to approximately 302,000 e-books. It provides access to approximately 60,000 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 digital collections, and is a partial depository of federal documents. Watzek subscribes to a number of multidisciplinary and specialized research databases, including a large number with full-text access to journals, newspapers, and other materials. Librarians regularly develop and maintain [research guides](#) for all programs at the College and Graduate School as well as customized guides for particular courses.

The Watzek Library Special Collections contains 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 Asia, and one of the nation's most complete set of literature related the Lewis and Clark expedition. Many of the special collections are digitized and [accessible on the web](#). The library also hosts born-digital collections of unique materials including [Oregon Poetic Voices](#) and [accessCeramics](#). One area of recent collecting focus is rare book and manuscript material that directly supports faculty teaching interests. The Special Collections was recently awarded an Oregon State Library grant to document the history of the Portland Vietnamese community through the development of oral histories. The project will diversify our holdings in regional history and give students participating in the project- an opportunity to engage with the Portland community.

The Boley Law Library houses a collection of almost 500,000 volume equivalents, including approximately 318,000 microform items, 200,000 books, and 3,000 non-book items. The Boley Law Library subscribes to numerous databases and shares access to others with Watzek. The two libraries work collaboratively in areas of collection development, database 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, Crime Victims Rights, International Business Law, Indian Law, and Legal Career and Professional Resources. The Boley Law Library has expanded its offerings of services that more support broad curricula activities, including the Quimbee collection of online video lessons and practice questions, and the West Academic digital collection of skills-based titles, treatises, study aids, and audio lectures.

The Boley Law Library 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 regularly sought on the potential value of a resource.

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. The consortium provides on-demand access to all major academic library print collections in the region, negotiates group purchasing arrangements for electronic resources, and provides access to a shared e-book collection. Lewis & Clark libraries also use a shared integrated library management system and discovery tool provided through the Alliance and benefit from cooperative approaches to maintaining and using that system. Furthermore, the Watzek Library participates in the Alliance program for unique collections, which provides support for archival management software, a centralized tool for searching archival holdings (Archives West) and membership in the Digital Public Library of America.

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.

Narrative

The Watzek Library uses a one-year planning cycle that runs from fall through summer each year. With guidance from the library administration on broad priorities, library departments and programs set objectives for the year which are summarized in the "Watzek Agenda," published in late summer. The library administration summarizes accomplishments each year in its annual report, published at the end of the summer.

Outside of this one year cycle, two recent special planning efforts are noteworthy. In 2014, Watzek Library developed a [three-year plan](#) informed by the college mission, its core themes, the strategic plan, The Journey Forward, as well as trends in the academic library profession and the broader higher education environment. The themes of the library plan were: services and resources, student learning, distinctive academics, and leadership and innovation. The plan was reviewed by the Dean of the College, the Faculty Library/Educational Technology Committee, and the Watzek Student Advisory Committee. Implemented between fall 2014 and summer 2017, some major accomplishments of the plan included a new combined reference/circulation service desk, a totally revamped library web site, a new approach to Access Services student training, optimization of the library integrated library system and discovery tool, development of data management services, and special collections programming/collection development.

In the 2014-15 academic year the library worked with others on campus to create a ten-year master space plan for the Watzek Library building. The process was informed by the work of the 2013-14 space needs assessment task force which performed a literature review, conducted a survey, and held focus groups. The Steering Team that developed the plan included student, faculty, library, and IT representation. The plan calls for improved library and IT service points, specialized computer labs, a more welcoming and student-centered first floor of the library building as well as an updated, more accessible floor plan for the library atrium. This plan has now been incorporated into a campus master planning effort and will soon be prioritized alongside other college capital improvement projects. In the last three years, the library has taken incremental steps towards achieving some of the goals in the master plan by implementing its shared service desk and opening up collaborative space in the library atrium.

With the completion of the three year plan in the fall of 2017, the library has returned to a one-year planning cycle in recognition of leadership transitions at the college. The library administration plans to develop a longer-term (three year or longer) agenda once the next College-wide strategic plan and a permanent Dean of the College are in place.

On a more day-to-day level, Watzek Library has a number of cross-functional committees and teams that work on particular services and resources including the Discovery Team, Marketing Team, and Space Committee. The groups are an opportunity for librarians and staff to work collaboratively to advance services and resources.

The Director of the Watzek Library serves as ex-officio member of the College of Arts and Sciences 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.

For supporting documents, see [Watzek Library Annual Reports and Plans](#).

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 Director of the Law Library is a senior staff member who attends faculty meetings and is a voting member of the Law School Budget Committee. 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.

Narrative

Watzek librarians provide research assistance to community members via [three primary means](#): the service desk (chat and in-person), individual research consultations, and via in-class instruction sessions. In congruence with national trends at academic libraries, reference queries have trended downward at Watzek Library over the last two decades. In the last five years, reference questions dropped 22% from 2012-13 to 2017-18 (from 2225 to 1734 queries). In fall 2016, the library shifted to a shared circulation-reference service desk which is staffed by student circulation attendants who are joined by librarians for 30 hours per week. When librarians are not present, student circulation attendants and other library staff answer basic reference questions and refer more advanced questions to librarians.

In-class instruction sessions and one-on-one consultations are particularly effective in helping students meet the specific requirements of assignments and in addressing particularly challenging research questions. Both means of supporting students have trended upwards in recent years. Research consultations have increased by 62% from 2012-13 to 2017-18 (from 360 to 582 consultations). In-class instruction sessions, have increased by 43% from 2012-13 to 2017-18 (from 136 to 195 instruction sessions).

The first-year core class, Exploration & Discovery, requires an introductory research assignment in the spring semester. Librarians provide instruction for a majority of these classes and create customized research guides tailored to each section's assignment. In majors emphasizing bibliographic research, librarians also provide discipline-specific instruction sessions, commonly in research methods and thesis courses. The library's [Instruction Services Librarian](#) coordinates the library's instruction program and facilitates an Instruction Team, which develops librarian competencies in instruction and instructional assessment. [Liaison librarians](#) each have a portfolio of related academic departments to which they serve as liaisons.

[Special Collections](#) houses rare book and manuscript collections as well as born digital archives and works closely with faculty throughout the college to integrate the materials in the curriculum, a trend that has been on the upswing in recent years. [Digital Initiatives](#) works closely with faculty on projects that enhance student learning and scholarship such as [accessCeramics](#), [The William Stafford Archives](#), and the [Rabat Geneziah Project](#). Recent initiatives have included support for a high performance computing cluster, geospatial applications, and digital narratives. Watzek Data Services works closely with faculty on data management strategies for research data as well as the integration of data information literacy skills in the curriculum. Watzek Library recently won an Institute of Museum and Library Services grant to develop data management workshops for chemistry and ethnography research in partnership with the four other schools in the Northwest Five liberal arts college consortium. The [Visual Resources Center](#) provides guidance to faculty and students as they integrate visual culture into teaching and research.

Watzek's Access Services department provides information to faculty concerning copyright and fair use as they apply to the distribution of assigned readings. Faculty use the library's course reserves to make required materials accessible and to reduce textbook costs for students.

Consistent with the College core theme emphasizing diversity, 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 recent years Special Collections has sponsored student-curated exhibits that tie-in with the Gender Studies Symposium and the Ray Warren Multicultural Symposium.

Library staff are actively involved in college programs that support student success, including the Pioneer Success Institute (a program for new students) and the Xplore New Student program (designed for first-generation students interested in science, math, and health sciences). The library recently initiated an Academic Support Services Council to better coordinate academic support services; it includes representation from the Symbolic and Quantitative Reasoning Center, the Writing Center, the Advising Center and the Watzek Library.

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 an introductory unit on legal research as part of the first-year Lawyering class, and they offer a general Advanced Legal Research class, as well as advanced research classes in such areas as Advising Business, Animal Law, Environmental Law, and International and Foreign 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.

Narrative

Watzek Library collects statistics for its [annual reports](#) and conducts occasional user surveys on focused topics such as space utilization and electronic book usage. 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 consortial borrowing. The library also measures online activity including: visits to the library website, full-text article accesses, searches in online databases, and electronic book views.

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. In recent years, we have cancelled journals and other subscription resources to meet flat budgets. We have also done a number of targeted print deselection projects to manage physical space in the building.

Watzek also collects statistics regarding information services including reference queries, instruction sessions, and research consultations, and these figures inform service planning annually. The library surveys space utilization in the library during selected times during the academic year to gauge student need for different types of study spaces. 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.

Watzek Library maintains a disaster plan that was completely revised in August 2017. The plan outlines procedures for short and medium-term responses to a number of scenarios including fire, water damage, power failure, and theft. In 2018-19, the library will be developing a digital preservation plan focused on its unique digital assets.

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.

Narrative

Lewis & Clark regularly tracks cash balances and liquidity by core function/portfolio. Long and short term needs are estimated to meet needs and maximize return. The attached chart shows the five year history of cash balances.

Over the past couple of 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 \$313 million (May 31, 2018).

The College regularly monitors and presents to the Finance Committee of the Board of Trustees a set of financial ratios. The full set of these ratios is on the attached document.

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.

Narrative

The Board of Trustees requires the President to submit for their approval an annual operating budget provides a small operating margin. The College uses a modified Responsibility Centered Management (RCM) budget model. 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 budget that provides a small margin as well as their share of funding for central administrative operations that we call Common Services. Each school pays a percentage of expenditures for this support.

The Board recently adopted a revision to the endowment spending policy which reduces supplemental spend by 10 or 20 basis points, depending on year to year change in market value, with a goal of reducing the spend rate to the base of 4.5%. For fiscal year 2018 the supplemental spend rate was 0.7%.

Debt service and depreciation expense are fully incorporated in the operating budget. 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.

The College produces a 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 Senior Director of Financial Planning and Analysis Budgets supports and coordinates budget planning for all four sectors.

The College recently began a Strategic Enrollment Management process and is working with Ruffalo Noel Levitz on this crucial institutional planning for the College of Arts and Sciences. This work will develop a multi-year plan for enrollment including areas of recruitment and pricing and discounting strategies. Once this is completed a more robust multi-year planning tool will be developed.

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.

Narrative

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 Budget Committee presents the budget to the full faculty, which votes on it at a faculty meeting.

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 the CAS Budget Managers committee which includes the Dean of the College, the Vice President of Finance, the Vice President of Institutional Advancement, the Vice President for Student Life and Dean of Students, the Vice President and Den for Enrollment Management, the Chair of the Faculty Budget Advisory Committee, a student representative appointed by the Associated Students of Lewis & Clark, the Associate Vice President for Institutional Research and Planning, the Associate Vice President of Finance, and the Director of Operating and Capital Budgets.

The Common Services budget is developed jointly by the Vice Presidents that oversee areas within Common Services. Once available resources are known they are allocated based on priorities and needs to best service the needs of the three schools and overall College.

The Senior Director of Financial Planning and Analysis combines the four separate and balances budgets into an overall institutional operating budget. This College budget is presented to and approved by the Executive Council, before moving to the Board's Finance Committee 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.

Narrative

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 (scroll down about half way).

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.

Narrative

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.

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.

The Board of Trustees approves the Institutional Debt Policy, which is enacted with the following considerations:

- 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.

Narrative

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.

Narrative

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.

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.

Narrative

Institutional advancement at Lewis & Clark is comprised of two separate but closely integrated offices: [Institutional Advancement Services](#) and [Alumni and Parent Programs](#). 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.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.

Narrative

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.

Narrative

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.

Narrative

The [Campus Planning](#) arm of Facilities Services collects and archives materials related to the development of the campus and looks to the future for opportunities to align our existing structures with the College's strategic plan. Lewis & Clark operates under a Conditional Use Master Plan (CUMP) with the City of Portland.

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.

During the 2017-18 academic year, the College began the process for creating the next master plan. Outreach sessions provided [opportunities for campus members](#) to provide input on institutional planning and prioritization. Utilizing the information from these sessions along with input from other campus constituents, a draft master plan was developed. The plan was shared with the Board of Trustees during the February 2018 Board meeting and the final plan is expected to be approved in February 2019.

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.

Narrative

Buildings maintenance and housekeeping teams work hard to ensure that Lewis & Clark operates smoothly. Focusing primarily on preventive measures to maintain electric, plumbing, ventilation, and other systems, maintenance and operations managers ensure systems are operating both efficiently and sustainably.

Facilities staff have adequate resources to allow them to meet institutional needs. Equipment in Facilities Shops are well maintained and up to date and new equipment, technologies, and training ensure staff can cost effectively meet institutional needs. The College has an up to date survey of backlog maintenance and equipment as well as a projected end of life plan. Information from the condition survey is used to inform both capital and operational prioritization along with life safety, programmatic and institutional strategic needs.

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.

Narrative

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 2Gbps in 2018. Currently, we have 2 Internet Service Providers. They provide redundant internet connections. The primary provider offers 2Gbps, and the backup provider offers 500Mbps. The large increase in Internet bandwidth has been necessary to provide enough bandwidth for expanding academic, administrative, residential, and cloud based service usage by students, faculty, and staff.

Lewis & Clark continues to maintain and upgrade its wireless network capabilities across the 3 campuses. The CAS main campus, Law School, and Graduate School have wireless network capabilities in all academic, administrative and resident hall spaces. 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, and control system for ease of use. By the end of the 2017 fiscal year all analog equipment was replaced with digital equipment. In 2018, some of the aging digital projection systems were replaced with new laser, short throw projection units. This process of changing to laser projection is currently underway and will be completed 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 Information Technology 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 and a general purpose area with desktop computers as well as 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 Information Technology, 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.

Narrative

IT staff offer workshops and seminars to faculty, staff, and students on various software applications. In May of each year, the Educational Technology 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 fall the also host a Faculty Technology showcase, where faculty and staff present pedagogically sound practices they have used for research, or in their own classrooms. In partnership with the Library, our Educational Technology staff offer a full line of programmatic support during the course of a year including bringing guest speakers on relevant topics, providing grant opportunities for student research using technology, and assisting both faculty and students in finding ways to incorporate appropriate technology in their endeavors.

The IT Service Desk is a one-stop place to get help with technology and 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 or email a request for assistance over the phone, or who bring in their devices for advice or assistance. There is a tracking system for assigning and following up on requests that need resolution by qualified IT staff when the call or email inquiry cannot be solved over the phone or in person quickly. Students and staff can also check out equipment for usage, including laptops, tablets, cameras, speakers, virtual reality headsets, and more.

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.

Narrative

Information Technology has two main avenues for receiving input and assistance with prioritization for technology acquisition and deployment. In addition, IT staff host or support multiple cross-functional committees designed to foster communication between various parts of the Lewis & Clark administration, academic departments and faculty, or direct engagement with students. All of these engagements help support an environment where technology can be seen as an enabling force and not an obstacle or wasted resources.

Our main source of planning and allocation comes from our technology Project Prioritization Committee where the Deans and Vice Presidents meet to understand, approve and prioritize large technology initiatives. This yearly process helps align our Capital and Operational funding toward the pending and current needs of the institution as a whole and provides a fair and transparent process for technology projects to come to fruition.

A second source of input comes directly from the yearly strategic planning that occurs within Information Technology. Using a yearly planning framework that consists of an IT Vision, Strategies and Objectives we aim to continually support the institutional Strategic Plan and other priorities driving our future success. Strategies and Objectives are reviewed and set yearly to ensure they are tied directly to institutional priorities. Each division within IT then sets their own measurable objectives to support and move us forward in a consistent and planned direction.

Combined, these two vehicles help Lewis & Clark to better provide direction for Information Technology planning, deployment and prioritization in ways that support our mission and enable our continued success. They help align our technology expenditures with current and future demands in the classroom, faculty and student research, and as an administration faced with ever changing pressures and demands on resources.

Sources

 [Framework_Visual](#)

 [IT Strategic Planning Cycle R2](#)

 [IT Strategies and Objectives 2017-18](#)

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.

Narrative

Faculty and staff computers are typically replaced on a five-year cycle. Computer laboratory equipment is replaced on a two- to three-year cycle, as they get heavier use than those assigned to individual faculty and staff. Computers that are in classrooms are replaced on a 3-4 year cycle; other classroom technology components such as projectors, screens or video, touch panels controllers, DVD or other inputs, 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. Computers are maintained by Information Technology (IT) staff.

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 five-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.

3.A.1

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

Narrative

While the institution has, over the past decade, engaged in planning activities to ensure mission fulfillment, the process has taken on new fervor in this last year under new and strong leadership. Together with the Board of Trustees and with input from the entire campus community, President Wiewel has laid out a clear vision for where the college is heading and defined goals of how to get there. The new strategic plan, set to be reviewed by the board in October (and with the expectation that it will be adopted) pays homage to the institution's past while setting a vision of how to define and fulfil our mission in the 21st century.

The president's leadership team, the **Executive Council**, meets bi-weekly to engage in institutional level decision-making and policy review. The composition and dynamic of this body is distinctive because of the fact that the three academic deans report directly to the president. While they meet individually with him on a regular basis, it is at EC that the president has the opportunity to work with the deans as a group in the company of the vice presidents and key associate vice presidents who support their work. In other words, EC is the locus of ongoing, purposeful, systematic, integrated, and comprehensive planning that deeply involves both the academic and the administrative dimensions of the institution.

The Executive Council has always been a locus for major institutional policy and planning work. Institutional budgets, the common service allocation, land use issues, campus master planning, institutional policies (of all kinds), diversity and inclusion policies, structures, issues, fundraising and campaign planning, most matters that go before the Board—all of these and more are planning matters that EC has handled as long as there has been an EC. The institution's ability to address unexpected circumstances can be illustrated with examples such as the financial adjustments made to help the law school navigate the challenges of the changing market for legal education.

The workings of the Executive Council are necessarily shaped by the leadership of the president. This is illustrated in the way strategic planning has been carried out in recent years. Then President Hochstettler (2004-2009) assigned responsibility for development of the institutional strategic plan to a committee led by a senior faculty member and made up of faculty, staff, students, alumni, and trustees. No Executive Council members participated in the planning process. Rather, it was their responsibility to implement the plan once it had been developed. By contrast, President Glassner (2010-2017) appointed a senior faculty member to lead the planning process and had him join the Executive Council, thereby placing responsibility for the development, as well as the execution of The Journey Forward plan in that body.

Information regarding institutional decisions made by the Executive Council are shared publicly with the campus community, primarily through a weekly email communication called [The Source](#).

In **September (November?)** 2017, President Wiewel convened a two-day planning retreat for the the Executive Council to serve the as the initial step in the new strategic plan development process that continued as an institution-wide strategic planning process during the 2017-18 academic year. The process encompassed a range of activities, including intensive work by the Executive Council drawing on previous plans and position papers; extensive community consultation through web-based surveys on Strengths, Weaknesses, Opportunities, and Threats, and on Objectives and Priorities; and college-wide feedback through town hall-type meetings. Consultation involved the Board, faculty, staff, students, and alumni. The Board approved a draft plan at its May meeting. The plan enumerates specific objectives and priorities for the coming years.

Through our planning process, there was focused attention on creating priorities that built upon institutional strengths and that were tactical in nature. The responsibility for implementation and monitoring of the strategic plan will rest with the Vice President, Chief of Staff, Board Secretary and General Counsel with support from the Associate Vice President for Institutional Research and Planning. An annual reporting of efforts with appropriate metrics will be shared with the campus community and Board of Trustees annually.

Lewis & Clark's unique structure allows for planning at two levels: each of the schools conducts its own strategic planning in addition to the institutional level planning undertaken by the Executive Committee. This dual level process allows the institution to honor the unique qualities and purpose of each of the three schools while also ensuring that the institution as a whole meets its goals and stays mission-focused. To be clear, the mission of each school reflects the mission of the institution, but the means by which each school conducts its internal planning is distinctive.

The Graduate School of Education and Counseling engages in ongoing planning that provides for the evaluation of its program outcomes, integration with the four core themes, and the fulfillment of its mission. Mission fulfillment and related benchmarks are defined here as the achievement of national accreditation for each degree program. The GSEC created and maintains a Unit Assessment System (UAS) that is the basis for data collection, analysis, and reporting related to these programs. This report provides access to all current accreditation decision letters and a matrix that describes sample assessments in each program in relation to the institution's four core themes.

The GSEC developed its Unit Assessment System (UAS) to engage in ongoing, systematic, and mission-focused planning. The system collects and analyzes data on candidate and graduate performance, as well as unit operations to evaluate its programs and mission fulfillment. The UAS is built on the following foundational elements:

- A unit-wide commitment to assessment and accountability
- A fully-staffed Office of Research and Assessment
- The systematic development and evaluation of assessment instruments
- An electronic data management system

- The consistent use of data for unit and program improvement and decision making

In addition, the UAS provides information on enrollment, retention, degree completion, student demographics, and alumni and employer perceptions. All of these data are available online, in multiple formats, and are used to guide program development and unit operations in support of our mission and program goals.

The law school dean takes responsibility for overseeing that school's ability to fulfill its mission. This means that the dean consults regularly with, for example, the Assistant Dean of (Law) Admissions and the chair of the faculty's admissions committee, with the Associate Dean of Faculty, with the Associate Dean for Student Affairs, and with the Assistant dean of Finance and Administration.

The law dean meets regularly (generally each month) with all of the associate and assistant deans. These meetings ensure that all parts of the law school are aware of each other's activities and are able to coordinate with each other. The faculty typically conducts a retreat in the late summer to discuss planning issues. The faculty also meets monthly during the academic year to address and vote on issues such as the budget. Specific faculty committees meet regularly during the school year to focus on issues such as admissions, budget, curriculum, diversity, and employment.

The College of Arts and Sciences faculty meet monthly, and the faculty council (comprised of the Dean, associate deans and faculty representatives from each division) meet every one to two weeks. Discussions include course planning, faculty staffing, and resource allocation. Similar to the Law school, specific faculty committees meet regularly throughout the year to discuss enrollment, budget, and curriculum. Minutes of both the faculty meetings and faculty council are posted on line and made available to the campus community. Non-faculty administrators and staff are invited to faculty meetings as appropriate to ensure planning includes operational considerations and/or to provide faculty with operational information to inform their planning decisions. Academic departments are on a regular program review cycle which includes a departmental self-study as well as an external review.

3.A.2

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

Narrative

Lewis & Clark College values collaboration and strives to include the campus community in the planning process. This was the case in the formulation of the Journey Forward and continues with our current strategic planning process. As noted above, students, faculty, staff, alumni, and the Board of Trustees provided input and feedback in the development of the strategic plan. On major issues (as well as smaller ones), Lewis & Clark has a tradition of seeking community input—Core Themes, surveys regarding diversity and inclusion, campus climate, master planning work, etc. Each of the schools is inclusive in their program planning processes, as well, through committee meetings and the distribution of results to key constituents which are then discussed and become part of the next planning cycle.

For example, in the CAS, as part of the cyclical 10-year external program review process, the Associate Dean for Faculty Development works with the department to produce a self-study report, which is then circulated to Faculty Council before being sent to reviewers. Following the campus visit, the reviewer report is sent to and reviewed by the faculty council and the curriculum committee (in addition to the department itself and the Dean's Office). The outcomes of the review process vary widely by department, with some departments revising entire tracts of their curriculum (for example, Art developing a digital media track, which resulted in the 2018 hire of a new Tenure Track faculty member to teach the new curriculum) to relatively minor changes in core courses and curriculum stacking (Economics, Political Science).

The law school's three-point process noted above is another example of how the planning process provides opportunity for input from appropriate parties. At each of these levels, the law school seeks to develop plans, ensure that those plans are consistent with its mission and values, and monitor their implementation.

The GSEC's planning process includes opportunities for input by our constituencies. Each program has a leadership structure that takes responsibility for program planning and accreditation. The Office of Research and Assessment works with programs and reports directly to the Dean of the Graduate School on all aspects of the process. Faculty governance also plays an important role, especially in relation to curriculum changes, the review of new programs, and provisions for quality assurance. Programs work with their professional communities to establish direct working relationships and connections to professional practice. One such group, the Educational Consortium, advises the Graduate School on development, evaluation, and improvement of all education programs (initial and advanced) and provides oversight of the unit's operations consistent with the rules of the Teacher Standards and Practices Commission (TSPC).

3.A.3

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

Narrative

Planning occurs at both the school and institutional level. The recently developed strategic plan, which was created based on input from constituents across the College, will serve as a guide for the Executive Council. Metrics have been developed for each goal in order to monitor toward goal attainment. Though overall goals are institutional in nature, the strategies for goal attainment may vary for each school. The Vice President, Chief of Staff, Board Secretary, and General Counsel, with support from the Associate Vice President for Institutional Research and Planning, both of whom are members of the Executive Council, will monitor progress of each goal and will present progress on goal achievement annually to the campus constituencies.

While institutional level planning occurs at the Executive Council level, planning is also conducted at the school level. The law school seeks to ensure that all of the decisions associated with the planning process are driven by data. For example, the admissions office carefully collects and scrutinizes data and communicates with the dean and faculty about that data. Similarly, the law school carefully monitors data relating to bar passage and employment. Based on information collected in these areas, the law school made the decision to become significantly smaller—going from an entering class of roughly 215 to an entering class of fewer than 170. That decision reflected concern about maintaining the quality of students admitted to the law school as well as concerns about bar passage and reduced employment opportunities in the Pacific Northwest. Beginning in the fall of 2018, the law school will be drafting a new strategic plan. The goal of this process is both to survey the past few years, which have been very difficult in legal education, and also to use the lessons learned from that experience in an ongoing effort to ensure that the law school is providing an education that will help students become practicing lawyers.

The Unit Assessment System is the backbone of the GSEC's infrastructure for collecting, analyzing, and reporting data related to program effectiveness and mission fulfillment. The GSEC engages in a continuous improvement model by systematically embedding assessments across the unit and individual programs to ensure a solid foundation for decision making. Faculty and staff are dedicated to working in a data-informed culture where professional practice is refined through the careful (and well documented) examination of student performance data.

Integrated data-informed decision making is taking a more central role in the CAS planning process, as well. While internal and external program reviews routinely used data (course enrollments, number of majors, faculty-student research, etc) to inform planning, other areas of the college relied more on anecdotal evidence and one-off reports. Both methods provide useful information at the program level, which feeds in to planning at the college level but were happening in disparate conversations throughout the campus. The recent creation of a Strategic Enrollment Management team has formalized the data collection, reporting and subsequent conversations. The team has established a list of key performance indicators along with strategic reporting dates in order to gain an understanding of current enrollment, to be able to project (and therefore plan) for subsequent enrollment and to inform decisions about programs and resource allocation.

3.A.4

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

Narrative

Several committees exist on campus to ensure that resources are allocated appropriately based on assessed needs and are in line with the mission of the College. While needs assessment and resource allocation often relates to staffing, it also includes physical plant facilities and office space as well as IT resources.

A brief account of how capital projects and equipment funds are allocated is needed here, as is something on the IT prioritization process.

As discussed in the response to Recommendation Two from its mid-cycle review, the College uses a modified Responsibility Centered Management (RCM) budgeting model. Each of the three schools, and common services (administrative support) has a separate budgeting process. Based upon estimated available resources, each school develops a balanced budget and makes resource decisions based on the priorities and needs of their individual schools, but which align with the overall mission and core themes and of Lewis & Clark.

Each Dean has the flexibility to align resources as they see fit to meet the mission and core themes. As resources become challenged the highest priority for Lewis & Clark is to protect the academic and student affairs core. The first two core themes are about the expectation of how we deliver the educational experience for our students. The primary delivery of those themes are the faculty in the three schools. It is always a high priority for the College to maintain sufficient levels of faculty to deliver the curriculum in the way that delivers the mission and unique experience of Lewis & Clark. Each of the Dean's has made resource allocation decisions to protect the teaching and student affected areas. Each staff position is evaluated by the VP for Finance and Chief of Staff, however each Dean has full authority over faculty positions. Staff positions that affect the student experience directly are prioritized.

3.A.5

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

Narrative

Lewis & Clark College's ongoing planning efforts include initiatives that address preparedness, response, continuity, and recovery pertaining to a natural or human-caused catastrophe. Guided by the Emergency Management Steering Committee, which meets bimonthly and is comprised of staff and faculty representatives from the three campuses (College of Arts and Sciences, Graduate School of Education and Counseling, and Law), the College reviews and revises planning documents, provides response and recovery training, and performs emergency exercises and drills to increase institutional resilience. The College's [emergency preparedness and planning](#) efforts can be categorized as follows:

[Mitigation](#), which includes prevention, protection, and education, is an institution-wide endeavor that encompasses efforts by Campus Safety, Student Life, Information Technology, Risk Management, and others. Each department is responsible for some portion of the College's mitigation efforts. Additionally, LC's Welfare Intervention Network (WIN) meets biweekly to assess and manage personal or institutional risks posed by individuals experiencing behavioral health issues.

[Preparedness](#), which focuses on planning and policy creation, awareness and training for community members, and drills and exercises that test the College's capabilities. All new employees are provided with earthquake and active shooter/hostile event response tactics that adhere to current best practices.

Drills and exercises are conducted multiple times a year, most recently focusing on the aftermath of an active shooter/hostile event and the personal and financial implications of a catastrophic earthquake. The College also participates in the Great Oregon Shakeout earthquake preparedness event on an annual basis.

[Response](#)

Lewis & Clark College follows DHS/FEMA guidelines and the Incident Command System (ICS) protocols for incident response and management. The extent of a given catastrophe will dictate the scale of deployment. A number of administrators and supervisors have undergone ICS training and implemented the framework during exercises. Additionally, dozens of staff and faculty have attended the Community Emergency Response Team (CERT) basic training course, providing a potentially sizable pool of volunteers to respond during an emergency. The College also actively collaborates with neighborhood CERT members to build local and regional resilience.

All students and employees are encouraged to register with the College's emergency notification system, which is provided via multiple platforms by Blackboard Connect. All incoming students and new employees are automatically registered with the system unless they actively opt out of the service. Thus, most members of the LC community should receive notification of an emergency in a matter of minutes, barring catastrophic technological failure.

Following an event, the institution shifts to a [restoration phase](#) which consists of two processes:

[Continuity](#) efforts at the College include identifying core operations and developing procedures to minimize disruption of operations after an emergency. Each department is responsible for establishing continuity plans to mitigate the effects of a prolonged business impact due to an emergency.

[Recovery](#) efforts will begin as the response phase winds down, and will focus on returning the affected areas to original or improved condition. A number of staff members have attended disaster cost recovery training, which should ease the burden of applying for federal disaster reimbursement. Campus assets are also privately insured against financial loss as part of a national college insurance consortium (the Collective Liability Insurance Cooperative, or CLIC).

3.B

Narrative

Each of the three schools - [CAS](#), [GSEC](#), [LAW](#) – has a mission statement that reflects the values presented in each of the four core themes. The four core themes are so intrinsic in the culture of Lewis & Clark that their inclusion is virtually automatic.

3.B.1

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

Narrative

Beginning with the [Journey Forward](#) strategic plan from 2012 and continuing with the new strategic plan – [Pioneering for the Global Good](#)- the academic goals and institutional commitments of the college are consistent with the core themes. (The most recent draft is attached).

The four core themes –Community of Scholars, Integration of Theory and Practice, Commitment to Diversity and Sustainability and Cultivation of Leadership and Engagement collectively represent the mission of the college and guide, implicitly in many ways, the decisions on the programs and services that help support and achieve the objectives of the core themes.

The priorities within the strategic plans continue to inform and guide the work of the College, generally, and each of the three schools, specifically. At the center is the unwavering commitment to working to support and strengthen learning, teaching, research, and creative inquiry. Academic planning, program development and resource allocation are all informed by this commitment.

Core Theme I – Community of Scholars provide benchmarks that, if reached, demonstrate that the College is recruiting and retaining talented students, faculty and staff.

Core Theme II – Integration of Theory and Practice demonstrates Lewis & Clark's commitment to making what is learned in the classroom applicable in real world applications. The faculty, staff and administration support engaged learning and engagement with the world. The College provides programs and opportunities to engage in this integrative work.

The development of programs and services is done with intentionality toward providing opportunities for students to gain experience and understand how theory can inform practice. Within the CAS, all majors have either senior papers/theses or capstone courses in which students are challenged to put their knowledge to work in research or creative projects. Student-faculty collaborative projects, particularly in the sciences, also provide opportunities for students to integrate theory to practice. Also, the Student Academic Affairs Board, a student-run organization, provides funding to support student creative projects. The [Environmental Studies](#), [International Affairs](#), [Gender Studies](#) and the [Ray Warren](#) symposia also serve as examples of programs that involve students as organizers, curators, or presenters—an amazing opportunity for students to put their studies to work in practice.

The GSEC maps, via our unit and program matrices, our programs and services to the institution's core themes to ensure that they are appropriately aligned and evaluated for mission fulfillment. The matrix shows the alignment of a sample of each program's required coursework, assessments, and rubrics to the core themes of the institution. Matrices are updated annually by each program, in collaboration with the Office of Research and Assessment.

The Law School requires all students to take at least 6 credits of experiential or skills classes, and students frequently go beyond this requirement. Students fulfill this requirement by participating in a law school clinic, through externships and practicums that involve supervised placements, as well as by taking simulations classes such as Trial Advocacy or Mediation and Negotiation that teach specific kinds of lawyering skills. The law school's certificate programs also encourage students to concentrate some of their studies on specific practice areas.

Core Theme III – Commitment to Diversity and Sustainability is a foundational component of the Lewis & Clark community. The development of programs, activities and services is informed by the core theme and the objectives of this theme are aligned with the strategic plans. The creation of the [Dean for Diversity and Inclusion](#) position and the institutional-level work and investment in diversity efforts and planning over the past several years supports the core theme and is consistent with institutional planning. [Sustainability](#) is also prominent in the strategic plans and the College has been nationally recognized for its work in sustainability. The Sustainability Council, which is made up of faculty, staff and students from across the three schools and the Sustainability Council provide Lewis & Clark students with opportunities to learn, grow, and serve our community and region in an effort to build a more livable world. Through internships, service learning, workshops, and events, students are able to develop a variety of skills to support them in a life of learning and civic leadership.

Core Theme IV – Cultivation of Leadership and Engagement characterizes another important component of the Lewis & Clark educational experience. As evidenced in our past and current strategic plan, the importance of preparing students for engagement in a complex and interdependent world is an essential function of the College. This is highlighted in the [promotion of the Bates Center](#) for Entrepreneurship and Leadership, as well as programmatically across the three schools where enhancing attention on career-preparation demonstrates congruence between this Core Theme and institutional planning.

In addition to classroom and course opportunities afforded students, the CAS [Career Center](#) helps both current students and alumni discover their goals and interests, connect to opportunities in the community that enrich their academic experience, and prepare for successful lives beyond college. While the [Office of Student Leadership and Service](#) work primarily with undergraduate students, service is paramount in all three schools, as evidenced by our recognition through national service awards in [2014](#), [2015](#) and [2016](#).

At the Graduate School, all programs address issues of leadership in the professional fields for which they are preparing in both the curriculum and in the clinical experiences required. This includes looking at current institutional arrangements, policies, and practices as they relate to promoting social justice, equity, and access to fundamental rights like education and mental health care. Leadership skills are modeled by faculty and supervisors in clinical placements and students participate in a variety of governance activities in these sites.

The Law School encourages students to develop leadership skills through its experiential and skills offerings, which allow students to participate in resolving real-world legal issues and gain experience working with clients. The Law School mentorship program pairs students with experienced lawyers and judges to help them develop professional skills. The Law School's Career Services office counsels students on professional skills, including how to become involved with bar groups and other professional organizations. The Student Bar Association and other student groups also provide opportunities for leadership.

Though the work of planning for core themes has not been explicit or systematic at the institutional level, the values and commitments outlined in the core themes are implicit in institutional planning and decision-making. With the development of the new strategic plan, core themes will be revised with the explicit intention of aligning those core themes with the strategic plan and developing clear indicators that can demonstrate accomplishment of meeting core theme objectives.

Sources

 [LC Draft Strategic Plan_03MAY2108](#)

 [Service- Presidential Honor Roll 2014](#)

 [Service- Presidential Honor Roll 2015](#)

 [Service- Presidential Honor Roll 2016](#)

3.B.2

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

Narrative

The deans at the College of Arts and Sciences, Graduate School, and Law School consider the institution's core themes as they make decisions for their individual schools. These include a wide range of considerations. Among the most important are program development and evaluation, new faculty hires, and budget priorities. Because the schools differ substantially in the composition of their student bodies, the curricula they offer, and the outcomes expected for their graduates, the core themes operate in the background of these specific qualities and connect these efforts at the institutional level. The Executive Council operates as a body to ensure these connections are consistent, sustained, and coordinated across the institution.

The large-scale planning for CAS, including aligning resources to mission, occurs in many parts of the undergraduate college, including through the work of the Dean's Office and its collaboration with Faculty Council and the steering committee of the Strategic Enrollment Management (SEM).

The Faculty Council vets and advises the dean on tenure-track position requests, external reviews of departments/programs, sabbatical applications, and other regular processes such as faculty awards, and in that role, is increasingly using standardized data from Institutional Research (now required in all position requests and external reviews). This provides significant faculty input when major decisions (new tenure-track hire or curricular changes recommended through an external review) are considered.

The Dean's Office work to strength faculty diversity hiring has been in strong partnership with the Dean of Diversity's Office, and has resulted in a complete overhaul of search practices in recent years. See updated search manual here. New procedures include the Dean of Diversity at several decision-making stages, and has incorporated several regular annual workshops and information sessions (along with a mini-grant program to help departments, pre-search, to develop networks of strong diverse candidates). Regular participation in the NW5C Faculty of Color Workshop (which we hosted in summer 2014 and will host again in Summer 2019), as well as our renewed membership in the Consortium for Faculty Diversity (we expect to hire our second post-doctoral fellow in Spring 2019), has strengthened our work with prospective and current diverse faculty members.

The work of the Strategic Enrollment Management (SEM) group (a body constituted in September 2017), articulates in its charter the importance of "partnering with academic programs in enrollment planning and competitive strategies." One of the ways we have begun to put this into practice through composition of an "Academic Working Group," composed of five elected faculty members and relevant staff members across campus, that will engage in long-term strategic planning around academic offerings. The charge for this committee is still in draft form.

On a smaller (but no less important) scale, CAS planning that strengthens teaching and scholarly/creative activity is guided in large part through our work in faculty development. Our mentoring programs begin in the first-year of hire, with each new tenure-track hire receiving a one-course reduction, and for that release, new faculty are required to meet monthly, as a group, with the Associate Dean. They are also assigned academic mentors and they are paired with a fellow in our Teaching Excellence Program (TEP: see below). In addition to faculty-led programs (such as Research Boot Camp – a twice weekly gathering for faculty to work on scholarship in a supportive setting), the year-long mentoring program orients and trains new faculty in the teaching and scholarly/creative work that is at the heart of Core Theme 1 (and the College's larger mission).

The CAS also has developed a strong Teaching Excellence Program (TEP), through the support of the Andrew Mellon Foundation. Link here. The program strives to create opportunities for collaboration and to provide assistance to faculty (through deep-dive consultations or one-time observations by pedagogy fellows) as they refine and share teaching practices with their colleagues. It also offers workshops, brings speakers to campus, and hosts regular lunchtime gatherings. As a peer-to-peer model, the TEP program continuously trains Pedagogy Fellows and Distinguished Teaching Consultants in best-practices around classroom observation, inclusive pedagogy, and other practices, and as such, is helping to create cohorts of leaders across the campus. TEP has also worked with Chairs, through the annual chairs workshop and by targeting chairs for participation in pedagogy-mentoring workshops.

At the Law School, the planning process proceeds in two directions. Broad themes and goals evolve from faculty committee meetings, full faculty meetings, and annual faculty retreats. The Dean works with the associate and assistant deans to refine these goals and develop strategies for achieving them. The Dean is able to monitor progress and become aware of issues through informal communications and at the regular meetings that take place among the deans. The Dean then reports back to the faculty, which in turn continues to develop policy proposals through the committee process. For example, in response to the rise of legal issues relating to alternative forms of energy, the environmental and natural resources faculty partnered with business law faculty to propose a new certificate in Energy, Innovation, and Sustainability Law. The curriculum committee and then the full faculty debated the proposal and sent it back for further development and then ultimately adopted it in a revised form. Similarly, the registrar and the Associate Dean for Student Affairs noticed a developing problem involving students who had trouble finishing individual research projects in time to graduate. They worked with the Associate Dean of Faculty to convene an ad hoc committee to examine the law school's writing requirements. The committee proposed several changes that went through the curriculum committee and were approved by the full faculty, with the result that students receive a greater level of faculty and administrative supervision on these projects. Further examples of this process appear in response to 3.B.3.

As noted above, the GSEC maps, via our unit and program matrices, our programs and services to our mission and core themes, as well as the professional standards provided by accreditors, to ensure they are appropriately aligned and evaluated. Matrices are updated annually by each program director.

3.B.3

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

Narrative

While reviewing the four core themes, it was determined that some of the objectives and indicators presented in the Year 3 report were no longer relevant or were not applicable. Relevant data for the core theme objectives were collected and mapped to the appropriate objectives. In order to determine the extent to which core theme objectives have been met, data have been collected and analyzed. However, benchmarks have not yet been established for each core theme objective.

Because...? (Jane suggests we include a reason for this)

Given the recent development of the new strategic plan and the upcoming start of a new accreditation cycle, the College will be revisiting both the mission and core themes, with attention on developing a new set of more appropriate indicators and identifying data needs. The College expects to craft a mission statement and core themes that align with the strategic plan and use this plan as a guide toward measuring progress on meeting the plan goals. **(see note from Jane; section may need a little rewording)**

Core Theme 1 – Community of Scholars
Core Theme 2 – Integration of Theory and Practice
Core Theme 3 – Commitment to Diversity and Sustainability
Core Theme 4 – Cultivation of Leadership and Engagement

For the CAS, the external review of a department/program involves the compilation of an extensive self-study, as articulated in the program review handbook (link here), that centers on “evidence that addresses questions about program quality” and “evidence that addresses issues of program viability and sustainability.” This falls into several broad categories: students, curriculum/learning environment, student learning and success, faculty, demand for program, resource allocation, student support, information/technology resources, facilities, staff, and budgetary resources. One example is the most recent departmental review (Spring 2017) of the Psychology Department. This self-study (which includes data from all these categories) is available in the exhibits, as are others from recent years.

Similarly, the position request process stipulates that “the argument must be supported quantitatively,” which includes analysis of data over the last ten years, particularly around departmental credit hours, major/minor numbers, and historical/projected enrollment figures. The Dean’s Office is in the process of revising the position request guidelines (last updated in 2010), to standardize (and increase) the quantitative data required for such requests. Staff in the Dean's Office have worked with Institutional Research staff over the past few years to build common standards, and expect that work to be fully in place for the 2020 search cycle.

The Law School seeks to make decisions in response to reliable information. Sometimes that information is anecdotal or results from surveys of students or the local bar. Thus, in connection with Theme IV, faculty and local employers began to communicate dissatisfaction over the past few years with the professionalism of law students in class and at externships or summer jobs (for example, with deadlines and communications styles). In response, the Law School sought further information about professionalism from its Board of Visitors, from colleagues at other schools, from the local bar, and from within the school. The result was the development of a new required first year class beginning in Fall 2018. The new class, Foundations of Professional Practice, engages students with professionalism issues at the beginning of their law school career.

At other times, the Law School is able to rely on more robust data. As noted above, and in connection with Theme I, the law school was able to rely on data about graduation rates and course completion to develop a more hands-on approach to individual research projects. In addition, in connection with Theme II, the law school has monitored bar passage rates and engaged in extensive study of which students faced the greatest challenges studying for and passing the bar. After extensive committee and full faculty discussion, as well as numerous meetings among deans and faculty, the law school took several steps to improve bar passage. Some steps are “soft,” such as encouraging students not to work in the weeks before the bar and making study rooms available at the law school. Other steps are more precise, such as the development of a new Advanced Analysis in Pre-Bar Skills class that assists students, particularly those who are at risk of not passing the bar.

The GSEC evaluates our mission and core themes within its UAS and programs embed evaluation methods in each of their assessment structures and practice. Table 1 provides a matrix of sample assessments from the UAS that demonstrate the alignment of each program to the institution’s mission and core themes.

4.A.1

The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data – quantitative and/or qualitative, as appropriate to its indicators of achievement – as the basis for evaluating the accomplishment of its core theme objectives.

Narrative

Lewis & Clark College collects data that is used to evaluate the accomplishment of our core theme objectives. The processes and data take several forms and may vary between the three schools, but the outcome and intention is the same: ongoing analysis and improvement. For example, departments in the College of Arts and Sciences (primarily through department chairs) review a range of materials to assess learning outcomes. In addition to internal departmental reviews, each department and program also undergoes external peer reviews.

The GSEC regularly and systematically collects meaningful data aligned to our mission, core themes, and the standards of our accrediting bodies. We analyze and use these data for the purposes of continuous improvement. As noted in 3.A, our Unit Assessment System provides a sound foundation for the processes and instruments required to evaluate program planning, allocation of resources, and program outcomes in relation to the institution's core themes. All GSEC programs undergo regular review by the dean, associate dean, and national accreditors (in addition to reviews by state licensing agencies). This process at the Graduate School is managed by the Office of Research and Assessment. Our comprehensive Unit Assessment System includes the collection and use of multiple data sources that provide evidence of program effectiveness (e.g., student learning outcome review, curriculum and course evaluation, etc.) and evaluation of our mission and core themes. Examples of associated measures from the GSEC Unit Assessment System at both the unit and program level and how those measures are aligned to the GSEC mission and the College's Core themes are provided in [Table 1. GSEC-NWCCU Core Theme Alignment](#). These measures are part of a continuous improvement system that is integrated into the Graduate School's everyday practice.

The Law School is committed to collecting information that will allow it to develop, implement, and evaluate its achievement of its mission and values. Senior administrators, including staff in the admissions, career services, and business offices, consistently seek out and use data to evaluate their ongoing operations. The Dean and faculty committees rely on that data to monitor, review, and make decisions about the operation of the law school.

In addition to the ongoing assessment efforts in each of the academic divisions, the programs in the Division of Student Life (primarily, but not exclusively a CAS service) have been collecting and assessing data to evaluate the achievement of each program's goals as well as alignment with the mission and goals of the division. Starting in 2013, the [Student Life assessment](#) efforts have gained traction over the last two years under the leadership of the Student Life Assessment Committee (SLAC). Examples of these assessments are attached.

Sources

Internal Department Reviews (CAS)

-  [Academic English Studies Assessment 2017-2018](#)
-  [Art History Assessment 2013-17](#)
-  [Art Studio Assessment 2013-14](#)
-  [Asian Studies \(formerly East Asian Studies\) Assessment 2013-14](#)
-  [Biochemistry & Molecular Biology Assessment 2013-14](#)
-  [Biology Assessment 2013-14](#)
-  [Chemistry Assessment 2013-17](#)
-  [Classics Assessment 2015-16](#)
-  [Economics Assessment 2013-14](#)
-  [English Assessment 2013-14](#)
-  [Environmental Studies Assessment 2013-16](#)
-  [Foreign Languages and Literatures Assessment 2013-16](#)
-  [History Assessment 2013-16](#)
-  [International Affairs Assessment 2013-14](#)
-  [Mathematical Sciences Assessment 2015-16](#)

-  Music Assessment 2013-14
-  Neuroscience Assessment 2015-16
-  Philosophy Assessment 2013-14
-  Physics Assessment 2013-16
-  Political Science Assessment 2013-16
-  Psychology Assessment 2015-16
-  Religious Studies Assessment 2013-16
-  Rhetoric and Media Studies Assessment 2013-17
-  Sociology and Anthropology Assessment 2013-15
-  Theatre Assessment 2013-14

 Student Life Assessments (CAS)

-  Alumni and Parent Programs Assessment 2016-17
-  Alumni and Parent Programs Assessment 2017-18
-  Athletics Assessment 2016-17
-  Athletics Assessment 2017-18
-  Campus Living Assessment 2016-17
-  Campus Living Assessment 2017-18
-  Career Center Assessment 2016-17
-  Career Center Assessment 2017-18
-  College Outdoors Assessment 2016-17
-  College Outdoors Assessment 2017-18
-  Counseling Assessment 2016-17
-  Counseling Assessment 2017-18
-  Health Promotion and Wellness Assessment 2016-17
-  Health Promotion and Wellness Assessment 2017-18
-  Inclusion and Multicultural Engagement Assessment 2016-17
-  Inclusion and Multicultural Engagement Assessment 2017-18
-  International Students and Scholars Assessment 2016-17
-  Student Activities Assessment 2016-17
-  Student Activities Assessment 2017-18
-  Student Health Service Assessment 2016-17
-  Student Health Service Assessment 2017-18
-  Student Leadership and Service Assessment 2016-17
-  Student Leadership and Service Assessment 2017-18

 Student Life Assessment Overview 2016-18

 Student Rights and Responsibilities Assessment 2016-17

 Student Rights and Responsibilities Assessment 2017-18

 Student Support Services Assessment 2016-17

 Student Support Services Assessment 2017-18

 Wellness Services Assessment 2016-17

 Wellness Services Assessment 2017-18

 Table 1. GSEC- NWCCU Core Theme Alignment

4.A.2

The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

Narrative

Lewis & Clark College routinely conducts both internal and external reviews to evaluate programs and services and assess whether goals and intended outcomes have been met. These reviews take several forms; faculty have a primary role in the evaluation of educational programs and services.

In the CAS, departmental or program reviews are scheduled periodically about every 10 years for all departments and programs. The review consists of four components: (1) a departmental or program self-study, (2) a campus visit by a team of disciplinary experts, (3) a written report by the review team, and (4) a response from the department/program to the experts' review. In addition, relevant faculty committees, typically the Faculty Council and Curriculum Committee, review and respond to the report. The goal of every review is to engage the faculty of the department/program in reflection about their history, accomplishments, challenges, and future aspirations, and to provide advice to the department/program and College about how the department/program can be improved. The [guidelines for program review](#) indicate that the review typically addresses program quality and viability. Please see the [CAS external reviews narrative](#) for a full description of the process.

The Dean's office plays a major role in organizing and running the external review process, and works with the Faculty Council and Curricular Committee in any recommendations that arise from external reviewer recommendations. But the Dean's office annual work with assessment often involves resource allocation and curriculum. Each year early in the Fall, the Dean's office sends a spreadsheet to each department chair to aid with next year course planning (and 4 year course plans) – both due in mid-Fall. The spreadsheet contains course distribution and enrollment numbers for the past 4-5 years, along with projections for current enrollment activity. The Dean's Office works with chairs to best plan for changing patterns of enrollment across the curriculum. Please see the sample of course enrollment planning sheets, titled "[Class Numbers By Dept \(CAS\)](#)."

Much curricular revision, of course, is done at the department level (with assistance and support provided by Associate Deans and the Curriculum Committee). As shown in the [curricular revisions spreadsheet](#), in the past five years, the CAS has made significant changes to several majors and minors, added 190 new courses, revised 483 courses, and deleted 62 courses. Some of these revisions are substantial (addition of the Middle Eastern/North African Studies minor in 2016-2017) and require a vote of the entire faculty, while most involve changes to requirements, large or small. These changes are vetted by a faculty subcommittee and brought to a vote at the Curriculum Committee. As the work of the past five years makes clear, there has been a great deal of effort updating the curriculum to respond to changes in discipline, changes in faculty, and student demand.

GSEC faculty have a primary role in the evaluation of programs. Department chairs and program directors lead evaluation efforts with their faculty. The Office of Research and Assessment works with the dean and associate dean, and each program director, to support their work on each program's outcome assessment plan and related processes. Faculty also participate through the governance process: for example, through the Curriculum Committee (course/program revisions; new programs), the Personnel Committee (faculty evaluation instrument design), and the Promotion and Tenure Committee (standards related to teaching, scholarship, and service). This work is ongoing and highly participatory, based on the review of data captured from multiple sources and the external requirements of our accreditors.

The law school has an effective system for evaluating its programs and services. The Dean holds regular meetings for senior administrators, both one-on-one and as a group. These meetings allow her to monitor the law school's progress in meeting its institutional goals, and also allows members of the senior administration to remain aware of overall institutional goals and progress toward meeting those goals. These regular meetings also provide an important opportunity for the admissions, career services, and business offices to consistently seek out and use data to evaluate their ongoing operations – and the Dean and faculty committees rely on that data to make decisions about the operation of the law school. Finally, these meetings serve as an important planning tool, because they allow the Dean to become aware of issues quickly and move to address them in a timely fashion.

Lewis & Clark Law School faculty have a primary role in the evaluation of law school programs and services. The law school faculty meet monthly to receive information from the Dean, debate issues that face the law school, and vote on new programs or adjustments to existing programs. Among the issues that the faculty discuss and vote on are the annual budget, admissions targets, and learning objectives. The entire faculty participates in hiring decisions for new full-time faculty, as well as promotion decisions for all full-time faculty.

The law school's faculty committees also play an important governance role. For example, the budget committee helps manage the school's financial resources, and the curriculum committee oversees all aspects of the law school's curriculum, from new courses to certificate programs, to drafting and ensuring compliance with institutional learning objectives.

The assessment committee for Student Life utilizes Campus Labs' Baseline to assist with its assessment activities. The goal is that every committee member would become an expert in Baseline and be able to offer these basic level user trainings to colleagues by establishing liaisons between the committee and each department/program. By the end of Fall 2016, the committee successfully completed a liaison project, where the departmental liaisons met with each organization within student life to ensure the presence of a mission statement and at least three student learning outcomes (SLOs). Individual committee member liaisons worked with departments to draft these statements, which were then reviewed by a Campus Labs representative. The committee as a whole then reviewed the mission statements and student learning outcomes for clarity, purpose, and alignment with divisional and institutional missions. The liaisons then returned to their respective department to refine the mission and learning outcomes and to ensure that every department publishes these statements in a public space (e.g., department website).

Sources

- 📁 CAS Documents
 - 📁 CAS Departmental External Reviews
 - 📄 2014 ENVSreview-report
 - 📄 Art Dept External Review Response
 - 📄 Chemistry Department External Review 2014 copy
 - 📄 Department of Psychology Review 2018
 - 📄 Econ response to external review [SP 16]
 - 📄 History external review 2013
 - 📄 IA.ExternalReviewers.Report
 - 📄 MathExternalReport_01_08_15 copy
 - 📄 Relig Studies External rev report 2014
 - 📄 RHMS Reviewer Report
 - 📄 SOAN_External Review_final
 - 📄 CAS Program Review Guidelines
 - 📄 Class Numbers By Dept (CAS)
 - 📄 Curricular revisions.2013.2018
 - 📄 Narrative.External Reviews.CAS.Accreditation
- 📁 GSEC Program Assessments
 - 📁 CACREP PMHC-PMHCA
 - 📁 CAEP- Education Programs
 - 📁 COAMFTE MCFT
 - 📁 NASP SPSY

4.A.3

The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

Narrative

In the CAS, learning outcomes are provided on the syllabus for every course and are available on the departmental level on every departmental website. Instructors evaluate, through a range of mechanisms, their students' work in achieving these objectives. To take just one example, to measure learning outcomes for graduating seniors, the World Languages department has each major complete an ACTFL OPI exam to measure oral proficiency, alongside a capstone course which measures (and strengthens) other learning objectives. All of the departmental assessments and a **variety of syllabi** are available for review, below.

For the Graduate School, the Unit Assessment System is an effective, regular, and systematic means of assessing student achievement across all programs. As above, documenting mission fulfillment related to the functioning of the UAS is provided to accreditors in each of the school's current program accreditation reports. The reports contain performance data on key assessments aligned to the professional standards of the accrediting organization. The GSEC Office of Research and Assessment has strengthened the school's ability to conduct meaningful learning outcome assessment through a wide range of measures. The assessment system used collects and analyzes data on applicant qualifications, student performance, graduate satisfaction, alumni satisfaction, and unit operations to evaluate and improve individual programs and the unit as a whole.

The UAS was developed to align with the Graduate School's mission, the institution's core themes, and state and national accreditation standards for the professions we serve. The UAS provides the GSEC's professional community with the capacity to examine assessment data and review the kinds of program development that result from their consideration at both the program and unit level. The GSEC's approach to assessment includes both a centralized system of accountability and a decentralized process for collecting and analyzing data within programs, appropriate for individual accreditors. This approach allows assessment data to be effectively and efficiently used by faculty both for program improvement and for the ongoing evaluation of the GSEC as a unit. It also provides programs with the autonomy they require to be responsive to developments in their individual fields.

Faculty in the GSEC use TaskStream (a cloud-based electronic portfolio and data management system) to collect evaluation data via rubrics, scoring guides, and samples of candidate work for the UAS. Annual data reviews provide information on the performance of candidates, graduates, and when available, employer feedback. These data inform decisions made by the dean and program faculty to address areas in need of improvement. Information gained from those assessment processes is used systematically and regularly to make strategic decisions about curriculum planning and instructional support.

Law schools have traditionally relied on the ability of faculty to determine whether a student has learned the material for a class and have used this as a means of assessment until recently. Over the past several years, the American Bar Association has begun requiring Law Schools to develop learning outcomes or objectives and to begin developing methods for assessing how well students are meeting those objectives, with the goal of creating a more dynamic and iterative educational environment.

The Law School has requested individual faculty to develop course-specific learning outcomes, and has begun the process of developing institutional learning outcomes. In 2016-17, the faculty curriculum committee drafted outcomes for the first year curriculum, which the faculty approved, subject to an amendment that the curriculum committee prepared. The curriculum committee also asked the faculty who teach first year courses to meet as groups to develop specific learning objectives for each first year class in 2017-2018. The curriculum committee has also asked all faculty – including adjunct faculty – to prepare learning objectives for each course that they teach. The law school does not mandate a specific format for learning objectives, but the Associate Dean for Faculty has convened several colloquia to present information about learning theory and the development of learning objectives to interested faculty.

Beginning in spring 2017, and continuing through the present, the committees that oversee the law school's certificate programs have been preparing outcomes for those programs, as required by the ABA. The remaining task is to finalize a set of general objectives for the final two years of law school.

Throughout this period, members of the law school community have worked to upgrade their assessment methods. Fewer law school classes rely on a single year-end final exam. Several faculty graded on ungraded quizzes, mid-terms, and practice exams as methods of formative as well as summative assessment. Other faculty require students to provide on-line comments on written prompts. Note, as well, that the traditional law school Socratic method provides a way for faculty to assess individual student progress. Finally, it is worth stressing that Lewis & Clark Law School has a long tradition of informal faculty-student interaction. Faculty are expected to have an "open door," and faculty have frequent opportunities to assess and instruct students in individual and group meetings in their offices and around campus.

In the area of faculty-supervised papers – usually writing as "independent study" or "individual research" projects – the law school has prepared a default syllabus. The default syllabus provides a structure for completing a paper on time by requiring the student to meet specific deadlines while working on the paper. The syllabus also requires the supervising faculty member to provide feedback at each stage. In this way, the supervising faculty member has several opportunities to assess the student's progress and to provide feedback when it is most useful. Finally, the law school administration has made an effort to communicate with colleagues at other law schools to gain the benefit of their experience with these topics.

Similar to its academic counterparts, the Division of Student Life also works to ensure that students meet stated learning outcomes of programs offered. Each department in the Division of Student Life has developed learning outcomes and an

Sources




CAS Department Assessments








-  Academic English Studies Assessment 2017-2018
-  Art History Assessment 2013-17
-  Art Studio Assessment 2013-14
-  Asian Studies (formerly East Asian Studies) Assessment 2013-14
-  Biochemistry & Molecular Biology Assessment 2013-14
-  Biology Assessment 2013-14
-  Chemistry Assessment 2013-17
-  Classics Assessment 2015-16
-  Economics Assessment 2013-14
-  English Assessment 2013-14
-  Environmental Studies Assessment 2013-16
-  Foreign Languages and Literatures Assessment 2013-16
-  History Assessment 2013-16
-  International Affairs Assessment 2013-14
-  Mathematical Sciences Assessment 2015-16
-  Music Assessment 2013-14
-  Neuroscience Assessment 2015-16
-  Philosophy Assessment 2013-14
-  Physics Assessment 2013-16
-  Political Science Assessment 2013-16
-  Psychology Assessment 2015-16
-  Religious Studies Assessment 2013-16
-  Rhetoric and Media Studies Assessment 2013-17
-  Sociology and Anthropology Assessment 2013-15
-  Theatre Assessment 2013-14

CAS Example Syllabi

GSEC Program Assessment Examples

CACREP


-  PMHC Case Application Rubric-Persuasive
-  PMHC Counseling Skills evaluation description
-  PMHC Counseling Skills Rubric

-  PMHC Persuasive Paper Assignment
-  PMHC Practicum and Internship description
-  PMHC Practicum and Internship Rubric
-  PMHC Professional Qualities Assessment description
-  PMHC Professional Qualities Evaluation
-  PMHC Research Compilations Rubric
-  PMHC Self Portrait Rubric

 CAEP

-  About edTPA
-  ESOL Key Assessment-Community Asset Mapping Assignment
-  TCA (rev. 2016)
-  TCA in PHASES OF THE SECONDARY MAT PROGRAM
-  Transition to Teaching
-  Transition to Teaching Plan rubric rev 2017 DRAFT
-  Transition to Teaching template

 COAMFTE

-  MCFT Case Conceptualization Rubric
-  MCFT Equity in Family Therapy Life Map Paper
-  MCFT Final Ecosystemic Rubric
-  MCFT Marriage, Couple and Family Therapy Case Conceptualization
-  MCFT Practical Skills assessment description
-  MCFT Practical Skills Rubric
-  MCFT Practicum and Internship description
-  MCFT Societal and Relational Case Assessment
-  MCFT Supervisee Rubric

 NASP

-  ISPA Report
-  SPSY Annual Program Report
-  SPSY Consulation Report
-  SPSY Internship Site Supervisor Evaluation
-  SPSY Practicum Site Supervisor Evaluation

4.A.4

The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

Narrative

Because of the highly independent nature of Lewis & Clark's three schools with their separate programs, services, and budgeting processes, most of the evaluation pertaining to accomplishment of core theme objectives takes place within the schools. That said, the values of all four core themes (Community of Scholars, Integration of Theory and Practice, Commitment to Diversity and Sustainability, and Cultivation of Leadership and Engagement) do guide the work of the institution. Planning efforts have addressed the core themes, beginning with The Journey Forward plan, and continuing through the development of the college's current strategic plan, and other planning efforts at the school and departmental level.

This assessment and evaluation in the CAS is conducted through two faculty structures: the curriculum committee and the faculty council. Through regularly scheduled (external department) reviews and internal review/curricular revision, departments work with these two elected faculty bodies to make changes and align the resources, capacity, practices, and assessment mechanisms to articulated goals. Faculty Council, as an elected faculty advisory body to the Dean, helps the Dean engage in college-wide planning, and has a substantial role in strategic planning.

The GSEC integrates the rigorous reporting required by national accreditors with the review of performance related to the institution's core themes. The GSEC maintains a careful review cycle related to national accreditation (and, where applicable, review by state licensure boards) and examines core theme alignment as these standards change and as key assessments in programs change. The dean of the GSEC oversees these efforts, with the support of the Research and Assessment Office. [Table 1](#) provides examples of the associated measures from the UAS.

The law school's primary methods of holistic evaluation are the internal strategic planning process and the external accreditation process overseen by the American Bar Association. Each strategic plan begins with a small committee that collects and evaluates data about all aspects of the law school. Next, the entire faculty discuss strategic planning issues during a retreat. After the retreat, administrators and faculty committees discuss and draft portions of the plan. Finally, the entire faculty reviews the plan and ultimately votes to approve it, usually with amendments and changes. The law school goes through a similar process for ABA accreditation. The Dean and the Associate Dean for Faculty have primary responsibility for both processes.

With the arrival of Dean of Students Anna Gonzalez in 2012, the division of student life began a process to revisit the mission, vision, and focus of its efforts. Each summer, the entire division of Student Life meets for a retreat. The retreat offers an opportunity for the staff to reflect on performance from the past academic year and plan for the upcoming year and beyond.

Within the Student Life division, the assessment committee works to analyze how the four areas of concentration- health and wellness; civic leadership and career development; diversity; and experiential learning, which align with the four core themes- are operationalized in the community, to review best practices in higher education, and to make recommendations for how to deepen and broaden the impact of these practices for our student body. The assessment committee coordinates the efforts across the division and supports the development of annual assessment reports for each department within the division. Copies of each report are attached. ****maybe just add the briefing books instead of individual department assessments or in addition to. (i.e., link to the briefing book, but include the individual reports).**

Sources



-  College Outdoors Assessment 2017-18
-  Counseling Assessment 2016-17
-  Counseling Assessment 2017-18
-  Health Promotion and Wellness Assessment 2016-17
-  Health Promotion and Wellness Assessment 2017-18
-  Inclusion and Multicultural Engagement Assessment 2016-17
-  Inclusion and Multicultural Engagement Assessment 2017-18
-  International Students and Scholars Assessment 2016-17
-  Student Activities Assessment 2016-17
-  Student Activities Assessment 2017-18
-  Student Health Service Assessment 2016-17
-  Student Health Service Assessment 2017-18
-  Student Leadership and Service Assessment 2016-17
-  Student Leadership and Service Assessment 2017-18
-  Student Rights and Responsibilities Assessment 2016-17
-  Student Rights and Responsibilities Assessment 2017-18
-  Student Support Services Assessment 2016-17
-  Student Support Services Assessment 2017-18
-  Wellness Services Assessment 2016-17
-  Wellness Services Assessment 2017-18

 Table 1. GSEC NWCCU Mission Core Theme Alignment

4.A.5

The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

Narrative

In addition to evaluation and planning at the institutional level, each school and unit works to review the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services.

As noted above, the CAS has mechanisms in place to evaluate and assess resource allocation as part of program review. In particular, the Faculty Council assists the Dean with college-wide planning and plays a substantial role in planning. As stipulated in the CAS Faculty Handbook, the faculty council "advises the Dean of the College on allocation of faculty and staff positions, funds for capital projects and equipment, changes in by-laws and procedures, and other issues which affect the welfare of the College." For full description, see Appendix 3, Article III, Section 3 of the [Faculty Handbook Appendices](#).

Additionally, the Dean's office works annually with each department chair to plan courses (one year and four year plans) based on current and projected enrollment and relies on historical course enrollment data from the Office of Institutional Research and Planning. Last year, the Dean's Office ran a pilot program to provide all Chairs with historical course data (10-year course enrollment numbers) in order to guide next-year scheduling and four-year plans. In Fall 2018, the CAS is rolling out that program more extensively, with two-page overviews of departmental enrollment trends and a "heat map" of under-enrolled courses. Department and program chairs are also provided with a data file with all course data over the last 10 years. This effort has increased partnerships between the departments and the Deans Office, strengthened chair leadership in working with departments on efficient planning, and has helped inform requests for additional sections (and adjunct faculty hires).

The UAS has helped to strengthen the data-informed culture of the Graduate School. Reporting and disaggregating data for the purpose of unit and program planning and mission fulfillment have been tightly woven into program leadership roles and responsibilities, just as the infrastructure for the systematic collection, analysis, and reporting of these data have been transformed. The dean of the GSEC regularly reviews these processes with the support of the Research and Assessment Office, along with regular meetings with department chairs, program faculty, and GSEC staff.

Each senior administrator at the law school is responsible for determining how best to achieve the goals relevant to his or her area of responsibility. The Dean supervises all senior administrators and conducts regular meetings with them to monitor progress towards achieving their goals. Regular meetings of senior administrators ensure that all relevant personnel are aware of goals or issues that are outside of but which may overlap with their area of responsibility, with the expectation that they will contribute where possible.

The goals of the Student Life Assessment Committee (SLAC) are to: align departmental efforts with the Student Life mission, monitor and enhance assessment efforts in the operations of departments, educate and collaborate with the division on best practices in assessment, and assist departments with collection, analysis, and interpretation of data. In this regard, the Division meets the 4.A.5 standard.

The SLAC organized a user training on Campus Labs' Baseline with the division in fall 2016 that had satisfactory results in establishing a beginner's level competency. By the end of fall 2016, the committee successfully completed a liaison project, where the departmental liaisons met with each organization within student life to ensure the presence of a mission statement and at least three student learning outcomes (SLOs). Individual committee member liaisons worked with departments to draft these statements, which were then reviewed by a Campus Labs representative. The committee as a whole then reviewed the mission statements and student learning outcomes for clarity, purpose, and alignment with divisional and institutional missions. Each liaison then returned to their respective department to refine the mission and learning outcomes and to ensure that every department publishes these statements in a public space (e.g., department website).

4.A.6

The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

Narrative

In the CAS, the Faculty Council works closely with the Deans Office to develop assessment policies and procedures. Department assessment, through a ten-year schedule of external review, involves extensive quantitative and qualitative reporting and analysis, by the elected members of the Faculty Council and Dean's Office. The Faculty Council participates fully in the external reviewers' visit and the subsequent report is shared with the Faculty Council and the standing committee on the Curriculum. These procedures provide a thorough review of departmental resources, student achievement, course-level assessment, and larger strategic direction in department mission and fulfillment of areas of diversity, faculty leadership, and student performance. The CAS plans to revisit the external review process, in an attempt to standardize the data requests required for such reviews, in the coming year. In addition, with the establishment of departmental and course learning objectives established, there will be an overall review of current processes as part of upcoming strategic planning discussions.

In the Graduate School of Education and Counseling, assessment policies and practices are reviewed by one or more of the following parties to assure their fairness, accuracy, consistency, and absence of bias: the dean, associate dean, department chair, program director, faculty governance committee(s), and the Educational Consortium. Unit and program review (both internal and external through the national accreditors) provides the GSEC with the opportunity to document how the school's assessments demonstrate candidate mastery of the mission and core themes of the institution, as well as state and national professional standards. These periodic reviews also provide information to the program accreditors to determine whether candidates completing approved programs demonstrate required competencies. See [Table 2. GSEC Assessment Processes](#) for evidence of regular review of GSEC program assessment processes via national program accreditation reviews.

Individual faculty in the law school have first-level responsibility for reviewing their assessment practices to ensure that they appraise authentic achievements and yield meaningful results. The Associate Dean for Faculty is responsible for reviewing the performance of all faculty members and conducts annual meetings with each full-time faculty member, as well as additional meetings where warranted. The Associate Dean for Faculty also monitors the performance and assessment practices of adjunct faculty on an annual basis. The faculty curriculum committee is responsible for reviewing and proposing institution-wide policies on assessment, and the full faculty regularly considers and votes on institution-wide policies relating to assessment. In addition, information about student assessment and progress is also made available to the admissions staff for the purpose of setting policies relating to the qualifications and number of incoming students.

Just this last year, the SLAC implemented an assessment planning calendar for use in the division of Student Life. The SLAC requires all surveys reaching an audience of fifteen or more students to be submitted to the calendar using a Google form. The form asks users to define their population, survey time, survey platform, and outcomes being measured.

There are two primary goals in adding this step in the assessment process: 1) encourage departments to frame their assessment practice in language of learning goals, outcomes, and measures, and 2) analyze the volume of assessments across the course of an academic year. By framing assessment practice in a common language of goals, outcomes, and measures, the SLAC is better able to support departments in creating meaningful programs and assessment. By quantifying the load of assessments across an academic year, the SLAC aims to better limit survey fatigue and improve student response rate through intentional scheduling.

The SLAC has also focused on improving visibility and intentionality of assessment through the continuation of the Liaison program. Liaisons check in with their respective departments on a bi-monthly basis to talk about projects and to update learning outcomes and goals as appropriate.

Sources

 [Table 2. GSEC Assessment Processes](#)

4.B.1

Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

Narrative

The assessment of core themes relies on data that is collected in various forms by offices across the College. The Office of Institutional Research and Planning collects and maintains a large amount of the data that is used, and other offices within Student Life, [GSEC](#) and Law also provide data. The data allow the College to establish benchmarks to monitor progress as well as provide information to guide decision-making across the College. Institutional-level data is available on the [Institutional Research and Planning website](#), which is accessible by all members of the campus community.

Sources

 [4.B.1 GSEC example](#)

4.B.2

The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Narrative

In the CAS, results from course planning data and learning outcome achievement are used to guide course scheduling for the following year and for four-year plans. As fall planning approaches, the Office of the Dean distributes to all departmental chairs 10-year historical data on overall, semester-level, and course-level enrollment, as well as historical trends in graduation of majors and minors. Department Chairs use this data in departmental discussions to assess teaching assignments, general departmental performance, and four-year resources. Regular external reviews, and the extensive process of self-study and review (overseen by Faculty Council and Dean's Office), provides a more substantial opportunity to assess departmental success in achieving a broad set of goals involving academic quality, student success, and actualization of departmental learning objectives in the delivery of curriculum. This process also aids in Curriculum Committee discussions of program revisions, as well as in faculty council discussions of college-wide planning.

Regular faculty reviews, done every two years for pre-tenure faculty and every three years for tenured faculty, is the primary place where faculty curricular, scholarly, and classroom practices are assessed. In addition, departments work closely, both through regular faculty reviews (where teaching, scholarship, service are assessed, through regularized protocols, by the Dean) and through regular work with support structures, such as our Teaching Excellence Program and College Advising Center, to identify areas in need of enhancement and improvement. Some recent examples of this work include:

- Curricular revision by the **xx** department (after an external review in **20xx**).
- Faculty Council
- Development of Chair's training (including annual Chair's workshop in the Fall), which guides both new and experienced Chairs in matters of departmental leadership, assessment of course-room instruction, curriculum delivery, and student support. Chair performance is assessed, by the Dean's Office, at the time of the three-year faculty performance review.
- The Teaching Excellence Program (TEP) grants program, allowing faculty to participate in pedagogy conferences, and requiring these faculty to present to colleagues the results of their conference participation.
- TEP's designation and training of Pedagogy Fellows and Distinguished Teaching Fellows (peer consultation) underscores the program's commitment to academic excellence in the classroom, inclusive pedagogy, and faculty leadership.
- The College Advising Center 2018-2019 piloting of a peer-mentoring program, recruiting, training, and assessing student leaders.

Faculty reviews begin with the compilation and sharing of all materials required for assessment (including all student evaluations, syllabi, supporting material, scholarly publications, etc.) The individual faculty member provides a narrative overview (through the Professional Activities Questionnaire) and submits the entire dossier to the Department Chair (or Chair Designate). The Chair adds an assessment letter, shares it with the faculty member, and then forwards all materials to the Dean's Office. In their review, the Dean's Office apportions each file to the Dean or one of the Associate Deans for review. An assessment letter is drafted, and student evaluations, as stipulated in our faculty handbook, are "**xxxxx**." The three deans then meet to discuss and provide feedback on each individual case. **A narrative analysis, along with a designation (exceeds, meets, or does not meet expectations) in each category (teaching, scholarship, and service), and an overall rating of 1-5 (as articulated in our Faculty Handbook salary policy 3.9.2).**

Results of student achievement in CAS departmental learning outcomes provide departments with essential information in the programmatic and course-level changes that are done on a regular basis at the College. The [curricular revisions worksheet](#) is an example of the outcomes from such reviews.

In addition to the processes described in previous sections, the GSEC utilizes innovative technology to meet data collection, analysis, and reporting needs. The school adopted the cloud-based TaskStream assessment tool to make the collection and use of program level data more systematic. The full adoption of this system has provided an effective foundation for collecting, reviewing, and using program data for both program and unit improvement. The data are easily accessible, reported, and used regularly by faculty for the purposes of program improvement. All students and faculty receive workshop training in the use of TaskStream so as to help ensure the effective use of this valuable tool. The analysis of assessment data has resulted in a variety of changes at both the program and unit level. Attached is [an overview of the kinds of changes that have occurred](#) as a direct result of the analysis of program and unit assessment data. Specific changes in programs are documented in both internal annual program reports and annual accreditation reports.

The law school regularly collects information about its progress in meeting its objectives, and it uses that information to make decisions about future programs and policies. Senior administration and faculty have access to all relevant information about the operation and performance of the law school. In addition, the law school regularly provides information required by the American Bar Association. The collection, analysis, and use of assessment information is a constant process.

Faculty in the Law School are increasingly using the information that they obtain from all of the aforementioned assessment efforts to guide continued development and refinement of classes. More generally, the Law School has used this process to reshape distribution requirements within the curriculum and to restructure its externship program to include a class component and more specific reporting requirements.

Information about student learning and performance helps drive policy decisions at the law school. Several policy and

curricular changes have resulted from information about student performance:

- Creation of a two-week “Legal Methods” class for incoming students, to ensure that they have basic legal analysis skills before beginning substantive law classes—a response to student performance in substantive first year classes
- Creation of a year-long Foundations of Professionalism and Practice class for first year students, to assist their understanding of legal culture and their formation of a professional identity as law students and lawyers—a response to information received from students, faculty, externship supervisors, and employers
- Ongoing revisions to the grading scale for selected “ungraded” classes, from Credit/No Credit to High Pass, Pass, Low Pass, Fail, to ensure sufficient incentives for students to meet performance goals—a response to information about student performance in some Credit/No Credit classes
- A faculty decision to decrease the size of the law school student body from approximately 215 incoming students to 170 or fewer incoming students per year—a response to changes in the qualifications and performance of incoming students
- Creation of a class in Advanced Analysis in Pre-Bar Skills, to strengthen core knowledge and performance for third year students—a response to information about student preparation and performance on bar exams required for admission to practice.

Senior administration and faculty have access to all relevant information about the operation and performance of the law school. In addition, the law school regularly provides information required by the American Bar Association.

To make sure staff in Student Life are informed about assessment results, the SLAC developed a regular assessment newsletter in spring 2017. The committee’s monthly newsletter highlights trends in assessment in the field of higher education and student affairs, an outstanding Baseline survey in the division or a comparable institution, and provides tips and suggestions for promoting continuous improvement in our work. The committee has continued to distribute this newsletter to the division on a monthly basis through the 2017-18 academic year.

Sources

 [Curricular revisions 2013-2018 \(CAS\)](#)

 [Program Level Changes- GSEC Example](#)

5.A

Mission Fulfillment

Narrative

Lewis & Clark's Mission Statement (first published in 1997) and Core Themes (approved by the Board in 2012) express fundamental strengths and values of the institution. Both documents were pioneering efforts to articulate what unites the institution's three distinct—and distinctive—schools. As such, both are somewhat labored and mannered in style. Their language still reveals the effort it took at the time to define shared principles in ways that were meaningful to the key constituencies.

Today, the language of the 1997 Mission Statement—devoted as it was to bridging the divide between the undergraduate liberal arts college and the two professional schools—reads in 2018 as somewhat archaic. The College of Arts and Sciences today embraces the expectation that its students should prepare for the world of work. Furthermore, the Lewis & Clark community today is far more comfortable identifying international education, diversity and inclusion, and sustainability as defining features of its mission than was the case back in the 1990s when the Mission Statement was drafted.

The 2012 Core Themes state the institutional values more explicitly, but they themselves are products of lengthy discussions to define educational goals in terms that apply equally to the undergraduate, law, and graduate communities. Their belabored wording reflects the effort that went into achieving consensus on these goals.

Over the course of Lewis & Clark's first seven-year cycle of assessing mission fulfillment under the Mission and Core Themes model, there have been challenges in operationalizing the language of both the Mission and Core Themes. The upcoming 2020 Year 1 report provides a welcome opportunity to update these documents in more straightforward and contemporary terms. That said, it is because of all the work that has gone into clarifying Lewis & Clark's vision, mission, values, and direction for purposes of planning, assessment, and communication over the past two decades that the institution is prepared now to restate the Mission and Core Themes in a clear and confident fashion.

5.A.1

The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

Narrative

Assessment of institutional accomplishments occurs at varying levels throughout the College, at both the school and departmental level. The frequency and sophistication of assessment efforts reflects the changes in leadership and the expectations of both internal and external constituencies. Through student evaluations at the course level, to assessment of learning outcomes at the departmental level, faculty are able to reflect on the extent to which students are achieving established outcomes. At the school level, the GSEC and Law school are both responsive to the demands of their respective accrediting bodies and successfully meeting accreditation standards reflects the complex approach to assessment expected within this standard. External peer reviews for each academic department in the CAS occurs every 10 years. This review meets the expectation of this standard as well, as it participatory (including feedback from faculty, students and alumni), self-reflective and evidenced-based. The division of student life is also engaged in on-going assessment and annually prepare reports at the departmental level, which are used to develop an annual report that is shared with the campus community.

Engagement with the Board of Trustees also provides an opportunity for assessment of institutional accomplishments. Board meetings, which include the Executive Council, as well as faculty and student representatives from the three schools, have provided opportunity for discussions of institutional performance and identification of area for improvement.

The Board Book, prepared three times a year for the regularly scheduled Board Meetings, has been the most visible place in which the state of the institution has been presented. This volume includes in-depth committee reports laying out what has been occurring at the College. The finance, buildings and grounds, audit, investment sections have been systematic, self-reflective, and evidence based, and, beginning in the 2017-2018 academic year, advancement has followed the approach taken by the aforementioned committees. In addition, this past academic year, a more intentional approach to engaging the campus life and academic affairs committees of the Board, was taken. A presentation of student survey data (CIRP Freshman Survey, NSSE and HEDS Senior Survey) occurred at each board meeting, which included robust conversation about what the results meant and how they could be used for improvement. The accreditation process, coupled with the development of the new strategic plan also required data collection and analysis, the establishment of goals and benchmarks, and engagement of constituents across the institution.

Sources

The screenshot displays a file directory structure. At the top is a folder named "Board Books". Under this folder are two sub-folders: "2016-17 Board Books" and "2017-18 Board Books". The "2016-17 Board Books" folder contains three documents: "2016 October Board Book", "2017 February Board Book", and "2017 May Board Book". The "2017-18 Board Books" folder contains three documents: "2017 October Board Book", "2018 February Board Book", and "2018 May Board Book". Below the "Board Books" folder is another folder named "Committee Reports". Under "Committee Reports" is a sub-folder named "Academic Affairs". The "Academic Affairs" folder contains four documents: "AA Committee Board Meeting December 2017", "AA Committee Board Meeting May 2018", "AA Committee Board Meeting November 2017", and "AA Committee Board Meeting October 2017". At the bottom of the directory is a document titled "Campus Life Committee Report- Oct 2017".

5.A.2

Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

Narrative

The use of assessment results has been used to determine quality and effectiveness, but has not explicitly been linked to mission fulfillment, though the values stated in the mission do implicitly inform decision-making. Core theme indicators do have established indicators, however, benchmarks for each have not necessarily been a central focus of the institution.

The college understands the importance of assessment and data utilization, and moving forward, the use of data for assessment of programmatic and institutional effectiveness will be a central to institutional decision-making, along with communicating rationale for changes that may result from assessment outcomes.

More to add?

5.B.1

Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

Narrative

The College regularly evaluates available resources primarily through two recurring and ongoing processes. The annual budget development is the primary venue for ensuring that available resources are aligned with priorities and objectives. As discussed in other sections each of the schools has similar but separate processes for aligning resources and priorities. The overall level of resources is developed and/or verified by the Senior Director of Financial Planning and Analysis and established along with other baseline assumptions. As part of this evaluation the Finance Division considers out year impacts on current trends. Budgeting is done in a manner that uses conservative estimates for enrollment and significant cost areas.

Also, annually a set of ratios are monitored and reported to the Board's Finance Committee. Decisions on resources utilization are made in alignment with maintaining or improving in the ratios to become more comparable with peer institutions.

5.B.2

The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

Narrative

MORE TO COME from the Board, the EC, and the schools.

The Law School strives to align its planning, practices, and resources with its overriding mission of educating students to practice law, which includes bar passage and employment. Over the past decade, legal education has faced serious challenges that result from changes in the market for legal jobs, with most of those changes resulting in fewer jobs available to new attorneys. Relatedly, as the job situation worsened nationwide, applications to law schools also decreased drastically nationwide and especially so in the Pacific Northwest. In response to these challenges, the Law School planned to reduce expenses, make modest reductions in the number of students, and proceed cautiously with hiring new faculty. But, as the legal job market remained weak, and applications continued to drop, the Law School decided to get even smaller, going from roughly 215 entering students to under 170 entering students in 2018-19. Along with the reduction in the number of students, the number of Law School faculty has also decreased.

The Law School also increased the staff of the Career Services office, developed a new first year class on professionalism, instituted requirements for students to meet with Career Services staff in their second and third years, provided greater guidance on individual research projects, and introduced a course to assist students with preparing for bar exam. At each point in this process, the deans, senior staff, and faculty made decisions based on the best available information at the time and then reviewed the results of those decisions based on more recent information, while also always focusing on the mission of the law school. While some law schools have struggled in recent years, and a few have closed, Lewis & Clark Law School has been able to navigate the challenges of legal education and maintain its stability while also continuing to educate students and prepare them for legal practice.

All programs at the Graduate School produce an annual Program Report that is reviewed by the dean. All departments annually review and revise their part of the Graduate School's rolling five year strategic plan. Individual programs and departments review student performance data to guide program improvement and report on this process annually to accrediting bodies. The dean is responsible for the Graduate School budget and resource allocations, including faculty positions. The dean and director of finance and operations produce a draft budget each year which is presented to a Budget Committee consisting of faculty and staff representatives. The dean explains resource allocations as they relate to mission and, after review by the committee, presents the next year's budget to the full faculty with similar emphasis on mission fulfillment.

The work of SEM and on international programs—to make them more cost-effective and sustainable. **Bruce, can we get a couple sentences here?**

The school-based efforts are "documented" in EC minutes and Board reports.

5.B.3

The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

Narrative

The CAS has begun a process of Strategic Enrollment Management, involving over three dozen faculty, staff, and administrators in the constitution of a steering committee and six working groups. Throughout the year, these groups – academic, student life, retention, recruitment/marketing, fiscal, and data – have begun a process of SWOT analyses, situational analysis, and program ideation, serving in effect as the in-house data collection, analysis, and program ideation around enrollment.

The Graduate School recently revised its strategic planning process to produce an annually revised, rolling five-year strategic plan. Each department's narrative includes a section titled, "Situating the department, programs, and initiatives in the larger context of the field." Essentially a SWOT analysis (sometimes explicitly so), department chairs and their faculty discuss changes that impact their programs and the professions they serve. Administrative office directors meet regularly with the dean to consider similar questions about key administrative processes, especially those that extend across programs and departments. The latter often includes consideration of the adoption of cloud-based software services utilized by multiple office and departments (e.g. TaskStream/Watermark; SLATE; salesforce; and Box).

The Law School convenes Board of Visitors meetings twice a year to solicit its expertise and input on issues facing the law school. The guidance and advice of Board of Visitors members was invaluable in helping the Law School develop its new class on Foundations of Professional Practice. The Board also serves as a sounding board for policies that the Law School is developing. Thus, the Board approved and supported the Law School's plans to become smaller in order to ensure that the Law School continued to enroll excellent students who would have the opportunity to find employment. The Law School combines the information and advice that it receives from the Board with information from alumni and the local bar, and provides it to faculty at meeting and retreats, to ensure that its decision-making processes connect with real-world conditions.

Board Task forces - Career Services task force involving Trustees ?

Anticipate what the reviewers may recommend with respect to needing to improve planning and assessment. Acknowledge and recognize our shortcomings in these areas and explain how we expect to improve moving forward.

The College is most certainly value driven, and is becoming more focused on the use of data to inform decision-making. Data trends are documented and used in planning and budgeting to sustain and advance academic values and quality. However, the College acknowledges that there is a need to be more systematic and more communicative at the institutional level and that better documentation of how weaknesses are identified and addressed through assessment, deliberation, and decisive action by the leadership team is needed. In acknowledging these needs, it should also be noted that excessive turnover in the CAS deanship has meant disruptions in the process of effecting continuous improvement.